Academic Calendar for 2013-2014

The academic year consists of the Fall and Spring semesters and one eight-week Summer session. Each semester includes 15 weeks of instruction and one week of final examinations. The Summer session includes a pre-session, one eight-week, one six-week, and two four-week periods of instruction.

Fall Semester, 2013
August 19, Monday
Classes Begin

Labor Day (No Classes/University Closed)

September 2, Monday
Classes Resume

September 3, Tuesday
Fall Break (No Classes)

October 18, Friday
Classes Resume

October 21, Monday
Thanksgiving Break (No Classes)

November 25–29, Monday–Friday
Classes Resume

November 28–29, Thursday–Friday
Thanksgiving Holiday (University Closed)

December 2, Monday
Final Exam Week

December 9–13, Monday–Friday
Undergraduate and Graduate Commencement

December 14, Saturday

Spring Semester, 2014
January 13, Monday
Classes Begin

Dr. Martin Luther King Day (No Classes/University Closed)

January 20, Monday
Classes Resume

Lincoln's Birthday (No Classes/University Closed)

January 21, Tuesday
Classes Resume

February 12, Wednesday
Spring Break (No Classes)

February 13, Thursday
Classes Resume

March 10–14, Monday–Friday
Final Exam Week

March 17, Monday
Graduate Commencement

May 5–9, Monday–Friday
Undergraduate Commencement

May 9, Friday
WIU—QC Undergraduate and Graduate Commencement

May 10, Saturday

May 11, Sunday

Summer Session, 2014
May 12, Monday
Pre-Session Begins

May 27, Tuesday
Memorial Day (No Classes/University Closed)

May 30, Friday
Classes Resume

June 2, Monday
Pre-Session Ends

June 27, Friday
Eight-Week, Six-Week, and First Four-Week Sessions Begin

June 30, Monday
First Four-Week Session Ends

July 4, Friday
Second Four-Week Session Begins

July 7, Monday
Independence Day (No Classes/University Closed)

July 11, Friday
Classes Resume

July 25, Friday
Six-Week Session Ends

All Sessions End

For More Information
Inquiries about Western Illinois University are welcomed. Please direct all inquiries to the appropriate departments listed below:

Western Illinois University
1 University Circle
Macomb, Illinois 61455-1390

Telephone: (309) 298-1414
Text Telephone: (309) 298-4444
Web Site: wiu.edu

Admissions........................................298-3157
Advising.............................................298-1846

Beu Health Center.........................298-1888
Billing and Receivables.....................298-1831
Campus Visits.................................298-3140
Counseling Center.............................298-2453
Disability Resource Center.................298-2512

Distance Learning, International Studies and Outreach...................298-1864
Financial Aid......................................298-2416
Graduate Studies..............................298-8206
Housing..............................................298-2461
Parking Services...............................298-1921
Registrar............................................298-1891
Scholarships......................................298-2001
Study Abroad......................................298-2504
Veterans Resource Center...............298-3505
WIU—Quad Cities, Moline, IL.....................762-9481

WIU Switchboard...............................298-1414

Deans’ Offices
College of Arts and Sciences..............298-1828
College of Business and Technology....298-2442
College of Education and Human Services.............298-1690
College of Fine Arts and Communication..............298-1618
Centennial Honors College...................298-2228
University Libraries.........................298-2762

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Accounting and Finance.......................298-1152
African American Studies.....................298-1381
Agriculture......................................298-1080
Art................................................298-1549
Biological Sciences................................298-2408
Broadcasting....................................298-2888
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Communication..................................298-1507
Communication Sciences and Disorders........298-1095
Computer Sciences............................298-1452
Counselor Education.........................762-1876
Curriculum and Instruction....................298-9864
Dietetics, Fashion Merchandising and Hospitality........298-1085
Economics and Decision Sciences.............298-1153
Educational and Interdisciplinary Studies........298-1183
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1 University Circle
Macomb, IL 61455-1390

WIU Telephone: (309) 298-1414
Text Telephone: (309) 298-4444
Website: wiu.edu

Western Illinois University—Quad Cities
3300 River Drive
Moline, IL 61265-5881
Telephone: (309) 762-9481
Text Telephone: (309) 762-6974
Website: wiu.edu/qc

Western Illinois University is accredited by The Higher Learning Commission and is a member of the North Central Association of Colleges and Schools (NCA). Information about the Commission may be obtained by contacting the Commission offices and staff at ncahigherlearningcommission.org or telephone (312) 263-0456.

The provisions of this catalog are not to be regarded as irrevocable contractual commitments between Western Illinois University and the student. The University reserves the right to change any provisions or requirements contained herein at any time within the student’s term of residence.
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Higher Values in Higher Education

The History and Heritage of Western Illinois University

Founded in 1899, the Western Illinois State Normal School was established to address teacher preparation in the state’s grammar schools. The faculty and students of Western were eager to meet this need, and the institution soon became known for its well-rounded, deeply committed graduates, a tradition that continues.

As the years passed and the name was changed to Western Illinois State Teachers College in 1921 and then to Western Illinois University in 1957, the institution’s mission continually broadened to include academic majors that prepared high school teachers; the state’s earliest and most successful extension program; a multi-faceted graduate school; a liberal arts program; and, eventually, distinguished colleges devoted to Arts and Sciences, Business and Technology, Education and Human Services, and Fine Arts and Communication.

Throughout time, and most recently as Western celebrated 50 years as a University during academic year 2007–2008, we have earned and maintained a reputation for expanding public access to affordable, high-quality degree programs and fostering student involvement in University activities.

We are now a leading University with a residential campus in Macomb, a metropolitan, non-residential campus in the Quad Cities, and extension and distance learning programs. With an outstanding, diverse faculty and staff committed to multicultural and international education, Western Illinois University offers undergraduate and graduate programs of study to approximately 12,500 students from Illinois, across the nation, and around the world.

The Present and Future of Western Illinois University

With more than a century of growth and development, and over 100,000 living alumni, Western Illinois University maintains a strong sense of community and historic commitments to student access, affordability, and success. Western has consistently been recognized as a “Best Midwestern College” by the Princeton Review, and is one of only 37 public universities recognized as a top-tier “Best Regional University” by US News & World Report.

Western Illinois University is also accredited by the Higher Learning Commission—North Central Association of Colleges and Schools. The University’s teacher licensure programs are accredited by the National Council for Accreditation of Teacher Education and approved by the Illinois State Board of Education. The University also maintains a strong commitment to discipline-based accreditation and licensure, where appropriate to the discipline. In academic year 2012–2013, Western Illinois University maintained accreditation/licensure with 17 agencies, ranging from the American Speech–Language–Hearing Association to the Association to Advance Collegiate Schools of Business.

These external recognitions and peer-based accreditations showcase our high academic standards, quality instruction, proven opportunities for job and graduate school placement, outstanding academic and residential facilities, exciting extracurricular activities, and institutional commitments to sustainability and affordability.
These recognitions also reinforce the unique mission and niche of Western Illinois University in the state’s system of public higher education. Keeping focused on our vision, mission, and values is critical to continued student success and our progress, growth, and contributions to the state and beyond. Western Illinois University, along with all other 11 Illinois public universities, is currently being challenged by a declining number of Illinois high school graduates; decreasing state support (appropriations) for higher education; as well as increasing costs, maintenance, technological, infrastructure, and accountability needs.

Through continued successful implementation of Higher Values in Higher Education, the institutional planning, resource allocation, and accountability reporting process established in academic year 2002–2003, we will continue to build upon our strengths and take advantage of opportunities. Western Illinois University will continue to prepare our students and graduates to lead in the global community. We will do so in a manner that is distinctive and nationally recognized for successful implementation of our vision, mission, and values.

Our Vision

Western Illinois University will be the leader in educational quality, opportunity, and affordability among its peers.

Our Mission

By enacting our values and supporting the synergy between instruction, research, creativity, and service, Western Illinois University prepares a socially responsible, diverse student, faculty, and staff population to lead in the global society.

Our Values

Academic Excellence: Central to our history and tradition is the commitment to teaching, to the individual learner, and to active involvement in the teaching-learning process. Western Illinois University’s highly qualified, diverse faculty promotes critical thinking, engaged learning, research, and creativity in a challenging, supportive learning community. We are committed to an academic environment that encourages lifelong development as learners, scholars, teachers, and mentors.

Educational Opportunity: Western Illinois University values educational opportunity and welcomes those who show promise and a willingness to work toward achieving shared educational goals. We are committed to providing accessible, high-quality educational programs and financial support for our students.

Personal Growth: Western Illinois University values the development of the whole person. We are committed to providing opportunities for personal growth in an environment that supports the development of wellness, ethical decision making, and personal responsibility. With personal growth comes an environment and interpersonal dynamics that celebrate diversity, support internationalization of the curriculum, and encourage plurality of thought and perspective.

Social Responsibility: Western Illinois University is committed to equity, social justice, and diversity and will maintain the highest standards of integrity in our work with others. We serve as a resource for and stimulus to economic,
Introduction

educational, cultural, environmental, and community development in our region and well beyond.

University Profile

Western Illinois University serves approximately 12,200 students in the heart of the Midwest through its traditional, residential four-year campus in Macomb, IL (population 20,000) and its non-residential, metropolitan campus in the Quad Cities/Moline, IL (QC population 376,000; Moline population 44,000). WIU’s friendly, accessible, nurturing campus communities are dedicated to Higher Values in Higher Education and are comprised of strong faculty, state-of-the-art technology and facilities, and a wide range of academic and extracurricular opportunities for students and staff. Committed to empowering students through the opportunity to earn a high-quality education that is also affordable, WIU’s GradTrac and Cost Guarantee programs ensure that students can achieve their degrees within four years while paying a fixed rate for tuition, fees, and room and board. WIU remains the only University in Illinois to guarantee the cost for tuition plus fees and room and board for students over a four-year period at both the undergraduate and graduate level. WIU’s Cost Guarantee program is the model for the state’s “truth-in-tuition program” that has helped students control cost.

The University offers 65 undergraduate degree programs and 37 graduate degree programs. Approximately 84 percent of WIU students are undergraduates and 16 percent are graduate students. The curriculum includes the humanities, social sciences, fine arts, business, education, and a number of pre-professional and technical fields of study. Although students primarily come from Illinois, over 1,000 are from out of state, and approximately 350 are international students. Between July 2011 and June 2012, 2,364 students completed undergraduate degree requirements.

Faculty: Providing excellent instruction is the highest priority of the University’s 737 faculty members. The faculty is responsible for 95 percent of the total student credit hours earned at the undergraduate level with graduate teaching assistants contributing the remaining 5 percent. As a group, full professors devote approximately 90 percent of their professional responsibilities to undergraduate instruction. The on-campus ratio of students to faculty is 15:1, and the average undergraduate class size is 22. Although primarily dedicated to teaching, WIU faculty members participate in extensive research and creative activities.

Libraries: University Libraries provides research assistance; instruction in library use; group study space; lectures and special events; regional archives; and is a Federal Depository location. The libraries house an extensive collection and offer online database access to thousands of academic periodic journals and publications. The Leslie F. Malpass Library in Macomb is the main branch and provides an inviting environment for research and study. The Macomb campus also has three specialized branch libraries for music, curriculum, and physical sciences. The WIU—Quad Cities campus houses a branch library and provides access to the same materials as the Macomb libraries.

Computing Facilities: WIU provides more than 1,800 computers for use in 42 labs, 43 teaching facilities, and 20 computer resource centers throughout campus. The University also provides access to numerous software packages, the Internet, e-mail, campus information systems, and other resources. Students have access to
Macintosh and Windows-compatible computers, scanners, laser printers, CD/DVD readers/writers, and Storage Area Network (SAN) accessible data storage. Thumb drives or jump drives may also be used in many labs and computer resource centers.

Cultural Center: The College of Fine Arts and Communication is at the center of the rich cultural and artistic community at Western. Students, faculty, and guest artists of the School of Music perform over 180 exhilarating concerts and recitals every year. The Department of Theatre and Dance produces eight major theatrical and dance productions and more than 12 studio shows in Western’s three theatres. This is drama, comedy, and musical theatre at its finest. The Department of Broadcasting is at sports and breaking news events daily reporting on radio, TV, and the web. The University Art Gallery exhibits work by the talented WIU students and faculty, as well as nationally-recognized artists. The BCA brings comedy, music, and magic to campus, and students get to attend most events FREE. Check us out. There is something for everyone!

Campus: Sixty-four buildings are situated on more than 1,000 acres in Macomb. In addition, the University operates the Alice L. Kibbe Life Sciences Station on the Mississippi River, the Frank J. Horn Field Campus, and the University Farm, which provide nearby facilities for students enrolled in Agriculture; Biology; and Recreation, Park and Tourism Administration courses. Western Illinois University—Quad Cities 60th Street campus and the Riverfront Campus in Moline provide baccalaureate degree, graduate degree, and post-baccalaureate certificate programs in various disciplines, along with Museum Studies courses at the Figge Museum and Engineering courses in the Caxton Building.

Costs: New students can attend Western Illinois University for about $26,350 in 2013–2014, including tuition, fees, room and board, books, and personal expenses. Financial assistance is provided for qualified students. More than 76 percent of Western's undergraduate students receive some type of financial assistance. In 2012–2013, more than $149 million in financial assistance was distributed. Of that total, over $51 million was in the form of grants which do not have to be repaid, and $90 million was through loans and campus employment.

Location: The main campus is located in Macomb, the McDonough County seat, 40 miles east of the Mississippi River. The city has a population of almost 20,000. Two U.S. highways, 136 and 67, intersect at Macomb and provide direct access to Interstates 74, 80, and 55. Rail passenger service is available twice daily from Quincy and Chicago to Macomb. Western Illinois University—Quad Cities is located in Moline, Illinois, which is approximately 70 miles north of the main campus in Macomb.

Residence Halls: Residence hall facilities provide more than 4,400 students with living and dining services. Several residence halls offer lifestyle floors such as honors, First Year Experience, major, and wellness. Grote Hall, featuring a state-of-the-art suite-style environment, is the University’s newest residence hall. All residence halls are smoke-free and wired for Internet and LAN use. Many off-campus housing possibilities, including fraternities and sororities, are open to upper-division students.

Student Organizations: More than 200 student organizations on campus represent a wide range of interests. Opportunities for participatory student governance are provided by the Student Government Association, Inter-Residence Hall
Council, Panhellenic Council, Student Tenant Union, Black Student Association, Latin American Student Organization, International Friendship Club, and other organizations.

Sports: Western offers a broad-based athletics program, sponsoring 20 NCAA Division I intercollegiate varsity sports (10 for men/10 for women). Football competes in the NCAA Division I Football Championship Subdivision through the Missouri Valley Football Conference; all other varsity sports compete at the Division I level through the Summit League. More than 50 different intramural events and a variety of sports clubs are available to Western students.

Western Illinois University—Quad Cities (WIU—QC): Western Illinois University offers several undergraduate degree programs in Moline, Illinois, which is approximately 70 miles north of the residential campus in Macomb. Undergraduate majors are offered in the following disciplines at WIU—QC: Accountancy; Communication; Early Childhood Education, Elementary Education; Engineering; Engineering Technology; English; General Studies; Information Systems; Law Enforcement and Justice Administration; Liberal Arts and Sciences; Management; Marketing; Nursing; Recreation, Park and Tourism Administration; and Supply Chain Management. Sixteen graduate degree programs and nine post-baccalaureate certificate programs are also offered at WIU—QC.

Accreditation

Western Illinois University is accredited by the Higher Learning Commission and is a member of the North Central Association. In addition, many of its departments and schools are accredited by professional agencies, including the following:

ABET: Engineering Accreditation Commission of ABET
Academy of Nutrition and Dietetics
Accrediting Council for Collegiate Graphic Communications, Inc.
American Speech–Language–Hearing Association
Association of Technology, Management, and Applied Engineering
Association to Advance Collegiate Schools of Business—International
Commission on Accreditation of Athletic Training Education
Commission on Collegiate Nursing Education
Commission on English Language Program Accreditation
Council for Accreditation of Counseling and Related Educational Programs
Council on Social Work Education
National Association of Schools of Art and Design
National Association of Schools of Music
National Association of Schools of Theatre
National Council for Accreditation of Teacher Education
National Recreation and Park Association

Equal Opportunity and Access

Western Illinois University complies fully with applicable federal and state nondiscrimination laws, orders, and regulations. The University is committed to providing equal opportunity and an educational and work environment for its students, faculty, and staff that is free from discrimination based on sex, race, color, sexual orientation, gender identity, gender expression, religion, age, marital status, national origin, disability, or veteran status.
Further, the University is committed to a comprehensive affirmative action program that ensures access and equity in educational programs, activities, and employment.

The Office of Equal Opportunity and Access is responsible for administering and monitoring Western Illinois University’s Equal Opportunity/Affirmative Action policies and procedures. Inquiries about or complaints alleging violation of the policies should be directed to the Office of Equal Opportunity and Access, (309) 298-1977. The Office of Equal Opportunity and Access also serves as the administrator for Title IX of the Educational Amendments of 1972 and its implementing regulations, and the Americans with Disabilities Act (ADA).

Religious Observance Policy

Consistent with Illinois Public Act 84-212, an act to prohibit public school districts and institutions of higher education from discriminating against students for observing religious holidays (effective August 26, 1985), Western Illinois University subscribes to the following policy and procedures:

1. Western Illinois University supports the concept of “Reasonable Accommodation of Religious Observances” in regard to admissions, class attendance, and the scheduling of examinations and other academic work requirements.

2. A student who is unable because of the observance of a religious holiday to attend classes on a particular day or days or at a particular time of day shall be excused from taking any examination or any study or other academic work assignments on such days or times.

3. Faculty and administrative personnel may require up to 5 calendar days advance notice of absences to observe religious holidays.

4. It is the responsibility of the faculty and administrative personnel to make available to such students an equivalent opportunity to make up the examinations, study, or other academic work requirements which they missed due to such absences.

5. It is the responsibility of all students who are also employees of the University to make arrangements to fulfill their obligations to the University in advance of their absence, and/or to utilize accrued leave (if applicable) during the absence. (See section II)

No fees or penalties may be imposed against the students who exercise such afforded opportunities. If a student believes she/he has been a victim of discrimination on grounds of religious observances, she/he may seek redress under the existing Discrimination Complaint Procedures.

A student who feels that he or she has been unreasonably denied an educational or employment benefit due to religious beliefs or practices should contact the Office of Equal Opportunity and Access.

Western Illinois University’s full Reasonable Accommodation of Students’ and Employees’ Religious Observance Policy is available at wiu.edu/vpas/policies/religiousobserv.php.
Introduction

Student Right-to-Know

Information complying with the Federal Student Right-to-Know legislation, including the Campus Safety and Security Act (Clery Law), is available in the Office of Public Safety, the Student Assistance and Parent Service Center, University Housing and Dining Services, the Office of the Vice President for Student Services, and the Office of the Vice President for Administrative Services. The information contains campus crime statistics and graduation rates at Western Illinois University and is on the University website at wiu.edu/clery.
Undergraduate Programs

Western Illinois University's undergraduate academic programs are offered through four colleges, each of which includes several academic departments. Information about the colleges is given in the Colleges section of this catalog (p. 79). Most departments offer one or more undergraduate programs of study leading to the baccalaureate degree. Information about departments and degree program requirements is given in the Academic Departments, Programs, and Courses section (p. 101).

The chart below provides page references for information in this catalog about major and minor programs of study available at the undergraduate level. The chart shows whether a Bachelor of Arts (B.A.), Bachelor of Business (B.B.), Bachelor of Fine Arts (B.F.A.), Bachelor of Liberal Arts and Sciences (B.L.A.S.), Bachelor of Music (B.M.), Bachelor of Science (B.S.), Bachelor of Science in Education (B.S.Ed.), Bachelor of Science in Nursing (B.S.N.), or Bachelor of Social Work (B.S.W.) is offered. Fields of study for which “Option or Concentration” is indicated lead to degrees through the completion of option or concentration requirements in a broader field of study. For example, students majoring in Zoology earn a B.S. in Biology by completing the Zoology option requirements in the Biology degree program. The chart also shows the fields of study that are available for Teacher Education and as academic minors and undergraduate certificates at the University. “GradTrac” is indicated for the disciplines that are included in the GradTrac program. Information about GradTrac is given in the GradTrac section (p. 77). “Integrated Degree” is indicated for the disciplines for which an integrated baccalaureate and master's degree program is offered. For more information about integrated degree programs, please see the Integrated Baccalaureate and Master’s Degree Programs section (p. 58), the respective academic department, and the WIU Graduate Catalog.

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<th>Option/Concentration</th>
<th>Teacher Education</th>
<th>Minor</th>
<th>Undergraduate Certificate</th>
<th>GradTrac</th>
<th>Integrated Degree</th>
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<td>B.B.*</td>
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<td>Acting—Theatre (348)</td>
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<td>Agricultural Business (112)</td>
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<td>Agricultural Economics (113)</td>
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<td>Agricultural Technology Management (114)</td>
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<td>Agronomy (114)</td>
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<td>American Government (309)</td>
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<td>Anthropology (356, 357)</td>
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<tr>
<td>Applied Music (284)</td>
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## Field of Study

*Program is available at WIU-Quad Cities.  
**Final two years are completed at WIU-QC campus.

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<tr>
<th>Program</th>
<th>Degree</th>
<th>Option/ Concentration</th>
<th>Teacher Education</th>
<th>Minor</th>
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<th>GradTrac</th>
<th>Integrated Degree</th>
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<td>Bilingual/Bicultural Education (178)</td>
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## Field of Study

*Program is available at WIU-Quad Cities.
**Final two years are completed at WIU-QC campus.

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*Program is available at WIU-Quad Cities.

**Final two years are completed at WIU-QC campus.
## Field of Study

*Program is available at WIU-Quad Cities.
**Final two years are completed at WIU-QC campus.

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Information about WIU's Teacher Education requirements appears in the Teacher Education section (p. 341). Information about interdisciplinary minors appears in the Interdisciplinary Studies Minors and Courses section (p. 239).

In addition to the programs of study listed on the chart, pre-professional programs are offered at the University in the following fields:

- Agricultural Engineering
- Architecture
- Chemical Engineering
- Engineering
- Forestry
- Health
- Law
- MBA
- Pharmacy
- Veterinary Medicine

Dual programs are available in Clinical Laboratory Science and Engineering in cooperation with approved schools of medical technology and the University of Illinois. Students can complete requirements for a bachelor's degree in the College of Arts and Sciences while working toward a professional degree or certificate. For more information, please see the Pre-Professional and Dual Programs section (p. 314).

## Graduate Programs

The University confers 11 advanced degrees—Doctor of Education, Master of Accountancy, Master of Arts, Master of Business Administration, Master of Fine Arts, Master of Liberal Arts and Sciences, Master of Music, Master of Science, Master of Science in Education, Education Specialist, and Specialist in School Psychology. Graduate programs are available in the following degrees and fields of study:

### Doctor of Education
Educational Leadership*

### Education Specialist
Educational Leadership*

### Specialist in School Psychology
School Psychology
Academic Programs

**Master of Accountancy**
Accountancy

**Master of Arts**

**Master of Business Administration**
Business Administration*

**Master of Fine Arts**
Theatre

**Master of Liberal Arts and Sciences**
Liberal Arts and Sciences*

**Master of Music**
Music

**Master of Science**
Biology*; Chemistry; College Student Personnel; Communication Sciences and Disorders; Computer Science; Engineering Technology Leadership; Health Sciences*; Instructional Design and Technology*; Kinesiology; Mathematics; Physics; Psychology; Recreation, Park and Tourism Administration; Sport Management

**Master of Science in Education**
Counseling**, Educational and Interdisciplinary Studies*, Educational Leadership*, Elementary Education*, Reading*, Special Education**

**Post-Baccalaureate Certificates**

*Program available at WIU—Quad Cities and Macomb
**Program available at WIU—Quad Cities only

For more information, see the *Western Illinois University Graduate Studies Catalog*. 
Centennial Honors College

The Centennial Honors College provides academically talented and motivated undergraduate students an enriched academic curriculum and opportunities for leadership, professional development, and service learning. The program includes 44 academic majors or areas of study from four colleges, as well as special pre-professional honors options such as the Pre-Law Honors minor and Pre-Engineering. Within General Education, honors students are provided a curriculum of special General Honors tutorials, colloquia, seminars, and independent research. Within departments, students are offered in-course honors experiences, seminars, recitals, and internship opportunities. For more information about the Centennial Honors College, please see page 98.

Four-Year Guarantees

GradTrac: Freshman students in eligible majors who wish to ensure graduation within four years may apply to GradTrac. A GradTrac Agreement assures students that they will complete their requirements in four years if they comply with the provisions of the GradTrac Agreement. GradTrac uses WIU’s automated degree audit system, which allows students and their advisors to monitor progress in their degree plan. Students who sign the GradTrac Agreement must meet with their advisors regularly, complete required coursework as prescribed for their degree program, maintain a grade point average designated by their program, and maintain continuous enrollment at the University. If a student meets all the requirements of the GradTrac Agreement but is unable to graduate due to the unavailability of a course, the University will waive or substitute the course(s) needed to allow graduation in the prescribed number of semesters. If a waiver or substitution is not possible, then the University will waive the tuition for the course(s) still needed if taken at Western Illinois University. For more information on GradTrac, please see page 77.

Cost: Western Illinois University guarantees a four-year rate for tuition, fees, and room and board for new undergraduate students entering the University. All new undergraduate students, full- and part-time, are automatically included in the plan. The per-hour rate for tuition and fees will be fixed for a four-year period along with room and board rates as long as the student maintains continuous enrollment. If a student's major is recognized as requiring more than four years to complete, the guaranteed rate will be extended to cover the expected time for degree completion. Each year the University's Board of Trustees sets new rates for the entering class. If a fee is added and approved by the Board, such as funding a new student service, the fee will apply to all students when implemented. For more information on the Cost Guarantee, please contact the Office of Admissions, located in Sherman Hall 115, telephone (309) 298-3157.

Individualized Degree Programs

Bachelor of Arts in General Studies Degree Program: The Bachelor of Arts in General Studies degree program is a non-traditional approach to undergraduate education designed for students who are place-bound by work and/or family responsibilities. The fully online degree program permits maximum transfer of credit, as well as credit earned for individually selected courses, prior learning portfolios, and proficiency examinations. Those students unable to attend classes
on the WIU campuses in Macomb or the Quad Cities may enroll in online courses or coursework offered at extension sites throughout west-central and northern Illinois and southeast Iowa. For more information on the Bachelor of Arts in General Studies degree program, please see page 206 of this catalog or go to wiu.edu/bgs.

**Interdisciplinary Studies Degree Program:** The Interdisciplinary Studies Degree Program allows students to design and pursue individualized programs of study in areas that are not otherwise available at the University, or to complete one of four concentrations—Renewable Energy and Biofuels Technology; Renewable Energy and Wind Technology; Renewable Energy Policy, Planning and Management; or Youth Development. Students enrolled in the Interdisciplinary Studies Degree Program receive either the Bachelor of Arts or Bachelor of Science degree, depending on the program and the requirements of the University General Education Curriculum. For additional information on the Interdisciplinary Studies Degree Program, please see page 234.

**Integrated Baccalaureate and Master’s Degree Programs**

Western Illinois University offers the following integrated baccalaureate and master’s degree programs:

- Bachelor of Business in Accountancy / Master of Accountancy
- Bachelor of Business in Accountancy / Master of Business Administration
- Bachelor of Arts in Broadcasting (Sports Broadcasting emphasis) / Master of Science in Sports Management
- Bachelor of Science in Chemistry / Master of Science in Chemistry
- Bachelor of Science in Computer Science / Master of Science in Computer Science
- Bachelor of Science in Computer Science / Master of Business Administration
- Bachelor of Arts in Economics / Master of Arts in Economics
- Bachelor of Business in Economics / Master of Arts in Economics
- Bachelor of Business in Economics / Master of Business Administration
- Bachelor of Science in Finance / Master of Business Administration
- Bachelor of Science in Forensic Chemistry / Master of Science in Chemistry
- Bachelor of Business in Human Resource Management / Master of Business Administration
- Bachelor of Science in Instructional Design and Technology / Master of Science in Instructional Design and Technology
- Bachelor of Science in Law Enforcement and Justice Administration / Master of Business Administration
- Bachelor of Liberal Arts and Sciences / Master of Liberal Arts and Sciences
- Bachelor of Business in Management / Master of Business Administration
- Bachelor of Science in Physics / Master of Science in Physics
- Bachelor of Science in Recreation, Park and Tourism Administration / Master of Science in Recreation, Park and Tourism Administration
- Bachelor of Science in Recreation, Park and Tourism Administration / Master of Arts in Museum Studies
- Bachelor of Business in Supply Chain Management / Master of Business Administration

These programs are administered by the respective academic departments. An integrated baccalaureate and master’s degree program provides the opportunity for outstanding undergraduates to earn both degrees in five years. Typically,
Special Study Opportunities

A baccalaureate degree requires four years to complete, and a master's degree requires an additional two years. However, the integrated degree programs are intended to be accomplished over a period of five years. In addition to allowing students to earn both degrees a year early, the integrated programs may include additional opportunities to participate in a variety of experiential educational activities such as a master's project or thesis. For additional information about the integrated baccalaureate and master's degree programs, please refer to the Western Illinois University Graduate Studies Catalog.

Study Abroad Program

Study Abroad allows students to complement and enhance their classroom instruction by experiencing the culture and language of a host country. Through WIU's Study Abroad Program, students can participate in a wide variety of educational programs located in more than 50 countries worldwide. There are many programs that take place over Spring and Winter breaks or in the Summer, or students may choose to participate in semester- or year-long programs. Many Study Abroad programs are comparable in cost to studying on WIU's Illinois campuses, and financial aid and scholarships are available to qualified students. Undergraduate students may participate in a Study Abroad program if they are in good academic and judicial standing, have a cumulative GPA of 2.5 or better, and have completed 12 s.h. of undergraduate work at WIU. Certain programs may have additional eligibility criteria. For more information about Study Abroad at WIU, please contact the Office of Study Abroad at (309) 298-2504 or go to wiu.edu/studyabroad.

University Advising Program (for undeclared students)

Many students are uncertain about their choice of a major. Western Illinois University designates these persons as University Advising students, who can remain in this category until they have earned 45 semester hours of credit. Students are required to declare a major at this point. The University Advising and Academic Services Center is responsible for advising University Advising students.

The University Advising Program enables students to examine major and career options while concentrating on coursework necessary for the University General Education Curriculum. The emphasis on General Education courses permits students to make progress toward graduation while still undecided about a specific major. Advisors help students evaluate interests, goals, values, and abilities, and apply this self-knowledge to the exploration of various majors.

University Advising is a positive option for students who are uncertain about their future plans and wish to explore academic and career possibilities during their first semesters at the University.

Western's English as a Second Language (WESL) Institute

Western's English as a Second Language (WESL) Institute, accredited by the Commission on English Language Program Accreditation, provides an intensive program in academic English for international students who are preparing to enter an American college or university, as well as for others needing ESL services. The WESL curriculum is designed and taught by professional faculty to prepare students academically, socially, and culturally for success as University...
Special Study Opportunities

students. The English as a Second Language Program is offered during the Spring, Summer, and Fall semesters. It consists of three levels of instruction: Foundation, Intermediate, and University Preparation. Upon arrival, students take the WESL English Placement Test and are thereby placed in the appropriate level of English study or directly into the University. Students who place at the highest level and who meet WIU admission requirements may be admitted to the dual level, in which they are enrolled part-time at the WESL Institute and part-time at the University. The WESL program consists of two 16-week semesters which follow the WIU academic calendar, and a ten-week Summer session. For additional information on WESL, please go to wiu.edu/international.
Admission, Costs, Financial Assistance, and Records

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Admission

Admission Procedures

Western Illinois University is an Equal Opportunity, Affirmative Action educational institution and does not discriminate in any aspect of its educational programs or activities on the basis of sex, race, color, sexual orientation, gender identity, gender expression, religion, age, marital status, national origin, disability, or veteran status.

High school seniors and graduates interested in attending Western Illinois University should write to the Office of Admissions for application forms or obtain an application from the high school guidance office or community college counseling/transfer center. An electronic application may be accessed at admissions.wiu.edu/application.

Admissions Office
Sherman Hall 115
1 University Circle
Western Illinois University
Macomb, IL 61455-1390

Supportive admission documents sent with admission forms are not returnable or transferable.

Applications processed through the Office of Undergraduate Admissions must include a non-refundable application fee of $30.

Withholding information requested in the application or giving incorrect statements may render a student ineligible for admission or may result in dismissal.

Freshmen

All new freshman applicants to Western Illinois University must submit the following supporting documents:

1. An official current transcript, listing courses taken and in progress. A final transcript must be submitted immediately upon completion of high school.

2. The results of either the ACT test or the SAT test. An official ACT or SAT score affixed to the official transcript shall be accepted to meet this requirement. Applicants must request that scores from either of these tests be sent to the Western Illinois University Office of Admissions either at the time of testing or by writing to:
   - ACT: Records Department (WIU Code is 1158)
     American College Testing Program
     P.O. Box 451
     Iowa City, IA 52240
   - SAT: Admission Testing Program of the College Board (WIU Code is 1900)
     Box 592
     Princeton, NJ 08541

High school graduates who have been out of school for five years or more do not need to submit ACT or SAT scores.

Admission to the University is competitive. With more than 90 majors and programs in Macomb, and 14 in the Quad Cities, WIU seeks students who have excelled academically in the classroom and who have demonstrated preparedness for a rigorous college experience. Co-curricular, leadership, and/or volunteer experiences may also be taken into consideration.

Students in the Quad Cities may choose to supplement General Education requirements with transferrable courses from the community college. Students should speak with a WIU admissions counselor about course transferability.

All new freshmen applying to WIU are considered for admission on the basis of three criteria:

- High school coursework/curriculum (Please refer to High School Course-Specific Requirements section in the WIU catalog on p. 23.)
• Cumulative grade point average on a 4.00 scale
• An official ACT or SAT test result

Admission Standards

Western Illinois University is committed to admitting students whose academic records indicate a high potential for success. The University primarily considers ACT/SAT scores and high school GPA in the admission decision.

Profile of the Freshman Class of Fall 2012

| ACT Composite Score (average) | 20.7   | (SAT equivalent 990) |
| ACT Composite Score (middle 50%) | 18–23  | (SAT equivalent 870–1070) |
| High School GPA (average) | 3.04   |
| High School GPA (middle 50%) | 2.64–3.39 |

Applicants whose ACT/SAT score or high school GPA falls below the middle 50% range of this profile are encouraged to submit a personal statement which addresses their academic goals and how they plan to realize those goals at WIU. The statement may also explain any extenuating circumstances that may have affected their academic performance in high school. Letters of support, if provided, will also be considered.

Applicants whose ACT/SAT score or high school GPA falls below the middle 50% of the freshman profile may be admitted regularly or into the Academic Services Program (alternative admission program). To guarantee consideration for admission as an incoming freshman through the Academic Services Program, applicants should submit an application and supporting materials by December 1. For more information about the Academic Services Program, please visit wiu.edu/advising/academic_services/.

Note: Applicants who submit their application and all supporting materials prior to December 1 will be given preferred consideration for admission. Space is limited for admission, and the deadline to apply for Fall is August 1.

High School Course-Specific Requirements:

Freshmen entering WIU are to have completed the following high school coursework before entering the University:

a. English: four years with an emphasis on written and oral communication and literature.
b. Social Studies: three years, emphasizing history and government.
c. Mathematics: three years, introductory through advanced algebra, geometry, trigonometry, or fundamentals of computer programming.
d. Science: three years, laboratory sciences which include biology, chemistry, physics, earth science, or other college preparatory sciences.
e. Other: two years to be selected from art, film, foreign language, music, speech, theatre, journalism, religion, philosophy, and vocational education.

In the event that new students have deficiencies in course-specific requirements, the University will consider alternative evidence or other academic activities in determining the mastery of the knowledge and skills in the area(s) of the deficiency.

Linkages Program (Concurrent Enrollment)

Students who are admitted to the Linkages Program concurrently enroll at Western Illinois University and the participating community college. The Linkages Program is designed for college-ready students who will take one 100- or 200-level course at Western Illinois University. The Linkages Program is designed to promote seamless transition into the WIU major, provided that the student meets all major and University requirements. Select baccalaureate degree programs are available, depending on campus location and the student's grade point average. Students should see their academic advisor for specific details. A current list of participating community colleges is available from the WIU Office.
Admission

of Admissions or WIU website at wiu.edu/linkages. Students who are interested in the Linkages Program must submit a complete application for admission to the University with an addendum indicating interest in the Linkages Program.

Other Special Admission Provisions

Applicants without a High School Diploma

Persons who do not have a high school diploma and are not currently attending high school may apply for admission if they have passed the General Educational Development (GED) test and have received the ACT or SAT scores required for regular admission. Applicants must submit official GED test scores and ACT/SAT scores to the WIU Office of Admissions. GED holders will meet with advisors who will discuss specific courses needed to meet any deficiencies in academic requirements.

Non-Degree Status

Any student who has earned a high school diploma or its equivalent may attend Western as a non-degree student without meeting the regular admission requirements under the following provisions:

1. The student may enroll in no more than six semester hours per term, and may accrue no more than 30 semester hours at WIU.
2. Students who have earned more than 30 semester hours of college credit at Western Illinois University are not normally eligible for non-degree status. However, such students may appeal to the Council on Admission, Graduation, and Academic Standards (CAGAS) for non-degree status.
3. Students currently on academic probation or suspension are ineligible for non-degree status.
4. Non-degree students must apply to CAGAS if they wish to be considered for degree candidacy.
5. Non-degree students are not eligible for financial aid.

Special Admission High School Students

High school seniors who meet regular freshman admission standards may be accepted for special admission to enroll in University courses while concurrently enrolled in secondary school. The following provisions apply:

1. The principal of the high school or an appropriate designee must provide written support for the admission applications.
2. Students must agree to pursue prescribed academic advising through the University Advising and Academic Services Center.
3. Such students may enroll for a maximum of two courses per semester or during the Summer without permission of the Council on Admission, Graduation, and Academic Standards (CAGAS).
4. Only 100- or 200-level college courses may be taken without permission of the appropriate department.
5. Exceptions to the above policy must be approved by CAGAS.

Visiting Students

A student who is a degree candidate at another institution may attend Western for one term under the following provisions:

1. The student must submit an application to the Office of Undergraduate Admissions for one semester.
2. The student must submit an official transcript from their last school attended verifying that he/she is in good status at that institution, OR
   Complete a personally signed WIU Visiting Student Form attesting good standing at the last school attended.

3. Subsequent enrollment terms will be applied for through the Office of the Registrar as a re-entry student.

Transfer Students

General Requirements

Prospective transfer students should contact the Office of Admissions, Western Illinois University, for application forms or obtain an application from their community college counseling office or transfer center. An electronic application may be accessed at admissions.wiu.edu/application.

Transfer students at select two-year institutions may choose from two program options when transferring to Western Illinois University. Students may participate in the Dual Admissions (2+2) program or the Traditional Transfer Program. Please speak with your advisor for specific details on each program, and for assistance to identify which program may be best to meet your needs.

Transcripts from each college and university attended must be sent directly from the institution(s) attended to the Office of Admissions at Western Illinois University. The recommended application deadline for students applying for Fall semester is August 1, and December 1 for Spring semester. Failure to report any previous college work may result in dismissal from the University. Transcripts received from other colleges and universities are utilized for admission purposes only and will not be released to a third party.

Applicants who have earned 24 or more semester hours (36 or more quarter hours) of college work will be considered for admission on the basis of college performance only. A combined C average for all hours attempted from all institutions attended and good standing at the last college/university attended are required for admission.

Applicants who have earned fewer than 24 semester hours (36 or more quarter hours) of college work must meet the freshman admission standards, have a combined C average for all hours attempted from all institutions attended, and be in good standing at the last college/university attended. In addition, transfer students with fewer than 24 semester hours (36 quarter hours) who graduated from high school in 1993 or afterwards must meet the high school course-specific requirements (p. 23).

Transfer credits may be accepted from another college or university of recognized standing. If the applicant is not from a regionally accredited school, credits may be accepted only after examination or by validation through satisfactory work at WIU. WIU will not accept for transfer credit a course equivalent to ENG 180 or 280 in which below C level work was recorded at a previous institution. This provision does not apply to students entering under the Community College Compact Agreement or the IAI General Education Core Curriculum. WIU may consider transfer coursework for Global Issues credit on a case-by-case basis. Students should contact their academic advisor.

To earn a baccalaureate degree, a transfer student must complete a minimum of 120 semester hours of credit, of which 60 semester hours must be completed at Western Illinois University or another accredited four-year institution. Exceptions may be made for courses that are required for a student’s major, and when the course is not offered at the Western Campus for which the student is enrolled, nor is there distance education access through Western. A minimum of 42 semester hours credit must be earned in upper-division courses (courses numbered 300 or above) from Western Illinois University or another accredited four-year institution. The student must also fulfill the University’s General Education requirements (please see University General Education Curriculum, p. 69) and meet...
residency requirements for a degree from WIU (please see Graduation Requirements, p. 46).

New transfer students who appeal and are accepted on probation are required to earn a minimum 2.00 cumulative grade point average by the end of their first term of enrollment.

Illinois Statewide Articulated Baccalaureate-Oriented Associate Degrees

Associate of Arts, Associate of Science, or Associate of Science and Art Degree Graduates—Compact Agreement

All Illinois public community colleges, the Eastern Iowa Community College District, Southeastern Community College (Iowa), Indian Hills Community College (Iowa), Iowa Valley Community College (Iowa), Kirkwood Community College (Iowa), Northeast Iowa Community College (Iowa), and Lincoln College have a written articulation commitment (compact agreement) from Western Illinois University. Additional agreements are being developed with other public and private colleges in Illinois and Iowa. Completion of an associate's degree in a baccalaureate-oriented program (A.A., A.S., or A.S.A.) at an accredited Illinois two-year institution (and selected other colleges) provides that the student will: (a) be accepted with junior standing, and (b) be considered to have completed the General Education requirements (University General Education Curriculum) at Western Illinois University. The associate's degree must include the equivalent of 60 semester hours with at least a C average. Western Illinois University will honor the community college commitment if Western Illinois University credit is used to complete the associate's degree.

Exceptions: An A.A., A.S., or A.S.A. degree graduate from an accredited Illinois two-year college (and other selected colleges) who is a candidate for a degree in the College of Arts and Sciences may be required to complete additional semester hours of coursework at WIU to satisfy college curriculum requirements.

Associate of Arts in Teaching (Early Childhood Education, Mathematics Education, Science Education, or Special Education) Degree Graduates

Western Illinois University is a participant in four statewide articulated Associate of Arts in Teaching (A.A.T.) degree programs—Early Childhood Education, Mathematics Education, Science Education, and Special Education. Completion of an A.A.T. degree must be in one of four fields (Early Childhood Education, Mathematics Education, Science Education, or Special Education) and will only be accepted for transfer into a Teacher Education program in that same field. Students transferring into Western Illinois University with an A.A.T. must meet cumulative GPA requirements for being accepted into Western's Teacher Education Program. Those completing the A.A.T. in Mathematics Education and Science Education must have a cumulative GPA of 2.5 from the community college at which they completed their program; and those completing the A.A.T. in Early Childhood Education and Special Education must have a cumulative GPA of 2.75.

Early Childhood/Mathematics/Special Education: Completion of an approved statewide articulated A.A.T. degree in Early Childhood Education, Mathematics Education, and Special Education at an accredited Illinois two-year institution provides that the student will: (a) be accepted with junior standing, and (b) be considered to have completed the General Education (University General Education Curriculum) requirements at Western Illinois University.

Science Education: Completion of an approved statewide articulated A.A.T. degree in Science Education at an accredited Illinois two-year institution provides that the student will be accepted with junior standing. Students must fulfill the University's lower-division General Education requirements by completing: (1) the 37 s.h. Illinois Transferable General Education Core Curriculum, or (2) the 43 s.h. WIU General Education Curriculum.

Associate of Engineering Science or Associate of Fine Arts (Art, Art Education, Music, or Music Education) Degree Graduates

26
Completion of an approved statewide articulated Associate of Engineering Science (A.E.S.) or an Associate of Fine Arts (A.F.A.) in Art or Music degree at an accredited Illinois two-year institution provides that the student will be accepted with junior standing. Students must fulfill the University’s lower-division General Education requirements by completing: (1) the 37 s.h. Illinois Transferable General Education Core Curriculum, or (2) the 43 s.h. WIU General Education Curriculum.

**Illinois Articulation Initiative (IAI)**

Western Illinois University is a participant in the Illinois Articulation Initiative (IAI), a statewide agreement that allows transfer of the completed Illinois General Education Core Curriculum between participating institutions. Completion of the transferable General Education Core Curriculum at any participating college or university in Illinois assures transferring students that lower-division General Education requirements for a bachelor’s degree have been satisfied. WIU will award transfer credit for Illinois General Education Core Curriculum courses taken at other institutions of higher education in accordance with the evaluation of transfer credit policy provided below. The following codes identify qualifying General Education courses: IAI C (Communication), IAI F (Fine Arts), IAI H (Humanities), IAI L (Life Sciences), IAI M (Mathematics), IAI P (Physical Sciences), and IAI S (Social/Behavioral Sciences). The appropriate IAI code follows the course descriptions of matching WIU courses in the Academic Departments, Programs, and Courses section of the catalog (p. 101). A complete listing of the WIU courses that match IAI Transferable General Education Core Curriculum course descriptions as of May 1, 2013, is provided on page 398.

**Evaluation of Transferable General Education Credit**

The following guidelines will govern the evaluation of transfer credit for the University General Education Curriculum.*

- **Courses taken at other accredited Illinois institutions.** Western Illinois University will accept for credit toward completion of the University General Education Curriculum courses taken at other accredited Illinois institutions of higher education. Students who have completed courses equivalent to those in the Illinois Transferable General Education Core Curriculum or WIU General Education Curriculum will be granted credit toward fulfilling WIU’s General Education Curriculum requirement. Students may also be eligible to receive credit toward WIU’s General Education requirement for completion of transfer coursework included at [transfer.org/uselect](http://transfer.org/uselect).

- **Students who have completed an Illinois associate’s degree.** Transfer students who complete an associate’s degree in a baccalaureate-oriented program (except the Associate of Arts in Teaching in Science Education, the Associate in Engineering Science, or the Associate in Fine Arts in Art or Music) at an accredited two-year institution (and selected other colleges) will: (a) be accepted with junior standing at Western Illinois University, and (b) be considered to have completed the University General Education Curriculum. The associate’s degree must include the equivalent of at least 60 s.h. with at least a C average. Students who have completed the Associate of Arts in Teaching in Science Education, the Associate in Engineering Science, or the Associate in Fine Arts in Art or Music must fulfill the University’s lower-division General Education requirements by completing: (1) the 37 s.h. Illinois Transferable General Education Core Curriculum, or (2) the 43 s.h. WIU General Education Curriculum.

- **Students who have completed the Illinois Transferable General Education Core Curriculum but have not earned an associate’s degree.** Transfer students from accredited Illinois institutions of higher education who have not earned an associate’s degree in a baccalaureate-oriented program but have completed the Illinois Transferable General Education Core Curriculum will be considered to have completed the University General Education Curriculum. Western Illinois University will honor the Illinois Transferable General Education Core Curriculum if Western Illinois University credit is used to complete the Illinois Transferable General Education Core Curriculum.
Admission

- **Students who have not completed the Illinois Transferable General Education Core Curriculum or an associate's degree.** Transfer students from accredited Illinois institutions of higher education who have not earned an associate's degree or completed the Illinois Transferable General Education Core Curriculum, but have been granted at least 30 semester hours of transfer credit by Western Illinois University, must complete one of the following: (1) the 37 s.h. Illinois Transferable General Education Core Curriculum, or (2) the 43 s.h. WIU General Education Curriculum. If fewer than 30 semester hours of transfer credit are granted, the student must complete one of the following: (1) the 37 s.h. Illinois Transferable General Education Core Curriculum plus an additional 6 s.h. from any approved IAI or WIU General Education course, or (2) the 43 s.h. WIU General Education Curriculum. Students who have satisfactorily completed courses within the Illinois Transferable General Education Core Curriculum will be granted credit towards fulfilling comparable lower-division General Education requirements at WIU.

- **Non-accredited and out-of-state institutions without a compact agreement.** Individuals who have earned credits at non-accredited or out-of-state institutions will be evaluated on a case-by-case basis.

- **Students with quarter-system credits.** The University will waive a fraction of a semester hour of the minimum hours required from a specific area of the University General Education Curriculum for students with quarter-system credits.

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*1. In addition to the General Education Curriculum, students must complete major, minor, college-specific, and other requirements to earn the baccalaureate degree.

2. Coursework completed at community colleges and lower-division coursework completed at four-year institutions will transfer to WIU as lower-division credit, even if the equivalent WIU course is offered as an upper-division course. Lower-division transfer coursework will still satisfy General Education requirements even though the equivalent WIU course is upper-division.

3. To satisfy the Communication Skills writing requirement, transfer students must have earned a grade of C or better in each of the courses noted as equivalent to English 180 and English 280 unless waived by the Community College Compact Agreement or the IAI Transferable General Education Core Curriculum.

Evaluation of Baccalaureate Major Transfer Credit

The following guidelines will govern the evaluation of transfer credit for the baccalaureate major.

- Western Illinois University may accept for credit toward completion of a baccalaureate major courses taken at other accredited institutions of higher education. Transfer students who have completed courses in a transferable IAI baccalaureate major program that are equivalent to courses required for the appropriate WIU major will be granted direct equivalent credit toward completion of the WIU major. Students may also be eligible to receive credit toward major requirements for the completion of transfer coursework included at [transfer.org/uselect](http://transfer.org/uselect).

- Suggested coursework in a transferable IAI baccalaureate major that is determined not to have a WIU equivalent will be accepted as a Department Elective. Electives may apply towards completing the minimum 120 s.h. requirement for the baccalaureate degree. The major department will determine if such courses may apply toward completing specific requirements for the major.

- Individuals who have earned credits at non-accredited or foreign institutions will be evaluated on a case-by-case basis.

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**Coursework completed at community colleges and lower-division coursework completed at four-year institutions will transfer to WIU as lower-division credit, even if the equivalent WIU course is offered as an upper-division course.**
Dual Admission Transfer Program

Students who intend to earn the Associate of Arts, Associate of Science, or Associate of Science and Art degree from a participating community college before attending WIU are eligible for the Dual Admission Transfer Program.

The Dual Admission Transfer Program helps bridge the transfer process between participating community colleges and Western Illinois University. Many community colleges participate in the Dual Admission Transfer Program, and additional programs are being developed. A current list of participating community colleges is available from the WIU Office of Admissions or at student.services.wiu.edu/admissions/transfer/dual.asp.

Students who are interested in participating in the Dual Admission Transfer Program while enrolled at their participating community college must complete a WIU application indicating the future term they plan to attend WIU. Official transcripts from any other colleges or universities and a dual admission addendum authorizing the exchange of information must be submitted before a written acceptance to the Dual Admission Transfer Program will be sent to the student.

At the end of each semester, the student or community college will forward an official transcript to WIU for Western's Audit of Requirements for Degree (WARD) Report. The WARD Report will be available to the student on his or her Student/Alumni Records System (STARS) account. This degree audit will update students on how their community college courses will transfer to WIU.

Veterans

Veterans returning from at least one year of active military service who have received an honorable discharge will be admitted to Western Illinois University without regard to previous academic performance provided that WIU is the first school that the veteran attends after leaving the service. Applicants in this category are required to have graduated from a recognized high school or to have earned a High School Equivalency Certificate. Applicants must submit the same academic documents required of those not in this admission category. In addition, veterans must submit a copy of form DD-214.

These provisions also apply to individuals who have served for at least a year in VISTA, the Peace Corps, or similar programs.

International Students

To be considered for undergraduate admission, international applicants must meet the following requirements:

1. If applying as a freshman, hold an academic credential that is comparable to a U.S. high school diploma and have a cumulative grade point average greater than or equal to 2.5 on a 4.0 scale.

2. If applying as a transfer student with the equivalent of 24 or more semester credit hours at a recognized post-secondary institution, have a cumulative grade point average greater than or equal to 2.0 on a 4.0 scale on all post-secondary academic coursework.

3. If English is not the student's primary language, English proficiency must be demonstrated prior to beginning the academic program at Western Illinois University. Evidence of English proficiency must be dated no more than two years prior to the date of matriculation to WIU. Evidence of English proficiency may be met by one of the following means:
   - TOEFL score of 550 or greater (paper version/PBT) or 79 or greater (internet based version/iBT).
   - IELTS score (academic format) of 6.5 or better.
Admission

- Freshman: Have studied in residence a minimum of two years at a state recognized U.S. high school and earned at least a 2.50 GPA (on a 4.00 scale) in an academic core curriculum.
- Transfer: Have studied in residence at a regionally accredited U.S. post-secondary institution and have earned at least 24 semester hours of transferable degree credit, which must include ENG 180 or 280 with a grade of “C” or higher; OR earned an Associate of Arts, Associate of Science, or Associate of General Studies degree while completing the equivalent of ENG 180 and 280 with a grade of “C” or higher.
- Completion of a minimum of two academic years of full-time study at the secondary or post-secondary level in a country where English is the primary language (not merely the language of instruction), immediately prior to the proposed date of enrollment.
- Graduation from Western’s English as a Second Language (WESL) program.
- Obtain a satisfactory score on Western’s English as a Second Language (WESL) placement test.

Only students whose native language is English are exempt from the English proficiency requirements. All students who have not provided evidence of English language proficiency before arrival on campus must take the WESL placement test during New International Student Orientation week.

Students who meet the minimum requirements but need further English language instruction as assessed by the Center for International Studies administrative staff and/or individual undergraduate departments will be required to take the WESL placement test upon arrival to campus and may be required to enroll in and graduate from WESL prior to beginning their academic program.

International applicants need to refer to the Center for International Studies website at wiu.edu/international for information about submission dates and the international application process. Inquiries from international applicants may be directed to International-Ed@wiu.edu.

United States citizens living abroad and undocumented persons domiciled in the United States who fall under House Bill 60 (students who have been in high school for three years in the State of Illinois) are not considered international applicants for purposes of this requirement and should contact the Office of Undergraduate Admissions.

Bachelor of Arts in General Studies Degree

The Bachelor of Arts in General Studies degree program provides place-bound students an opportunity to earn a regionally accredited bachelor’s degree that can be completed fully online, and requires no on-campus attendance. The General Studies program allows for maximum transferability of courses and is designed to meet the student’s individual needs. A major is not designated for this highly individualized and flexible degree program. Please see page 206 of this catalog or wiu.edu/bgs for additional information on the Bachelor of Arts in General Studies degree program.

Exceptional Cases

Adults who wish to enroll as full-time or part-time students but do not wish to enroll in any of the special admission categories described above should write or telephone the Office of Admissions and explain their circumstances and plans. The office will explain the various options available and recommend those most appropriate.

Administrative Admission

If a prospective student does not meet admission requirements or has been denied admission, any member of the University staff, faculty, administration, or Board of Trustees
may recommend the student for admission consideration when there are mitigating circumstances.

**Credit by External Examination**

Western Illinois University grants college-level credit to students successfully completing any of the programs listed below prior to enrollment at Western. Students can receive up to 30 semester hours of credit for graduation from military, external testing, or a combination of both.

- Advanced Placement (AP)
- College Level Examination Program (CLEP)
- College Entrance Examination Board (CEEB)
- Defense Activity for Nontraditional Education Support (DANTES)
- International Baccalaureate (IB)
- Proficiency Examination Program (PEP)

For specific information related to score requirements and academic areas covered by these programs, please contact the Office of Admissions, Sherman Hall 103, telephone (309) 298-3144.

**Concurrent Admissions Program (ConAP)**

ConAP is a program for students who are planning to enlist directly into military service after high school or community college. Sponsored by the U.S. Army Recruiting Command and the Servicemembers Opportunity Colleges, the program allows individuals to seek admission to a college or university at the same time they enlist in the Army or Army Reserve. Enrollment is deferred until completion of active military service. The student must meet admission and degree requirements of the catalog in effect at the time of enrollment in classes at WIU. In addition, veterans must submit a copy of form DD-214. Enrollment of a ConAP student who has attempted college coursework elsewhere is subject to academic performance standards stated in the catalog. A ConAP student receiving less than an honorable discharge must meet regular freshman and/or transfer admission requirements. For additional information, please contact the Office of Admissions, Sherman Hall 109, telephone (309) 298-3110.

**Readmission**

Any former undergraduate who has not attended Western Illinois University for one or more Spring or Fall terms must complete an undergraduate readmission form in the Office of the Registrar, Sherman Hall 110. An electronic application may be accessed online at wiu.edu/registrar. If the student has taken any college-level coursework since attending WIU, he or she must have an official transcript of this work sent directly to the Office of the Registrar. A student who has been academically suspended and inactive one regular semester following the suspension will be readmitted without appeal to the University by completing the readmission application form. The student will be placed on academic probation and required to meet specific stipulations assigned by the University. A student who has been academically dismissed (has one or more academic suspensions) can attend Western only during the Summer terms. If at the end of any Summer term, the student's cumulative grade point average is equivalent to 2.00 or higher, the student may continue at Western.

Readmission applications and necessary transcripts must be on file at least two weeks prior to the term for which the student is applying.

Students who re-enter the University after an absence of two regular terms must meet the requirements of the current catalog unless they receive written permission from the dean of the college in which they are enrolled to continue under an earlier catalog. This written
Admission

permission must be filed in the Office of the Registrar within nine weeks of matriculation, and the catalog chosen may not predate re-enrollment by more than three years.

New Start Policy
This policy is designed for former WIU students with a severe cumulative honor point deficiency who have not attended WIU for a minimum of three years.

1. Former WIU students who have not attended WIU for at least three years may petition the Council on Admission, Graduation, and Academic Standards (CAGAS) to have prior grades excluded from subsequent grade point average calculations. Such appeals must be received and approved prior to the student’s re-entry to WIU.

2. All hours earned will count toward total hours for graduation.

3. All students must have at least a C average in all WIU courses counted toward the major and the minor for graduation.

The New Start provision may be exercised only once, and all grades that a student has received at WIU will be used to determine class rank and honors. Any student under this policy must complete a minimum of 30 semester hours after returning to WIU to qualify for graduation. All courses taken and grades earned will appear on the transcript.

Immunization Policy
Illinois state law and University policy require all newly enrolled students born after December 31, 1956, to provide written evidence to Beu Health Center signed by a health care provider of current immune status with respect to certain communicable diseases. Currently, the diseases to which all students must show immunity are measles, rubella, tetanus, diphtheria, and mumps.
Tuition and Fees

Tuition and University fees are subject to change without notice by action of the Western Illinois University Board of Trustees.

Western Illinois University offers guaranteed tuition and fees, as well as guaranteed room and board rates for each new class of entering students. The guaranteed rates remain in effect for four years as long as students maintain continuous enrollment. Students who finish a degree program and who continue at the University will be assessed the appropriate rate in effect at the time of their next enrollment. The tuition and fee rates for new undergraduate students (first enrolled Fall 2013, Spring 2014, or Summer 2014) appear below. Tuition and fee rates for returning students may be obtained by contacting the Billing and Receivables Office located in Sherman Hall 106, telephone (309) 298-1831, or at wiu.edu/billing. Summer fee rates may be obtained at wiu.edu/billing.

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| Activity Fee | $ 3.45 |
| Fine Arts Fee | 2.55 |
| Athletic Fee | 16.67 |
| Bond Revenue Fee | 26.98 |
| Computer Fee | 4.59 |
| Facilities/Life Safety Fee | 15.83 |
| Health Center Fee | 9.27 |
| Publication Fee | .89 |
| Talent Grant Fee | 1.64 |
| Transit Fee | 2.62 |
| Total Fees Per Hour | $84.49 |

Health insurance will also be assessed for students enrolled nine or more hours. The 2013-2014 student insurance rate is $413.00 per semester.

| Activity Fee | $ 4.24 |
| Computer Fee | 4.35 |
| Facilities/Life Safety Fee | 7.06 |
| Publication Fee | 0.86 |
| Talent Grant Fee | 2.74 |
| Transit Fee | 4.30 |
| Total Fees Per Hour | $23.55 |

Students registered for academic courses through WIU—Quad Cities are not assessed the athletic, bond revenue, and health center fees.
Costs

The Board of Trustees has approved a 25 percent reduction in student activity, fine arts, athletic, health center, publications, transit, and computer fees for students registered fall/spring semester for nine or more hours of student teaching, internship, or overseas experience. These reductions are for the academic term in which the student completes the student teaching, internship, or overseas experience. The preceding tables reflect the full fee rates.

Special Admission High School Students are not assessed University fees, and are not included in cost guarantee until they matriculate as a degree candidate.

Students residing in Indiana, Iowa, Missouri, and Wisconsin will be assessed the in-state rate for tuition.

Miscellaneous Fees and Charges

Audited Courses: Audited courses are assessed tuition and fees per hour based upon the appropriate rate schedule.

Orientation: A non-refundable Orientation Fee is assessed to first-time students attending the Macomb campus. This fee encompasses publications and programs coordinated by Student Development and Orientation.

Transcript: A $15 non-refundable transcript fee will be assessed to all new matriculating students. This fee entitles the student to unlimited transcripts.

On-Campus Housing

All freshmen and sophomores (as defined in the undergraduate catalog) are required to live in and are guaranteed space in University residence halls. Sophomores who have lived in residence halls for four semesters are exempt if they apply in writing for an official exemption.

Students residing with parents and commuting from parental homes located within a 40-mile radius of Macomb; veterans with one year of active service; and students who are married, are in a documented domestic partnership, or have primary custody of dependent children are exempt from this policy but must contact University Housing and Dining Services in writing to obtain an official exemption. All exemptions to this policy must be approved in advance by submitting a petition form to University Housing and Dining Services, Seal Hall. Residence hall applications/contracts are for the full academic year for all students. Freshmen and sophomores not in compliance with the University’s residency policy will be restricted from registering for classes and may be subject to the appropriate financial charges for the period they were not in compliance with the policy.

Students of junior and senior standing (as defined in the undergraduate catalog) may reside in accommodations of their choosing.

Western Illinois University offers guaranteed room and meal plan rates as well as guaranteed tuition rates for each new class of entering students. The guaranteed rates remain in effect for four years as long as students maintain continuous enrollment. The 2013–2014 residence hall room and meal plan rates per semester for new students appear below. Room and meal plan rates are subject to change without notice by action of the WIU Board of Trustees.

### Room and Meal Rates Per Semester

<table>
<thead>
<tr>
<th></th>
<th>Grote Hall</th>
<th>Corbin Suite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Double Occupancy</td>
<td>$2,815.00</td>
<td>$3,290.00</td>
</tr>
<tr>
<td>Single Occupancy</td>
<td>$4,081.00</td>
<td>$4,112.00</td>
</tr>
<tr>
<td>Super Single</td>
<td>$4,222.00</td>
<td></td>
</tr>
<tr>
<td>Meal Plan</td>
<td>$1,780.00</td>
<td></td>
</tr>
</tbody>
</table>
Expected Expenses

A full-time, in-state, new undergraduate student with 15 semester hours could expect to incur the following expenses during the 2013–2014 academic year:

<table>
<thead>
<tr>
<th></th>
<th>Semester</th>
<th>Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$4,202.70</td>
<td>$8,405.40</td>
</tr>
<tr>
<td>University Fees and Health Insurance</td>
<td>$1,680.35</td>
<td>$3,360.70</td>
</tr>
<tr>
<td>Room and Board (double room)</td>
<td>$4,595.00</td>
<td>$9,190.00</td>
</tr>
<tr>
<td><strong>Total Tuition Fees, and Room/Board</strong></td>
<td><strong>$10,478.05</strong></td>
<td><strong>$20,956.10</strong></td>
</tr>
</tbody>
</table>

**Other Estimated Costs**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Books (estimate)</td>
<td>$705.00</td>
<td>$1,410.00</td>
</tr>
<tr>
<td>Personal Expenses (estimate)</td>
<td>$1,996.00</td>
<td>$3,992.00</td>
</tr>
<tr>
<td><strong>In-State Total (estimate)</strong></td>
<td><strong>$13,179.05</strong></td>
<td><strong>$26,358.10</strong></td>
</tr>
<tr>
<td><strong>Out-of-State Total (estimate)</strong></td>
<td><strong>$15,280.40</strong></td>
<td><strong>$30,560.80</strong></td>
</tr>
</tbody>
</table>

Amounts are subject to change without notice by action of the WIU Board of Trustees.

A cost estimator, which allows individuals to obtain cost estimates based upon specific student choices, is available on the Billing and Receivables Office website, wiu.edu/billing. Expected expenses for returning students may be obtained by contacting the Office of Financial Aid in Sherman Hall 127, telephone (309) 298-2446.

Billing System

The student receivables system brings University charges and credits into one account. The Billing and Receivables Office will compile the latest information from University offices (i.e., Financial Aid, Registrar, and University Housing and Dining) and prepare the monthly billing statement. A finance charge of 1% per month on the unpaid balance from the prior month’s billing will be assessed. A student with a past due (encumbered) account balance will be denied registration and academic transcripts. Fall semester charges are due August 28, Spring semester charges are due January 28, and Summer charges are due June 28.

The University bills by semester, not by academic year. Actively enrolled students will receive their billing statement via STARS. Notification will be sent to the student at his/her WIU e-mail address when each bill is ready to view on STARS. Students may establish additional e-mail addresses to which the notification may also be sent on STARS. The e-mail will include the account balance and the due date. Details must be viewed on STARS. Failure to view a bill will not excuse finance charge assessment or payment of the account. It is the student’s responsibility to correct and update his/her address and e-mail addresses on STARS.

**Automated Payment Plan:** The Automated Payment Plan provides students a structured option for budgeting educational expenses over several months. The monthly payments will be deducted from a bank account on the 5th of each enrollment month. The 1% finance charge listed in the basic restrictions is not assessed on the contract amount; however, there is a $2 per month transaction fee to cover processing. Additional charges incurred above the contract amount will be billed and subject to the 1% finance charge assessment if not paid by the due date. A completed agreement form on STARS is required to participate in this plan. Students and individuals with login information to Parent & Guest Access may complete the B/R Automated Payment Plan on STARS. Other payment options can be found on our web page at wiu.edu/billing.

Student Health Insurance

The student health insurance program is administered in cooperation with Beu Health Center through the Student Health Insurance Office. Students registered and assessed fees
for nine hours or more of Macomb campus classes (identified as numeric sections 001–399), and all graduate assistants under contract to the University taking one hour or more of any type of classes, are automatically assessed the insurance fee. Students taking WIU—Quad Cities, distance and outreach, or web-based classes, as well as students with fewer than nine hours of Macomb campus classes, are not automatically assessed the student health insurance fee but may be able to purchase insurance. Additional information may be obtained by contacting the Student Health Insurance Office, located in the Lower Level of Beu Health Center, at (309) 298-1882.

Students who require fewer than nine hours to graduate, have graduate clearance forms on file, and register for six, seven, or eight hours during a semester may purchase the insurance coverage during the first 10 days of the term. Coverage is effective the date application is made but not prior to the opening day of the term.

Students whose coverage meets or exceeds the University waiver criteria may apply to opt out of the student insurance program by completing the online waiver application. Contact Student Insurance at (309) 298-1882 for information on the waiver process. The final deadline for filing an insurance waiver form is the 10th day of the Fall or Spring semester or the 6th day of the Summer session.

**University Credit/Refund Policy**

The following refund/credit policy is for regularly scheduled classes. Refund/credit periods for irregularly scheduled classes and independent study courses offered through the School of Distance Learning, International Studies and Outreach vary. Please refer to [wiu.edu/registrar](http://wiu.edu/registrar) for more detailed information.

**Dropped Course**

Students enrolled in any combination of sessions, either on-campus or off-campus, must drop from the desired class within that session's 100 percent refund/credit period to avoid assessment of tuition and mandatory fee charges. Students will be assessed full tuition and fees in accordance with the University's tuition and fee schedule for classes dropped after the 100 percent refund/credit period. The 100 percent refund/credit periods for regularly scheduled classes are as follows:

- Fall and Spring semesters: on or before the 10th class day of the semester.
- Summer session: on or before the 6th class day of the session.

**Total University Withdrawal**

Procedures: Any student making a TOTAL University withdrawal MUST withdraw within established refund/credit dates to avoid charges. Prior to the first day of the semester, a student may completely withdraw from the University through STARS. On or after the first day of the semester, in order to completely withdraw from the University, students who are classified as full-time students must contact the Student Development and Orientation Office [(309) 298-1884](tel:(309)298-1884) to withdraw from the University.

A student may withdraw during the first ten weeks of a regular semester. After the first ten weeks, a student may not withdraw from the University unless there are exceptional and documented circumstances. Withdrawal may affect a student's eligibility for current or future financial aid.

**Fall and Spring Semesters:** A student who has registered for regularly scheduled classes and officially and TOTALLY withdraws from Western Illinois University in accordance with established University procedures on or before the tenth class day of the semester shall receive credit for all tuition, mandatory fees, and pro-rated credit for room and board charges.
Students who officially and TOTALLY withdraw after the tenth day of the semester shall be entitled to a refund/credit of tuition, mandatory fees, and room and board charges as follows:

**Remainder of Week 3** ................................................................. 80% refund  
**Week 4** .................................................................................... 70% refund  
**Week 5 and Week 6** .............................................................. 60% refund  
**Week 7 and Week 8** .............................................................. 50% refund  
**Week 9** .................................................................................... 40% refund  
**Week 10** .................................................................................. 30% refund  
**After Week 10** ........................................................................ 0% refund

**Summer Session:** The University designates shorter withdrawal credit periods for the Summer session and special courses and short courses scheduled during that term. Withdrawal credit periods are available on the Office of the Registrar website at wiu.edu/registrar.

**Residency Status Regulations**

In-state and out-of-state tuition is assessed based on the following regulations. All questions related to residency may be directed to the Office of the Registrar, Sherman Hall 110, telephone (309) 298-1891.

1. **Definitions**

   For purposes of this regulation, the following definitions pertain:
   
   a. An “adult student” is a student who is eighteen or more years of age.
   b. A “minor student” is a student who is less than eighteen years of age.
   c. An “emancipated minor student” is a completely self-supporting student who is less than eighteen years of age. Marriage or active military service shall be regarded as effecting the emancipation of minors, for the purposes of this regulation.
   d. “Residence” means legal domicile. Voter registration, filing of tax returns, proper license and registration for driving or ownership of a vehicle, and other such transactions may verify intent of residence in a state. Neither length of University attendance nor continued presence in the University community during vacation periods shall be construed to be proof of Illinois residence. Except as otherwise provided in this regulation, no parent or legal or natural guardian will be considered a resident unless the parent or guardian maintains a bona fide and permanent residence in Illinois, except when temporarily absent from Illinois, with no intention of changing his or her legal residence to some other state or country.

2. **Residency Determination**

   The University shall determine the residency status of each student enrolled in the University for the purpose of determining whether the student is assessed in-state or out-of-state tuition. Each applicant for admission shall submit at the time of application evidence for determination of residency in accordance with this regulation. The office responsible for admissions shall make a determination of residency status.

   a. If a non-resident is classified by error as a resident, a change in tuition charges shall be applicable beginning with the term following reclassification. If the erroneous resident classification is caused by false information submitted by the student, a change in tuition charges shall be applicable for each term in which tuition charges were based on such false information. In addition, the student who has submitted false information may be subject to appropriate disciplinary action.

   b. If a resident is classified by error as a non-resident, a change in tuition charges shall be applicable during the term in which the reclassification occurs, provided that the student has proven residency in accordance with this regulation.
3. Residency Requirements

a. Adult Students

To be considered a resident, an adult student must be a bona fide resident of Illinois as defined in 1.d. In the case of adult students who reside with their parent(s), the student will be considered a resident if one of the parents has established and is maintaining a bona fide residence in Illinois.

To be considered a resident for the first year of attendance, an adult student not residing in Illinois must be a bona fide resident of one of the approval counties outside of Illinois. The Board of Trustees will approve the appropriate counties which will be listed in the Costs section of the official Western Illinois University catalog.

b. Minor Students

The residence of a minor student shall be considered to be the same as that of his/her parents or that of either parent if the parents are separated or divorced or that of his/her legally appointed or natural guardian such as a grandparent, adult brother, adult sister, adult uncle, or adult aunt by whom the minor has been supported.

c. Emancipated Minors

If emancipated minors actually reside in Illinois, such minors shall be considered residents even though their parents or guardians may not reside in Illinois.

d. Minor Children of Parents Transferred Outside the State of Illinois

The minor children of persons who have resided in Illinois immediately prior to a transfer by their employers to some location outside of the State of Illinois shall be considered residents. This rule shall apply, however, only when the minor children of such parents enroll in the University within five years of the time their parents are transferred by their employer to a location outside the State of Illinois.

e. Married Students

A non-resident student, whether a minor or adult, who is married to a person who meets and complies with all of the applicable requirements of these regulations to establish residence status, shall be classified as a resident.

f. Armed Forces Personnel

Non-residents of Illinois who are on active duty with one of the services of the Armed Forces of the United States who are stationed in Illinois and who submit evidence of such service and station, as well as the spouses and dependent children of such persons, shall be considered residents as long as such persons remain stationed in Illinois and the spouses and/or dependent children of such persons also reside in Illinois. If such persons are transferred to a post outside the continental United States but such persons remain registered at the University, residency status shall continue until such time as these persons are stationed within a state other than Illinois within the continental United States.

g. Staff Members of the University, Allied Agencies, and Faculty of State-Supported Institutions in Illinois

Staff members of the University and of allied agencies, and faculties of state-supported institutions of higher education in Illinois, holding appointment of at least one-quarter time, and their spouses and dependent children, shall be treated as residents.

h. Teachers in Public and Private Illinois Schools

Teachers in the public and private elementary and secondary schools of Illinois shall, if subject to payment of tuition, be assessed at the resident rate during any term in
which they hold an appointment of at least one-quarter time, including the Summer session immediately following the term in which the appointment was effective.

4. Residency Status Appeal Procedure

Students who take exception to their residency status classification shall pay the tuition assessed but may appeal to the University Registrar by proving Illinois residency in accordance with these regulations. The appeal must be filed within sixty (60) calendar days from the date of the tuition bill or the student loses all rights to a change of residency status for the term in question. If the student is dissatisfied with the ruling in response to the appeal made within said period, the student may file a written appeal within thirty (30) calendar days of receipt of the decision to the Administrative Hearing Committee, which shall consider all evidence submitted in connection with the case and render a decision which shall be final.

5. Special Situations

The President may, in special situations, grant residency status to categories of persons otherwise classified as non-residents under this regulation.
Financial Assistance

State and federal student loans and grants, as well as scholarships, work-study programs, and campus jobs, are available to help ease the cost of attending college. More than 76 percent of WIU students receive some type of financial assistance. Financial assistance is traditionally awarded in the form of scholarships, grants, loans, and student employment.

Scholarships

Scholarships at WIU have opened doors for many students. Through the generosity of alumni, faculty and staff, friends, parents, corporations, and foundations, WIU disburses several million dollars in scholarships each year. Scholarship opportunities exist for all class levels, and most are based on academic achievement. For additional scholarship information, please contact the Office of University Scholarship Activities, Sherman Hall 308, telephone (309) 298-2001, or wiu.edu/scholarships.

The Department of Military Science (ROTC) has two-, three-, and four-year federal scholarships that pay 100 percent of tuition and fees, or up to $10,000 of room and board, plus $1,200 annually for books and an annual stipend ranging between $3,000 and $5,000. In addition to the federal scholarships, ROTC has 40 Illinois ROTC tuition waivers which cover full tuition and some fees for up to four years. (Additionally, students who transfer from an Illinois Community College to WIU and enroll in ROTC can apply for a tuition waiver that covers full tuition and some fees for four years.) For additional information, please contact the Department of Military Science in Horrabin Hall 103, telephone (309) 298-1161.

Talent grants and tuition waivers are awarded to students based on demonstrated talent in music, art, theatre, dance, and skills such as leadership or academic achievement. Students majoring in Art, Music, or Theatre should contact the appropriate academic department to get information about the availability of talent grants. Awards based on leadership and academic achievement are usually given after students have generated a GPA at WIU, and/or become involved with various campus organizations.

Veterans Benefits: Students who are eligible to receive benefits under the Montgomery G.I. Bill are certified by a designated school official. The Illinois Veterans Grant and the Illinois National Guard Grant are administered through the Financial Aid Office. Questions related to such benefits should be directed to the Veterans Resource Center located at 333 North Ward Street, telephone (309) 298-3505.

Athletic scholarships are awarded according to University and NCAA guidelines. They range from partial to full scholarships. Students should contact the individual athletic departments for further information.

Grants and Loans

Information about financial assistance in the form of federal and state student grants and loans is available from the Office of Financial Aid, Sherman Hall 127, telephone (309) 298-2446. Financial aid advisors are available to answer questions and to help with the application process. Most grants and loans are awarded on the basis of financial need as determined from the Free Application for Federal Student Aid (FAFSA), which is available through the Financial Aid website at wiu.edu/fa. Students are encouraged to apply early since some funds are limited.

Employment

All students enrolled for at least six semester hours during the academic year can apply for on-campus, regular student employment. Some students can qualify for Federal Work-Study positions based on financial need as determined by the Free Application for Federal Student Aid (FAFSA). Students should not work more than 20 hours per week while classes are in session. Information on regular student employment and Federal Work-Study jobs is available online at wiu.edu/studentemployment. For additional information on student
employment opportunities, please contact the Student Employment Office, Sherman Hall 121, telephone (309) 298-1996.

**Senior Citizen Tuition Waivers**

Students accepted for admission who are 65 years of age or older, and who are legal residents of Illinois with an annual household income less than the applicable eligibility level for the Illinois Circuit Breaker Program, shall be permitted to enroll in regularly scheduled courses, on a credit or noncredit basis, without the payment of tuition and mandatory fees provided that available classroom space exists and tuition-paying students enrolled constitute the minimum number required for the course. This regulation shall not apply to courses offered only on a noncredit basis or to courses designed especially for senior citizens. Please contact the Office of the Registrar, Sherman Hall 110, telephone (309) 298-1891, for further information.
Notification to Students on Family Educational Rights and Privacy Act of 1974

Western Illinois University, in full compliance with the Family Educational Rights and Privacy Act of 1974, shall make educational records available to students upon request. Likewise, in accordance with the law, individually identifiable educational records will not be released to other than authorized individuals without written consent of the student. Students have the right to file complaints with the Family Educational Rights and Privacy Act (FERPA) Office concerning alleged failures by the institution to comply with the Act.

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the registrar, dean, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, collection agent, or other service provider—such as the National Student Clearinghouse or Credentials, Inc.); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the University may disclose education records without consent to another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements by FERPA.

Western Illinois University considers the following categories to be directory information, and, as such, may release it to any or all inquirers in such forms as news releases, directories, or computer address lists: the student's name; school and home address; WIU e-mail address; telephone number; major field of study; dates of attendance; full- or part-time status; classification; degrees, honors, and awards received (including Dean's List) and date granted; anticipated graduation date; most recent previous educational agency or institution attended; participation in officially recognized activities and sports; and, for members of athletic teams, weight and height.

Students who do not wish this information to be released may prevent such release by submitting an Exclusion of Directory Information Form to the Registrar. The request for
exclusion of directory information will be honored indefinitely; however, it does not affect
directory information already published or released. By requesting exclusion of directory
information, students should be aware that all future requests for this information by
anyone other than school officials with legitimate educational interests will be refused.
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Graduation

University Graduation Requirements

Students at WIU may graduate with Bachelor of Arts, Bachelor of Business, Bachelor of Fine Arts, Bachelor of Liberal Arts and Sciences, Bachelor of Music, Bachelor of Science, Bachelor of Science in Education, Bachelor of Science in Nursing, or Bachelor of Social Work degrees. Degrees are awarded at the end of each semester.

Specific requirements for each degree will be found in the catalog descriptions under the appropriate colleges and departments. In addition, all students who wish to graduate must:

1. General Education: Complete all the General Education Curriculum requirements.
2. Grade Point Average (GPA): Earn a minimum overall grade point average of 2.00 (C), and a minimum grade point average of 2.00 or better in their major and minor or comprehensive major. (See individual college requirements.)
3. Major/Minor: Complete the departmental requirements for their major or comprehensive major; complete at least 16 semester hours for a minor. A comprehensive major must include at least 48 semester hours. A major must include at least 32 semester hours.
   Note: A maximum of five semester hours of credit of a single, specific course, required by both a major and a minor, may be used by a student to fulfill requirements for both that major and minor when the major and minor are from different programs. This course cannot also be used to satisfy University General Education.
4. Foreign Language/Global Issues: Fulfill the foreign language/global issues requirement for their major. (See p. 63.)
5. Writing Instruction in the Discipline (WID): Fulfill the Writing Instruction in the Discipline (WID) requirement in their major. (See p. 59.)
6. Semester Hours: Earn a minimum of 120 semester hours of credit. At least 60 of those hours must be from a four-year college or university; at least 42 must be earned in upper-division courses (numbered 300 and above, or their equivalent) from a four-year institution.
7. Residency: Complete at least 30 semester hours while in residence at WIU, at least 15 of which must be taken in the year prior to graduation. No more than 10 of these hours can be taken in Pass/Fail or non-credit courses. Credit earned by proficiency examination does not satisfy residence requirements.
8. Military Credit/External Testing: Count no more than 30 semester hours toward credit for graduation by military credit, external testing, or a combination of these.
9. First Year Experience: Complete the First Year Experience requirement. (See p. 57.)
10. Math Competency: Demonstrate their ability to use baccalaureate-level skills in Mathematics. (See University General Education Requirements, p. 69.)
11. Graduation Application: File an application for graduation in the Office of the Registrar during the last semester as a junior.
12. University Encumbrances: Clear all financial and administrative obligations to the University before proof of degree will be provided.

Catalog Use

Former students: A student who re-enters the University after an absence of two or more semesters, excluding Summer session, must meet the requirements of the current catalog unless he or she receives written approval from the dean of the college in which he or she is enrolled to continue under an earlier catalog. This written permission must be filed in the Office of the Registrar within nine weeks of matriculation, and the catalog chosen may not predate re-enrollment by more than three years.
Transfer students: Transfer students accepted for admission to Western Illinois University may elect to meet the requirements of the catalog in effect when they first enrolled at a community college or other four-year institution, provided this Western Illinois University catalog does not antedate the catalog in effect upon their initial enrollment at Western by more than three years. They may also elect to meet the requirements of the current catalog. Catalog choice must be made within nine weeks of matriculation at Western Illinois University.

Certificate of Undergraduate Study

Certificates of undergraduate study are designed to offer added value to students seeking a degree, advance employment opportunities, further personal growth, or additional knowledge in a focused subject. Minimally, students may apply for admission to an undergraduate certificate program if they have been admitted to the University and completed at least 60 semester hours. Some certificates may have additional admission requirements.

Students must earn a minimum grade of C or better in each course used to satisfy certificate of undergraduate study requirements. Transfer coursework may not be used to fulfill the requirements of a certificate. Courses taken to satisfy certificate requirements may be used to satisfy baccalaureate degree requirements at the University. Notation of a specific certificate of undergraduate study will be posted on the student’s transcript upon successful completion of a bachelor’s degree.

Commencement and Issuance of Diploma

Students who anticipate completion of academic requirements for graduation are eligible to participate in Commencement ceremonies. Although attendance at Commencement ceremonies is optional, students who wish to attend must indicate this on the graduation application and have that application on file in the Office of the Registrar no later than 60 days prior to Commencement exercises. Students who anticipate graduating at the end of the Spring or Summer term attend the May ceremony; students who anticipate graduating at the end of the Fall semester attend the December ceremony.

Diplomas will be mailed to all students who have completed all graduation requirements and who do not have any University holds.

Concentration

A concentration integrates two or more academic disciplines to develop an area of study within the undergraduate Interdisciplinary Studies major. Successful completion of a concentration is designated on the University transcript upon receipt of the degree.

Degrees with Distinction and Honors Scholar

Academic Distinction

Candidates for the baccalaureate degree who have done outstanding work may graduate with academic distinction upon completion of their degree programs. To qualify for academic distinction, students must have completed at least 60 semester hours of letter-graded coursework (including S/U) at WIU, in addition to meeting the grade point requirements described below.

Students who have completed all of their coursework at WIU and who have a cumulative grade point average of 3.60 to 3.74 for all work completed with graduate “Cum Laude.” Candidates who have a cumulative grade point average of 3.75 to 3.89 for all work completed will graduate “Magna Cum Laude.” Candidates who have a cumulative grade point average of 3.90 or higher for all work will graduate “Summa Cum Laude.”
Graduation

Students who have attempted or completed coursework at other institutions of higher education are also eligible to be considered for academic distinction. Grades for all coursework completed at WIU must meet the qualifications described above. In addition, grades for all coursework attempted at any other institution of higher education will be evaluated for academic distinction in the following manner: If the combined grade point average of grades for WIU coursework and coursework attempted at other institutions does not meet the thresholds listed above, then the student will not qualify for academic distinction. If the grade point average for coursework from all other institutions is higher than the WIU grade point average, only the WIU grade point average will be taken into account in the determination of academic distinction.

In accordance with WIU’s policy on repeating a course for grade replacement, for purposes of calculating graduation with academic distinction, honors points for all attempts of a course will be averaged.

Honors Scholar

Students who have completed the requirements of the Centennial Honors College may graduate with the distinction Lower Division Honors, Upper Division Honors, or University Honors Scholar. Please see page 98 for additional information on the Centennial Honors College.

Double Major

A student may graduate with two majors by meeting the following requirements:

1. One major must be declared as the primary major. The student must meet the General Education Curriculum requirements appropriate for the primary major.
2. The requirements for the secondary major are only those required by the specific major.
3. No minor is required for a student graduating with a double major.
4. Primary and secondary majors must be so designated on the graduation application.

Important Note: Students completing two majors are granted only one degree with the degree title dictated by the primary major. Only one diploma will be issued.

Minor

All non-comprehensive majors require completion of a minor for graduation. Students enrolled in a non-comprehensive major must officially declare a minor before they earn 75 semester hours. Students must take at least one course from their minor at Western Illinois University in order to establish a grade point average (GPA) in the minor. A minimum GPA of 2.00 in the minor is required for graduation.

Option

An option is a subdivision of a major academic field of study. Successful completion of an option is designated on the University transcript upon receipt of the degree.

Second Baccalaureate Degree

To be eligible for a second baccalaureate degree, after having been granted one by an accredited institution, a candidate must comply with the following:

1. The candidate must apply to and be accepted by the School of Graduate Studies for admission to the University.
2. The candidate must submit a program from the major department to be approved by the Council on Admission, Graduation, and Academic Standards (CAGAS).
3. The candidate must secure approval from CAGAS prior to enrolling.
Graduation

4. The candidate becomes an undergraduate upon approval of the second degree plan. All undergraduate University policies are applicable.

5. The candidate must earn a minimum of 30 additional semester hours in residence. Courses in the degree plan may not be taken Pass/Fail.

6. The candidate must complete an undergraduate application for graduation at least one semester prior to graduation.

Note: The grade point average calculation for second baccalaureate degree students will not utilize any grades from previous degrees.
Credits, Honor Points, and Grade Point Average

Academic credit is expressed in semester hours. Honor points are assigned to the following letter grades and are used to determine the academic standing of the student:

Each credit hour of **A**........................................................................................................4.00 honor points
Each credit hour of **A-**.................................................................................................3.67 honor points
Each credit hour of **B+**.................................................................................................3.33 honor points
Each credit hour of **B**.....................................................................................................3.00 honor points
Each credit hour of **B-**.................................................................................................2.67 honor points
Each credit hour of **C+**.................................................................................................2.33 honor points
Each credit hour of **C**.....................................................................................................2.00 honor points
Each credit hour of **C-**.................................................................................................1.67 honor points
Each credit hour of **D+**.................................................................................................1.33 honor points
Each credit hour of **D**.....................................................................................................1.00 honor points
Each credit hour of **D-**.................................................................................................0.67 honor points
Each credit hour of **F**.....................................................................................................0.00 honor points

The symbols I, W, X, UX, P, S, N, and U do not carry honor point values.

The grade point average is the total of all honor points divided by the total of all credit hours attempted and graded using honor point bearing letter grades. An audited course may not be repeated later for credit.

Dean's List (Semester and Summer Session Honors)

To be eligible for semester honors, a student must be in good standing, earn a minimum of 12 hours of credit in courses graded using honor point bearing letter grades, and earn a 3.60 average for the semester.

To be eligible for Summer session honors, a student must be in good standing, earn a minimum of six hours of credit in courses graded using honor point bearing letter grades, and earn a 3.60 average for the Summer session.

Grade Change

When an error has been made in computing or reporting a student's course grade, the reported grade may be changed. The request for a change should be reported to the Registrar within three weeks after the next term begins.

The student initiates the procedure for the change by contacting the course instructor. The instructor completes and signs a Change of Grade Form, available from the Office of the Registrar or department chair. The form must be countersigned by the department chair. If the department chair is the instructor of record, the change is initiated after the third week of the next semester, or the instructor and the department chair disagree on the magnitude of justification for the grade change, the signature of the college dean is also required.

Upon receipt of a valid grade change form, the Registrar will change the student's permanent record. Notification of the change will be emailed to the student and the student's academic advisor.

Incompletes

A temporary symbol of I (Incomplete) for a course may be given only when a student, due to circumstances beyond his or her control, has been unable to complete the course requirements within the official limits of the term. The circumstances must be documented to the instructor's satisfaction. The I must be replaced with a grade by the end of the ninth week of the next semester in which the student is enrolled. If the student is not enrolled during the next two semesters, the I must be replaced with a permanent grade no later than one calendar year subsequent to the incurrence. If the I is not replaced by these deadlines, it will automatically become an F. For S/U graded courses, the I will become a U.
The permanent grade which replaces the I will be used to determine the student’s academic standing and progress toward the degree. Any changes in the student's status resulting from the assignment of the permanent grade become effective at the time of the change from I to the permanent grade.

**Pass/Fail System**

The Pass/Fail grading option is open to all undergraduate students in good academic standing. Undergraduate courses open to the Pass/Fail option carry the following limitations:

1. Only courses that will be used as general electives may be taken Pass/Fail. (No General Education, major, or minor requirements can be fulfilled with a P/F course.)
2. Students wishing to register for a course on a Pass/Fail basis must indicate this option when registering.
3. A student may change from Pass/Fail to regular grading or from regular grading to Pass/Fail up until the end of the scheduled program change period.
4. Students withdrawing from a course taken on a Pass/Fail basis follow the usual withdrawal procedures.
5. Final letter grades of D- or above are recorded as pass (P) by the Registrar, and the student receives the credit hours for the course. However, this will not affect the student's grade point average. A “P” becomes the official designation for the course and may not be changed. Students wishing to transfer to another college or university are cautioned to determine the transfer school's policies regarding the transferability of P grades. An F in a course taken for Pass/Fail is recorded as such and affects the grade point average accordingly.
6. A student may earn a maximum of 12 semester hours of credit in Pass/Fail to be applied toward general electives within the graduation requirement.
7. Instructors will not be informed as to which students have elected Pass/Fail in their courses, but will evaluate all students by the regular University grading system.

**Permanent Grades**

There are 12 permanent grades which indicate the quality of a student’s work in a course. Eleven of these indicate successful completion of the course: A (highest), A-, B+, B, B-, C+, C, C-, D+, D, and D- (lowest). The twelfth, F, indicates failure to complete the course successfully.

Several other symbols may appear on student transcripts. The symbol P indicates that the student has passed a course taken under the Pass/Fail option. The symbols S (Satisfactory) and U (Unsatisfactory) are assigned in courses in which a student receives credit for hours earned but does not receive honor (grade) points. The symbol W is entered on the transcript when the student withdraws from a course or is withdrawn from a course as the result of action by the Council on Admission, Graduation, and Academic Standards (CAGAS). The symbol N (never attended) is entered on the transcript when CAGAS grants a withdrawal from a course because the student never attended and did not complete any coursework.

The symbol X denotes that a course has been audited; the symbol UX denotes an unsatisfactory audit, given when the student has not attended a sufficient number of classes. An audited course may not be taken for credit at a later date.

**Transcripts**

All new matriculating students pay a $15 non-refundable transcript fee which entitles the student to unlimited transcripts. Upon written request of the student, the Office of the
Grading Policies


Withdrawal from Courses or from the University

The symbol W on a student transcript indicates official withdrawal from a course. A student may withdraw from a course or totally withdraw from the University during the first ten weeks of a semester. After the first ten weeks, a student may not drop individual courses or withdraw from the University. For academic courses of an irregular length, the withdrawal date shall be 0.6 of the length of the course. If the student has been found guilty of academic dishonesty and the penalty of F (Fail) is assigned, a W cannot be granted.
Numbering of Courses

100 series ........................................................................................................................ Freshmen
200 series ........................................................................................................................ Sophomores
300 series ........................................................................................................................ Juniors
400 series ........................................................................................................................ Seniors
500–999 series ................................................................................................................. Graduate Courses

400-level courses listed with a G suffix may be taken for graduate credit.

A student ordinarily should not enroll in a course more than one year out of his or her classification.

Prerequisites/Corequisites

Prerequisite: A course that must be completed prior to enrollment in a particular course. Prerequisite may also refer to acceptable class standing, prior academic standing, permission of instructor, departmentally determined competencies, or other departmental requirements.

Corequisite: A course that must be taken simultaneously with another course.

Note: It is the responsibility of the student to comply with the prerequisites/corequisites as stated in the University catalog and course syllabus for all courses he/she plans to take. Instructors may withdraw a student who does not meet course prerequisites/corequisites at any time from course registration through the 100 percent refund/credit period by sending the student written notification (e-mail or letter) with a copy to the Registrar. The written notification must include the reason why the student is being withdrawn from the course and must allow the student five working days to respond to the instructor to determine if the prerequisites/corequisites have been or will be satisfied. After the five working days, unless otherwise notified by the instructor, the Registrar will drop the course from the student’s schedule and send an updated schedule confirmation. Departments may also designate specific course sections as having enforced prerequisites. During registration, these courses will be identified on STARS, and students who do not meet the requirements will be deleted prior to the first day of class.

Proficiency Examination Regulations

Proficiency examinations may be taken by regularly enrolled students with the permission of both the department and the Council on Admission, Graduation, and Academic Standards (CAGAS) or its designated representatives. Proficiency examinations are open to all WIU students, including freshmen entering directly from high school. Forms may be secured in the Office of the Registrar.

Proficiency examinations may not be taken at a level more elementary than completed coursework or if the student has received course credit after completion of the course.

In general, proficiency examinations cover elementary coursework and should therefore be taken early in the student’s college career, preferably in the freshman or sophomore year.

Credit earned by proficiency examination is recorded on the student’s permanent record with the designation of S. Hours earned are not included in calculating the grade point average, but they are counted toward University degree requirements.

Credit earned by proficiency examination does not satisfy residence requirements and does not satisfy minimum hours earned for graduation with academic distinction.

The maximum number of credit hours which may be earned by proficiency examination is 16 semester hours, no more than nine of which may be earned in one subject matter field. Proficiency examinations, where applicable, may be taken in place of General Education Curriculum courses. If successfully completed, credit is recorded on the permanent
Course Credit

transcript. Course credit only is given. No other requirements are then imposed in lieu of the courses so completed. Proficiency credit does not apply toward the determination of full-time status.

Repeatable Courses

Some courses are designated in the catalog description as repeatable for credit. These courses are not eligible for grade replacement.

Repeating a Course for Grade Replacement

If a course not designated in the catalog as repeatable for credit is retaken, the following policy regarding repeating a course for grade replacement will apply:

1. The repeated course must be taken from Western Illinois University.
2. A course may not be repeated more than two times (taking it a maximum of three times), and no more than 20 total credit hours may be repeated under this policy. Subsequent attempts to repeat a course will not result in credit or honor point replacement.
3. Credit and applicable honor points will be awarded only once, the final time, for a repeated course. Only the grade for the most recent class will be used for the grade point average calculation.
4. A student retaking a course under the Grade Replacement Policy may not enroll in that course on a Pass/Fail basis.
5. All prior enrollments and grades earned will remain on the permanent academic record and will carry an indicator that the course has been repeated.
6. For purposes of calculating graduation with academic distinction (Cum Laude, Magna Cum Laude, Summa Cum Laude), honor points for all attempts of a course will be averaged.
7. This policy does not supersede the policies on Incompletes or Withdrawals.
8. Once the degree is conferred and a student has graduated, no coursework toward that degree may be subsequently repeated under the provisions of this policy.
9. The student may not replace a grade of “F” under this policy if the student was assigned the grade as a result of an Academic Integrity violation. If the course is retaken, both the failing grade and the grade earned by repeating the course will appear on the transcript and will be used to calculate the student’s grade point average.

Repeating a course for grade replacement will not retroactively alter any previously earned academic status (i.e., academic warning, probation, suspension, or dismissal).

Tuition and applicable fees must be paid for all courses retaken. Students should be aware that many graduate and professional schools recalculate grade point averages taking into account every grade that appears on the transcript. Students who are receiving financial aid must consider the impact of repeating classes on their eligibility for financial aid for future semesters.

Courses taken prior to Fall 1978 are not eligible to be repeated for grade replacement.

Undergraduate Enrollment in Graduate-Level Courses

Under certain circumstances, an undergraduate student may enroll in graduate-level courses for either graduate or undergraduate credit.

Regulations governing graduate course offerings for undergraduate credit are as follows:

1. The student must be of senior classification and in good academic standing.
2. The student must apply to take the course for undergraduate credit through the Office of the Registrar, Sherman Hall 110, prior to enrolling in the course. A form, requiring the signatures of the advisor and the Registrar, must be completed by the student.

3. The student must satisfy the prerequisites of the course.

4. No more than nine semester hours of graduate-level courses (numbered 500 and above) may be taken for undergraduate credit.

5. These courses may not be used for a future graduate program unless approved as a bridge course for integrated degree programs.

Regulations governing graduate course offerings for graduate credit are as follows:

1. The student must be of senior classification.

2. The student must fulfill prerequisites of the course.

3. The student must apply to take the course for graduate credit through the Office of the Registrar, Sherman Hall 110. A form, requiring the signatures of the designated authorities in the Offices of the Registrar and Graduate Studies, must be completed by the student. The application form must be filed in the Office of Graduate Studies prior to enrolling in the course.

4. The student must file a graduation application in the Office of the Registrar and an application for admission to the School of Graduate Studies prior to enrolling in graduate-level courses for graduate credit.

5. The student must have a grade point average of 3.00 or better if a first-semester senior and must meet admission requirements to graduate school if a second-semester senior.

6. The student may enroll in a maximum of three graduate-level courses for graduate credit unless an exception is made by the designated authority in the Graduate Studies office.

Regulations regarding bridge course offerings for integrated degree programs are as follows:

1. The student must be of senior classification and have filed an application for graduation in the Office of the Registrar.

2. The student must have fulfilled all prerequisites for the course.

3. The student must have applied to the School of Graduate Studies and have been accepted into an integrated degree program.

4. A form must be completed by the student. This form requires signatures of the undergraduate academic advisor, the graduate department chairperson, and designated authorities in the Offices of the Registrar and Graduate Studies.

5. The completed form must be filed in the Office of Graduate Studies prior to enrolling in the course for bridge credit.

Variable Credit Courses

Courses with a variable credit designation [e.g., “ENG 409, Independent Study (1–3)”] may be taken with a different number of credit hours. Students should consult the course instructor or the department offering the course to determine the number of semester hours for which they may register.
Academic Load

Students are required to adhere to the following guidelines with respect to academic load. The load figures are based on a regular 16-week semester. Summer session load should be prorated according to the same guidelines.

1. Academic load for students in good standing:
   a. minimum load for full-time status.................................................. 12 semester hours
   b. normal or average load................................................................. 15–16 semester hours
   c. maximum load (without approvals).................................................. 18 semester hours
   d. maximum load for students with at least a 3.00 cumulative GPA (Students with a 2.50–2.99 cumulative GPA need approval of the college dean or designee) ........................................ 19–21 semester hours

2. Academic load for students not in good standing (including academic warning or probation):
   a. minimum load for full-time status.................................................. 12 semester hours
   b. maximum load (without approval of the Council on Admission, Graduation, and Academic Standards) ........................................ 16 semester hours
   c. maximum load—summer session.................................................. 6 semester hours

Assessment

The University-wide assessment program measures student progress toward educational goals, determines academic progress, improves teaching and learning, and evaluates institutional effectiveness. It assesses students at entrance, mid-career, and graduation to provide information on their academic achievement. Alumni are also surveyed to ascertain their perceptions of the effectiveness of their curriculum in preparing them for post-graduation study and/or work experience.

The plan of assessment of student learning includes the three academic components forming the undergraduate degree requirement: the General Education Curriculum distribution requirements, the development of baccalaureate-level skills, and the major. Program and curricular improvement is achieved through assessment of General Education and program majors. Individual student learning and progress is ascertained through assessment of baccalaureate skills and assessment in the major.

Class Attendance

Students are expected to attend all classes in which they are enrolled. Instructors should exercise good judgment in considering excuses for absences, but it is the student’s responsibility to confer with the instructor and to agree to any reasonable arrangements to compensate for his/her non-attendance.

Classification of Students

Students are classified by the number of semester hours earned as follows:

Freshman ................................................................................... Fewer than 30
Sophomore .................................................................................. 30–59
Junior ......................................................................................... 60–89
Senior ....................................................................................... 90 to completion of degree requirements

Early Warning Notification

Western Illinois University provides an early warning (mid-term) notification procedure to alert undergraduate students to poor academic performance in time for them to take
corrective measures. Instructors are encouraged to identify students who are performing below C level work. These deficiencies are reported to the students so they can seek special help from instructors, academic advisors, or the University Counseling Center.

Eligibility to Represent the University

1. Any student who is permitted to register for classes at Western Illinois University is eligible to participate in activities officially sanctioned by the University, subject to compliance with all eligibility rules established by the duly constituted authorities responsible for specific activities.

2. Any student who has been academically dismissed from the University and who appeals to the Council on Admission, Graduation, and Academic Standards (CAGAS) for readmission may be declared ineligible to participate in some or all University-sanctioned activities until he or she achieves good academic standing. In such cases, the temporary ineligibility will become a part of the CAGAS stipulation for readmission. Any student who is unwilling to accept the stipulation will not be readmitted. Any student who violates the stipulation after readmission will be subject to immediate academic suspension.

Warning: Any student who is not in good academic standing should carefully weigh the amount of time and energy required for a given activity and should consider whether continued participation in such an activity will jeopardize his or her academic performance at the University.

First Year Experience (FYE)

The First-Year Experience (FYE) program is intended to create a positive transition to college and to encourage students who become more active and enthusiastic learners, both in and outside of the classroom. The FYE program incorporates the primary aspects of traditional students’ first college year: academic, co-curricular activities, and residence hall life.

Upon initial or re-entry full-time enrollment at Western Illinois University, students with 23 or fewer semester hours completed must enroll in and pass UNIV 100 and one FYE course. FYE courses are limited enrollment classes for first-year students only and are designated with the suffix “Y” in class schedules for each academic term.

Full-Time Student

A full-time student is one who is enrolled for a minimum of 12 semester hours of credit during any regular semester (Fall or Spring) or for six semester hours of credit during the Summer term.

Good Academic Standing

New freshmen and transfer students will be considered in good academic standing if regular admission standards are met. A student will be considered in good academic standing if he or she maintains a minimum cumulative grade point average of 2.00.

Scholarship Requirements

All students are expected to meet or exceed the grade point average of 2.00 to be in good academic standing.

Once transfer students have been admitted, only the semester hours earned at Western Illinois University are then used in calculating the grade point average. An exception to this policy is graduation with Academic Distinction. Please see page 47 for Academic Distinction requirements.
Student Academic Progress

Integrated Baccalaureate and Master's Degrees

An integrated degree provides the opportunity for outstanding undergraduates to earn both a baccalaureate and master's degree in five years. The requirements for the baccalaureate and master's components of the integrated program will remain the same as for the existing baccalaureate and master's programs. However, some advanced coursework (referred to as bridge courses that carry a “B” designator following the course number) completed while the student is at the baccalaureate level will also be used to satisfy requirements for the master's degree.

Admission to Integrated Degree Programs: Undergraduate students may apply for admission to an integrated program after completing 60 semester hours of undergraduate coursework, of which a minimum of 30 semester hours must be completed at WIU. Integrated degree applicants must meet the cumulative grade point average and the grade point average for their major as specified by their integrated degree program. Admission must be granted by the School of Graduate Studies before a student will be allowed to enroll in graduate-level courses. Students may begin taking bridge courses after the completion of 90 semester hours.

Academic Requirements: Students must have a minimum cumulative grade point average of 3.25 and a minimum of 3.25 grade point average in the major prior to enrolling in bridge courses. The work required for the integrated baccalaureate and master's degree program must be completed within six consecutive calendar years from the time of first enrollment in courses which are part of the integrated program. Upon completion of all requirements of the baccalaureate degree, such degree will be awarded. Subsequently, after completing the requirements of the master's degree (including the bridge courses), such degree will be awarded.

Penalties for Grade Point Average Deficiencies

All students who are on academic warning or probation must confer with their academic advisor during the term of warning or probation to facilitate progress toward achieving good standing.

A student who is in good academic standing who earns less than a 1.00 semester GPA resulting in less than a 2.00 cumulative GPA is automatically placed on probation.

Academic Warning

If, at the end of a grading period (semester or Summer term), a student's cumulative grade point average in courses taken at the University falls below a 2.00, but not so low as to warrant academic probation, that student will be placed on academic warning.

Students who are placed on academic warning status may enroll for no more than 16 hours in a regular semester and no more than 6 hours in a Summer term. Students may not enroll exclusively in S/U graded courses while on academic warning status. Academic warning students will be suspended if their semester grade point average is below 1.00.

Academic Probation

If, at the end of a grading period (semester or Summer term) on academic warning, a student's cumulative grade point average in courses taken at the University falls below a 2.00, but not so low as to warrant academic suspension, that student will be placed on academic probation.

Students who are placed on a probationary status may enroll for no more than 16 hours in a regular semester and no more than 6 hours in a Summer term. Students may not enroll exclusively in S/U graded courses while on probationary status.

A student on academic probation must achieve at least the following grade point average each grading period until good academic standing is reached or he/she will be academically suspended:
a. Freshmen and sophomores MUST earn a minimum term GPA of 2.10.
b. Juniors and seniors MUST earn a minimum term GPA of 2.25.

**Academic Suspension**

A student will be academically suspended if at the end of any grading period the student on academic probation fails to make satisfactory progress toward good academic standing as defined under Academic Probation above.

**Reinstatement Following Academic Suspension**

Students suspended for poor scholarship must remain out of the University for at least one regular semester. After the inactive semester, students suspended for the first time will automatically be eligible for reinstatement and may re-enter the University at the beginning of a Fall or Spring semester or a Summer term, provided they indicate their intentions to do so prior to established deadlines by filing a re-entry application. If they have attended another school, an official transcript from that school must be on file in the Office of the Registrar at the time of registration.

Reinstated students re-enter the University with the same cumulative GPA they had upon suspension and are placed on academic probation. This probationary status will continue as long as the student satisfies the conditions specified in the section on Academic Probation. Students failing to make satisfactory progress are dismissed and may not be reinstated a second time except by approval of the Council on Admission, Graduation, and Academic Standards (CAGAS).

**New Start Policy**

This policy is designed for former WIU students with a severe cumulative honor point deficiency who have not attended WIU for a minimum of three years.

1. Former WIU students who have not attended WIU for at least three years may petition the Council on Admission, Graduation, and Academic Standards (CAGAS) to have prior grades excluded from subsequent grade point average calculations. Such appeals must be received and approved prior to the student's re-entry to WIU.

2. All hours earned will count toward total hours for graduation.

3. All students must have at least a C average in all WIU courses counted toward the major and the minor for graduation.

The New Start provision may be exercised only once, and all grades that a student has received at WIU will be used to determine class rank and honors. Any student under this policy must complete a minimum of 30 semester hours after returning to WIU to qualify for graduation. All courses taken and grades earned will appear on the transcript.

**Student Responsibility**

Students are responsible for knowing degree requirements and enrolling in courses that will enable them to complete their degree programs. It is also their responsibility to know the University regulations for the standard of work required to continue in good academic standing. Degree requirements are presented in this publication. Additional details about requirements, procedures, and policies are available from the academic departments and advisors.

**Writing Instruction in the Discipline (WID)**

After students have completed their composition sequence in the English Department and their writing-intensive General Education courses, they must complete the third academic portion of WIU’s writing program, a Writing Instruction in the Discipline (WID) course.
sequence for their major. WID courses are designed to help students learn both the forms and values for the writing needed to be effective professionals in their field.

All WID courses are at the 300 or 400 level, provide a variety of opportunities for writing development accompanied by instructional support, build in early opportunities for revision, require a meaningful amount of disciplinary writing that accounts for a significant part of the course grade, and maintain a student-faculty ratio no greater than 25:1. For in-depth WID criteria and links to resources, please see wiu.edu/WID. Individual departmental WID requirements are specified in the curriculum for each academic program.
Council on Admission, Graduation, and Academic Standards (CAGAS)

The Council on Admission, Graduation, and Academic Standards (CAGAS) is responsible for recommending and evaluating policies concerning admission, retention, graduation, and academic standards and for establishing some of the procedures to carry out such policies. It also serves as an appellate body regarding such policies and procedures. CAGAS (ten faculty and two student members) meets weekly during Fall and Spring semesters, as well as several times during the Summer.

Academic Dishonesty Appeal

Western Illinois University is dedicated to the discovery and communication of knowledge. The University can best function and accomplish its objectives in an atmosphere where high ethical standards prevail. For this reason, and to ensure that the academic work of all students will be fairly evaluated, the University strongly condemns academic dishonesty. WIU's policy on academic integrity is available at wiu.edu/policies/acintegrity.php.

Grade Appeal

It is the responsibility of any student wishing to pursue an academic grade appeal involving a faculty member to discuss the matter privately with the professor involved by the end of the second week of the regular semester (Fall or Spring) following the term in which the student received the grade in question. Grade appeal hearings are normally heard during the Fall/Spring semesters unless all parties agree to an earlier hearing. In the event the student is unable to contact the professor by the beginning of the third week of the regular semester (Fall or Spring), the student should contact the department chairperson in order to set up a meeting with the faculty member (or to meet with the department chairperson if the faculty member is no longer on campus). WIU’s grade appeal policy is available at wiu.edu/policies/gradeapp.php.

Oral English Proficiency Appeal

Students who have complaints concerning the oral English proficiency of faculty providing classroom instruction should contact the department chairperson or the immediate supervisor of the appropriate faculty member. The complaint should be as specific as possible and should include a written summary.

All complaints shall be investigated by the department chairperson including, but not limited to, classroom visitation. If the department chairperson finds the faculty member’s oral English proficiency is satisfactory, he/she will so notify the student.

Students may appeal the department chairperson's satisfactory evaluation of oral English proficiency to the appropriate dean who shall investigate the complaint. If the dean finds the faculty member's oral English proficiency is satisfactory, the dean will so notify the student. In the event of such a finding, the decision of the dean shall be final.

If the department chairperson or dean finds the faculty member's oral English proficiency is unsatisfactory, a recommendation shall be submitted to the Academic Vice President for consideration. The Academic Vice President will notify the student and the faculty member of his/her decision.

At all levels of this procedure, the student's identity will remain confidential.

Right of Academic Appeal

Students have the right to appeal the implementation of any University regulation which relates to admission, academic standards, or graduation by submitting a formal written appeal to the Council on Admission, Graduation, and Academic Standards (CAGAS). Such appeals must be based upon the existence of unusual or extenuating circumstances which have prevented the student from achieving the normal University standard, and evidence
Academic Appeal

of these unusual or extenuating circumstances must be presented with the appeal. Such appeals must be submitted to the CAGAS office, Sherman Hall 110.

Withdrawal from an Individual Course Appeal

Students may appeal to the Council on Admission, Graduation, and Academic Standards (CAGAS) for a late withdrawal from an individual course, provided the student can document extenuating circumstances. All appeals should include sufficient documentation of any extenuating circumstances which explain why a student was unable to follow the proper procedure for withdrawing from the course prior to the end of the tenth week of the term. The student must also have the instructor of the course send a statement verifying grades on quizzes, tests, assignments, and last date of attendance. Appeals and support documentation must be submitted to the CAGAS office, Sherman Hall 110.

Withdrawal from the University Appeal

Students may appeal for a late withdrawal from the University and receive a W for each course, provided the student can document extenuating circumstances. All requests should include sufficient documentation of any extenuating circumstances which explain why a student was unable to follow the proper procedure for withdrawing from the University prior to the end of the tenth week of the term. The student’s request must be submitted in writing with appropriate, supporting documentation to the Office of Student Development and Orientation.

If the Office of Student Development and Orientation denies the request, the student may appeal the decision to the Council on Admission, Graduation, and Academic Standards (CAGAS). Students are advised to attend classes, if possible, until a final decision is reached.

After the close of the semester, a student may appeal directly to CAGAS for late withdrawal.
Candidates for a baccalaureate degree at Western Illinois University are required to complete the Foreign Language/Global Issues requirement established for their major program of study. Students will complete at least one of the options listed below, as determined by their academic department. Students should refer to the specific Foreign Language/Global Issues requirement for their degree program in the Academic Departments, Programs, and Courses section of this catalog (p. 101).

1. Successfully complete an intermediate foreign language requirement or demonstrate equivalent proficiency by one of the following:
   - Complete three years of high school language study in a single language with an average grade of C or better.
   - For students whose native language is English, pass an appropriate test offered by the WIU Department of Foreign Languages and Literatures.
   - Complete, with an average grade of C or better, three semesters of University-level courses in a single language starting at beginner level at WIU, or its equivalent through another university, college, high school, placement, or any combination thereof.
   - For international students whose native language is not English and who have been admitted to WIU, satisfy WIU’s admission requirements for English language proficiency.

2. Take a General Education course at WIU that is designated as “Global Issues.”

3. Take a 300-level or higher course in the major, or in another department, at WIU that is designated as “Global Issues.”

4. Participate in a WIU Study Abroad program of sufficient length and breadth.

**Note:** WIU may consider transfer coursework for Global Issues credit on a case-by-case basis. Students should contact their academic advisor.

### General Education Courses Designated as Global Issues

- **ANTH 110**—Introduction to Cultural Anthropology
- **ECON 351**—Global Economic Poverty Issues
- **ENG 358**—Studies in Non-Western Literature
- **FCS 300**—Food and Culture
- **FL 101**—Introductory Seminar in World Languages and Cultures
- **GEOG 100**—Introduction to Human Geography
- **GEOG 110**—World Regional Geography
- **GER 337**—The Holocaust
- **HIST 125**—Western Civilization to 1648
- **HIST 126**—Western Civilization since 1648
- **HIST 144**—History of the Middle East
- **HIST 145**—History of Asia
- **HIST 311**—History of Flight Culture
- **HIST 318**—Women and Gender in European History
- **HIST 337**—The Holocaust
- **HIST 341**—Latin America since 1860
- **HIST 344**—Modern Middle East
- **INAG 310**—International Agriculture in Developing Countries
- **IS 325**—Global Social Networks
- **MUS 394**—Music in World Cultures
- **PHYS 150**—Energy and the Environment
- **POLS 228**—Fundamentals of International Relations
- **POLS 267**—Introduction to Comparative Government and Politics
- **POLS 329**—Political Systems of Latin America
- **REL 110**—Introduction to Eastern Religions
Foreign Language/Global Issues Requirement

REL 111—Introduction to Western Religions
REL 365—Islam
SOC 285—Women: A Global Perspective
WS 285—Women: A Global Perspective
WS 318—Women and Gender in European History

Discipline-Specific Courses Designated as Global Issues

AAS 466—Geography of Africa
ACCT 441—Advanced Accounting I
ANTH 305—Applied Anthropological Methods
ANTH 324—Religion, Magic, and Shamanism
ANTH 353—Cultural Psychology
ANTH 415—Environmental Anthropology
ANTH 463—Ethnobotany
ARTH 496—History of Contemporary Art
BC 325—Comparative Broadcasting Systems
BOT 463—Ethnobotany
CHEM 342—Fundamentals of Environmental Chemistry
COMM 361—Intercultural Communication
CS 320—Ethical, Social and Legal Issues in the Digital World
ECON 470—International Trade
ENG 350—Postcolonial Literature
ENG 357—Nation and Literature
ENG 392—National Cinemas
ENG 474—World Englishes
ENG 492—Religion, Literature, and Film
FCS 375—Diversity of Dress
FIN 497—International Financial Management
GEOG 466—World Regions
HIST 304—United States Military History
HIST 307—U.S. Foreign Relations Since 1898
HIST 312—Technology, Culture, and Society
HIST 346—Japan
HIST 445—Modern East Asia
HRM 444—International Human Resource Management
IDT 390—Interactive Distance Learning
INAG 361—International Agriculture Travel Study in the Western Hemisphere
INAG 362—International Agriculture Travel Study in the Eastern Hemisphere
JOUR 410—International Communication and the Foreign Press
JOUR 436—International Public Relations
MGT 485—International Management
MKTG 317—International Business
MKTG 417—International Marketing
MUS 390—European Art Music I
MUS 391—European Art Music II
NURS 316—Transcultural Nursing
POLS 322—Political Systems of Europe
POLS 331—United States Foreign Policy
POLS 334—Politics of the Global Economy
POLS 338—The United Nations and International Organization
POLS 355—Terrorism and Political Conflict
POLS 400—Comparative Public Policy
POLS 440—International Security and Arms Control
POLS 446—Conflict Resolution and International Peacekeeping
POLS 465—Genocide in Our Time
Foreign Language/Global Issues Requirement

PSY 353—Cultural Psychology
REL 350—Hinduism
REL 355—Buddhism
REL 456—Religion and War
REL 464—Sociology of Religion
REL 492—Religion, Literature, and Film
RPTA 462—International Tourism
SCM 411—Global Supply Chain Management
SOC 464—Sociology of Religion
SSED 495—Teaching with a Global Perspective
SW 380—Social Justice and Diversity
THEA 390—World Theatre History I
Philosophy and Goals of General Education

General Education is the component of the undergraduate curriculum devoted to those areas of knowledge, methods of inquiry, and ideas that the University and scholarly community believe are common to well-educated persons. General Education provides a foundation for future learning.

The generally well-educated student will demonstrate:

1. broad knowledge and understanding of the natural sciences, social sciences, and humanities;
2. an ability to analyze, think critically, and form reasoned conclusions;
3. competence in communicating his or her views and ideas clearly and cogently;
4. an understanding of the methods by which people pursue knowledge;
5. an understanding of the differences and relative power among peoples, both in the United States and across the globe; and
6. knowledge of the principle of wellness for living a healthy and fit life, both physically and mentally.

I. Communication Skills

Communication is the art of expressing and exchanging meaning among people. At the University, meaning or knowledge is developed as teachers and students share insights, exchange ideas, and debate positions. Reading, speaking, research, and writing all play important roles in this construction and extension of knowledge.

College Writing

The writing course sequence enables students to use language actively in diverse ways and settings to gain and share knowledge about their experiences and concepts. They also reflect on that language use by examining their processes of writing and reading in order to understand both the texts they create and the texts they encounter.

Courses in the writing sequence will teach students to:

a. make writing choices within the rhetorical contexts of academic writing, with attention to the particular audiences, subjects, and purposes of writing;
b. understand and incorporate into their own writing each stage of the writing process: exploration, invention, drafting, revising, editing;
c. improve their ability to analyze on multiple levels the texts that they read, and to recognize and synthesize connections among texts;
d. discover a variety of argumentative strategies in academic writing and incorporate those strategies in the development of several essays;
e. explore in depth at least one significant subject of academic interest by extensive reading, peer discussion, and the use and citation of research materials; and
f. demonstrate control over the conventions of edited American English.

Public Speaking

The oral communication course develops students' awareness of the communication process; focuses on the skills of invention, organization, and expression; promotes understanding of, and adaptation to, a variety of communication contexts; and emphasizes critical skills in listening, reading, thinking, and speaking.

The communication course will teach students to:

a. create effective speeches through careful selection of topics and analysis of audience needs, situational factors, and speaker purposes;
b. gather, evaluate, organize, and outline supportive materials into persuasive and informative messages that reflect an understanding of the appropriate use of evidence, reasoning, and language;

c. deliver effective speeches that demonstrate proficiency in articulation, nonverbal behaviors, and visual aids that reinforce the message and promote clarity and interest; and

d. become more discriminating consumers of messages through critical listening.

II. Natural Sciences and Mathematics

Part A—Mathematics Competency

Competency in baccalaureate-level Mathematics enables students to successfully engage in the mathematical thinking encountered in undergraduate studies and in daily living. Central to this competency is the ability to solve problems, to use mathematical modeling, and to evaluate mathematical calculations and reasoning. Students are expected to express and interpret mathematical information in written and oral forms and to use technology (calculators, computers, etc.) appropriately.

Mathematics competency courses will teach students to:

a. use basic Mathematics in problem solving and modeling strategies as needed for college coursework and for living in today's and tomorrow's world;

b. clearly express mathematical ideas and calculations in writing; and

c. make valid inferences from mathematical formulas, graphs, tables, and data.

Part B—General Education

Studying the Natural Sciences and Mathematics enables students to understand the physical and natural world and the scientific and mathematical concepts, theories, and principles that explain the world. That is, students broaden and deepen their understanding of the diversity and interrelatedness of human knowledge in the sciences and Mathematics and are better able to explain the similarities and differences that exist among the sciences. By studying the methods of inquiry practiced by scientists in the search for answers to yesterday's and today's issues and problems, they experience both the power and limitations of this knowledge while growing in their appreciation of the scientific perspective and its impact on their lives and society.

General Education courses in the Natural Sciences and Mathematics will allow students to:

a. demonstrate understanding of basic terms, concepts, principles, processes, and systems in the Natural Sciences and Mathematics;

b. draw conclusions and/or identify relationships by synthesizing from relevant information;

c. demonstrate the ability to apply appropriate investigative methodologies in laboratory courses; and

d. demonstrate the ability to use and understand scientific and mathematical terminology in writing assignments and/or classroom discussion.

III. Social Sciences

In their Social Science coursework, students explore aspects of their own cultures and beliefs and the cultures and beliefs of others within a context of empirical research findings and theoretical speculation.

They examine anthropological, economic, geographical, political, psychological, and/or sociological aspects of individuals and groups in various cultures and the social problems that these individuals and groups attempt to overcome.
They apply a variety of methodologies (e.g., laboratory experiments, case studies, naturalistic observations) to studies of individual and group behavior.

General Education courses in the Social Sciences will allow students to:

a. gain insight into the diversity of human motivations and institutional forces that influence social behavior;

b. recognize multiple methods and modes of inquiry used in the Social Sciences and their appropriate application;

c. develop analytical and critical thinking skills as applied to the study of the Social Sciences; and

d. communicate ideas and explain concepts and analyses using the language of the Social Sciences.

IV. Humanities and Fine Arts

In studying the Humanities and Fine Arts, students learn to explore issues fundamental to human identity, as these are expressed in the artistic, cultural, and intellectual traditions of the world's civilizations. Courses in the Humanities and Fine Arts reveal ways to give meaning to human experience through the study of fine arts, philosophical thought, literature and film, interpretations of history, rituals and belief systems of religion, communication, and foreign languages. After studying the Humanities and Fine Arts, students will have the tools and knowledge to respond more knowledgeably and actively to those humanistic and artistic works and traditions created by people of various societies and times.

General Education courses in the Humanities and Fine Arts will allow students to:

a. learn to perceive accurately, describe carefully, and analyze systematically various humanistic expressions and works such as literary, philosophical, and historical texts; artistic forms and musical works; and ritual, drama, and other forms of symbolic action and speech;

b. learn the significant concepts and issues that continue to structure and guide study in the Humanities disciplines;

c. learn to identify, analyze, and interpret the historical, social, or cultural contexts for these humanistic works and expressions;

d. examine and come to understand human values as they are represented, reasoned about, and justified through various humanistic works and traditions; and

e. develop reading, critical reasoning, and communication skills important for understanding and effectively communicating ideas and perspectives regarding humanistic works and traditions.

V. Multicultural Studies

Through Multicultural and Cross-Cultural Study, students will develop an understanding of diversity in the United States and of the larger world as a complex network of interdependent societies, cultures, histories, and world views. The courses offered challenge narrow conceptions of Self and Other by fostering in students an appreciation for cultural diversity, as well as the critical ability to discern the impact of large-scale cultural and historical forces on their lives. Students may choose among courses focusing on contemporary national and world politics (which could include such issues as conflict and cooperation, economy, the environment, and so on); the comparative study of cultures, societies, politics, and/or belief systems within and beyond the United States; and the dilemmas for the global majority—the three-quarters of the world's population who live where they may have to strive for national identity as well as economic and political development.
All courses in this area, whether focused on the United States or the world, encourage a better understanding of the dimensions of experience and belief that distinguish cultures and societies from one another as well as the commonalities that knit together all people. Understanding various dimensions of human experience helps break down barriers among groups and stimulates dialogue about solutions to many complex social problems. Through Multicultural and Cross-Cultural Studies, students will recognize the historical, political, and cultural forces that foster inequality and injustice, while becoming aware of strategies of change that improve the quality of life for all people. The courses, therefore, stress the necessity of enhancing international and multicultural understanding and communication.

General Education courses in Multicultural Studies will allow students to:

a. develop an informed perspective on (1) traditionally underrepresented groups in the U.S., and/or (2) world societies, which would include knowledge of one or more of the following: culture, history, and social institutions;

b. learn the significant conditions and contributions of (1) traditionally underrepresented groups in the U.S., and/or (2) different world societies;

c. become aware of significant ways that the fact of underrepresented groups and/or multiple world societies affects decisions about human rights, social justice, and equality; and

d. understand multiple approaches to issues of social justice.

VI. Human Well-Being

In studying Human Well-Being, students will come to understand and develop healthy lifestyles and practices. The educational experiences in this area will enable students to examine issues and form reasoned conclusions about factors affecting personal wellness.

General Education courses in Human Well-Being will allow students to:

a. identify information and practices that will promote personal wellness;

b. acquire practical knowledge that can be applied toward living a healthy and fit life;

c. explain the factors that affect the quality of a healthy leisure lifestyle; and

d. relate the effects of personal choices to the principle of wellness for living a healthy and fit life, both physically and mentally.

University General Education Requirements

Candidates for a baccalaureate degree at Western Illinois University are required to complete the General Education Curriculum approved by the University faculty. General Education courses should ordinarily be taken during the freshman and sophomore years, and the entire 43 semester hours should be completed no later than the last semester of the junior year. Individual colleges and departments may require additional courses, and students should refer to the section of the catalog for the college in which they are enrolled for requirements beyond the University General Education Curriculum.

The following restrictions apply:

(1) No courses numbered 275, 298, 450, 475, and 498 are acceptable for credit in the General Education Curriculum;

(2) Students may not use any one course to satisfy two General Education distribution requirements;

(3) Students may not count more than two courses from the discipline in which they major toward satisfaction of the General Education requirements;

(4) No courses under the Pass/Fail option may apply to the General Education requirements.
General Education Categories:

I. Communication Skills

A. ENG 180—College Writing I (3)
B. ENG 280—College Writing II (3)
C. COMM 241—Introduction to Public Speaking (3) OR COMM 242—Fundamentals of Public Speaking (3)

College Writing

All students enrolled in the University must demonstrate their ability to write and speak clearly, accurately, and effectively. Entering students’ writing skills are assessed upon initial registration. Students placed in ENG 100 must complete that course with a grade of C or better before enrolling in ENG 180. Further, all General Education courses contribute to students’ writing competency by including written assignments in the course requirements.

ENG 180 must be taken either semester of the freshman year. Students who fail to receive a grade of C or better must repeat the course.

ENG 280 is to be taken after 24 hours earned and before 60 hours earned. ENG 180 is a prerequisite. Students who fail to receive a grade of C or better in 280 must repeat the course.

Students may also receive credit for all or part of the writing requirement by (1) passing the appropriate proficiency examination, (2) completing the stated requirements of GH 101, or (3) completing a comparable course or courses at another university with a grade of C or better.

Public Speaking

Students may also receive credit for the oral communication requirement by (1) completing the accelerated section 50 of COMM 241 with a grade of B or above, (2) completing the Honors section 25 of COMM 241, or (3) satisfactorily completing a comparable course at another college/university.

II. Natural Sciences and Mathematics

Students must fulfill the competency requirement of Part A and the General Education requirement of Part B of the Natural Sciences and Mathematics category.

Part A—Competency

All students enrolled in the University must demonstrate their ability to use general baccalaureate-level skills in Mathematics by one of the following means:

(1) Receive University credit for MATH 100—Core Competency in Mathematics;
(2) Receive a satisfactory score on an assessment examination instrument designated by the Department of Mathematics; or
(3) Receive University credit for a Mathematics course which lists MATH 100 as a prerequisite.

Entering students’ Mathematics skills are assessed upon initial registration. All freshmen who are placed in MATH 099 are required to pass the course before the start of the second semester of their second year. Transfer students who are placed in MATH 099 are required to pass it during their first year at WIU.

Part B—General Education

Students must complete 10 s.h. from the courses listed below. At least one laboratory course must be included. Students may take no more than two courses from any one grouping below.
University General Education Curriculum

Biology
BIOL 100—Biological Concepts (4)
BIOL 101—Biological World (4)
BIOL 181 (or GEOL 181)—Integrated Science I (4)
BIOL 204—Human Biology (4)
BOT 200—Introduction to Plant Biology (4)
ZOOL 200—Introduction to Animal Biology (4)

Chemistry
CHEM 101—General Chemistry I (4)
CHEM 102—General Chemistry II (4)
CHEM 150—Contemporary Chemistry (4)
CHEM 201—Inorganic Chemistry I (4)
CHEM 202—Inorganic Chemistry II (4)

Geography
GEOG 108—Digital Earth (4)
GEOG 120—Introduction to Weather and Climate (4)
GEOG 121—Planet Earth: Surface Processes and Interactions (4)
GEOG 182 (or PHYS 182)—Integrated Science II (4)

Geology
GEOL 110—Introduction to the Earth (4)
GEOL 112—History of the Earth (4)
GEOL 113—Energy and Earth Resources (3)
GEOL 115—Oceanography (3)
GEOL 181 (or BIOL 181)—Integrated Science I (4)

General Honors
G H 103—Freshman Science and Mathematics Tutorial (2–4)
G H 104—Freshman Science and Mathematics Tutorial with Lab (3–4)
G H 203—Sophomore Science and Mathematics Tutorial (2–4)
G H 204—Sophomore Science and Mathematics Tutorial with Lab (3–4)
G H 303—Advanced Science and Mathematics Seminar (2–4)

Mathematics
MATH 101—Concepts of Mathematics (3)
MATH 102—Mathematics for General Education (3)
*MATH 106—Mathematics for Elementary School Teachers
and 206—Geometry for Elementary School Teachers (3)
MATH 123—Modeling with Mathematical Functions (3)
MATH 133—Calculus with Analytical Geometry I (4)
MATH 134—Calculus with Analytical Geometry II (4)
MATH 137—Applied Calculus I (3)
MATH 138—Applied Calculus II (3)
MATH 139—Applied Linear Algebra and Finite Mathematics (3)
STAT 171—General Elementary Statistics (3)

Physics
PHYS 100—Physics for Society (4)
PHYS 101—Introduction to Astronomy (3)
PHYS 114—Applied Physics (4)
PHYS 115—Applied Physics (4)
PHYS 150—Energy and the Environment (4)
PHYS 182 (or GEOG 182)—Integrated Science II (4)
PHYS 211—University Physics I (4)

*MATH 106 and 206 are open only to Elementary Education, Early Childhood Education, Bilingual/Bicultural Education, and Special Education majors in the State Licensure Program. Hence, the sequence of 106/206 counts as 3 hours of General Education/Mathematics credit only for these majors.
III. Social Sciences .............................................................................................................. 9 s.h.

Students must take at least three courses in the Social Sciences. Students may take no more than two courses from any one grouping below.

**Anthropology**
*ANTH 110—Introduction to Cultural Anthropology (3)
ANTH 111—Introduction to Physical Anthropology and Archaeology (3)

**Economics**
ECON 100—Introduction to Economics (3)
ECON 231—Principles of Macroeconomics (3)
ECON 232—Principles of Microeconomics (3)

**General Honors**
G H 102—Freshman Social Sciences Tutorial (2–3)
G H 202—Sophomore Social Sciences Tutorial (2–3)
G H 302—Advanced Social Sciences Seminar (2–3)

**Geography**
GEOG 100—Introduction to Human Geography (3)
*GEOG 110—World Regional Geography (3)

**Political Science**
POLS 101—Introduction to Political Science (3)
POLS 122—American Government and Politics (3)
POLS 200—Introduction to Political Thought (3)
POLS 228—Fundamentals of International Relations (3)
POLS 267—Introduction to Comparative Government and Politics (3)

**Psychology**
PSY 100—Introductory Psychology (3)
PSY 221—Psychology of Child Development (3)
PSY 250—Human Social Behavior (3)
PSY 251—Personality and Adjustment (3)

**Sociology**
SOC 100—Introduction to Sociology (3)
SOC 200—Contemporary Social Problems (3)
SOC 250—American Institutions (3)
SOC 272—Individual and Society (3)
*SOC 285 (or WS 285)—Women: A Global Perspective (3)

**Women's Studies**
*WS 285 (or SOC 285)—Women: A Global Perspective (3)

*Dual-category course. Students may only count a dual-category course to satisfy the requirements in one General Education category.

IV. Humanities and Fine Arts .......................................................................................... 9 s.h.

Students must take at least three courses in the Humanities and Fine Arts. One course must come from Area 1: Humanities, and one course must come from Area 2: Fine Arts. Students are then free to choose either a Humanities or Fine Arts Course to fulfill the required nine hours in Humanities/Fine Arts. Students may take no more than two courses from any one grouping below.

**AREA 1: HUMANITIES**

**African American Studies**
*AAS 281—Literature of the Black World (3)
*AAS 283—African American Folklore (3)

**Broadcasting**
BC 290 (or ENG 290)—Introduction to Film (3)
Communication
COMM 130—Introduction to Human Communication (3)
COMM 254—Great Speeches (3)

English
ENG 195—Introduction to Literature (3)
ENG 200—Introduction to Poetry (3)
ENG 201—Introduction to Fiction (3)
ENG 202—Introduction to Drama (3)
ENG 205—Introduction to Shakespeare (3)
ENG 206—Issues in U.S. Literature (3)
ENG 290 (or BC 290)—Introduction to Film (3)
ENG 300—Short Story (3)

Foreign Languages and Literatures
CHIN 121—Elementary Chinese I (4)
CHIN 122—Elementary Chinese II (4)
CHIN 223—Intermediate Chinese I (3)
CHIN 224—Intermediate Chinese II (3)
F L 101—Introductory Seminar in World Languages and Cultures (3)
FR 121—Elementary French I (4)
FR 122—Elementary French II (4)
FR 192—Accelerated Elementary French (4)
FR 223—Intermediate French I (3)
FR 224—Intermediate French II (3)
GER 121—Elementary German I (4)
GER 122—Elementary German II (4)
GER 223—Intermediate German I (3)
GER 224—Intermediate German II (3)
JPN 121—Elementary Japanese I (4)
JPN 122—Elementary Japanese II (4)
JPN 223—Intermediate Japanese I (3)
JPN 224—Intermediate Japanese II (3)
PORT 121—Elementary Portuguese I (4)
PORT 122—Elementary Portuguese II (4)
SPAN 121—Elementary Spanish I (4)
SPAN 122—Elementary Spanish II (4)
SPAN 192—Accelerated Elementary Spanish (4)
SPAN 223—Intermediate Spanish I (3)
SPAN 224—Intermediate Spanish II (3)

General Honors
G H 101—Freshman Humanities Tutorial (2–3)
G H 201—Sophomore Humanities Tutorial (2–3)
G H 301—Advanced Humanities Seminar (2–3)

History
HIST 105—American History to 1877 (3)
HIST 106—American History since 1877 (3)
HIST 125—Western Civilization to 1648 (3)
HIST 126—Western Civilization since 1648 (3)
*HIST 144—History of the Middle East (3)
*HIST 145—History of Asia (3)

Philosophy
PHIL 105—Philosophical Explorations (3)
PHIL 120—Contemporary Moral Problems (3)
PHIL 140—Logic and Reasoning (3)
PHIL 205—Philosophy, Law and Society (3)
Religious Studies
REL 101—Exploring Religion (3)
*REL 110—Introduction to Eastern Religions (3)
*REL 111—Introduction to Western Religions (3)
REL 203—The Christians (3)
REL 207—The Bible (3)

Women's Studies
WS 265—Women and Creativity (3)

AREA 2: FINE ARTS

African American Studies
*AAS 282—Black Theatre (3)

Art
ARTH 180—An Introduction to Art (3)
ARTH 282—History of Art: Ancient through Medieval (3)
ARTH 283—History of Art: Renaissance to 1900 (3)
*ARTH 284—History of Non-Western Art (3)

Music
MUS 190—What to Listen for in Music (3)
*MUS 195—American Popular Music (3)

Theatre
THEA 101—Play Analysis (3)
THEA 110—Introduction to the Theatre (3)

*Dual-category course. Students may only count a dual-category course to satisfy the requirements in one General Education category.

V. Multicultural Studies ................................................................................................................................................. 3 s.h.

Students must select 3 s.h. from the courses listed below:

A&S 210—Group Diversity (3)
AAS 100—Introduction to African American Studies (3)
AAS 145—Famous People of African Descent (3)
*AAS 281—Literature of the Black World (3)
*AAS 282—Black Theatre (3)
*AAS 283—African American Folklore (3)
AAS 315—African American History, 1400–1877 (3)
AAS 314—African American History, 1877–Present (3)
AAS 349—Africa since 1800 (3)
*ANTH 110—Introduction to Cultural Anthropology (3)
ANTH 249—Native North American Cultures (3)
ANTH 395—Gender, Race, and the Environment (3)
*ARTH 284—History of Non-Western Art (3)
BAT 300—Global Study (1–3)
BC 328—Mass Media and Minorities (3)
ECON 350—Economics of Poverty and Discrimination (3)
ECON 351—Global Economic Poverty Issues (3)
ENG 301—Women and Literature (3)
ENG 348—Ethnic Literatures of the United States (3)
ENG 358—Studies in Non-Western Literature (3)
FCS 300—Food and Culture (3)
FCS 375—Diversity of Dress (3)
*GEOG 110—World Regional Geography (3)
GER 357—The Holocaust (3)
G H 207—Sophomore Multicultural Tutorial (2–3)
HE 325—Multicultural Health Issues (3)
University General Education Curriculum

*HIST 144—History of the Middle East (3)
*HIST 145—History of Asia (3)
HIST 302—American Indian History, Pre-Contact to the Present (3)
HIST 311—History of Flight Culture (3)
HIST 313—African American History, 1400–1877 (3)
HIST 314—African American History, 1877–Present (3)
HIST 317—Women in American History (3)
HIST 318—Women and Gender in European History (3)
HIST 337—The Holocaust (3)
HIST 340—Latin America to 1860 (3)
HIST 341—Latin America since 1860 (3)
HIST 344—Modern Middle East (3)
HIST 349—Africa since 1800 (3)
INAG 310—International Agriculture in Developing Countries (3)
IS 325—Global Social Networks (3)
*MUS 195—American Popular Music (3)
MUS 196—Music in the Rock Era (3)
MUS 394—Music in World Cultures (3)
MUS 397—Jazz Survey (3)
PHIL 220—Feminism and Ethics (3)
POLS 329—Political Systems of Latin America (3)
POLS 335—Women and Politics (3)
PSY 357—Women and Work (3)
*REL 110—Introduction to Eastern Religions (3)
*REL 111—Introduction to Western Religions (3)
REL 303—Women in Religion (3)
REL 365—Islam (3)
*SOC 285—Women: A Global Perspective (3)
SOC 300—Minority Peoples (3)
SOC 360—Gender and Society (3)
THEA 201—Multiculturalism in Theatre (3)
WS 190—Introduction to Women's Studies (3)
WS 220—Feminism and Ethics (3)
*WS 285—Women: A Global Perspective (3)
WS 301—Women and Literature (3)
WS 303—Women in Religion (3)
WS 317—Women in American History (3)
WS 318—Women and Gender in European History (3)
WS 335—Women and Politics (3)
WS 357—Women and Work (3)
WS 360—Gender and Society (3)
WS 370—Women in Popular Culture (3)
WS 395—Gender, Race, and the Environment (3)

*Dual-category course. Students may only count a dual-category course to satisfy the requirements in one General Education category.

VI. Human Well-Being .................................................................................................................. 3 s.h.

Students may select any combination of courses from at least two of the following groupings:

Dietetics, Fashion Merchandising and Hospitality
FCS 109—Introduction to Nutrition (3)
FCS 121—Introduction to Life Span Development (3)

Health Sciences
HE 120—Personal Health Promotion (2)
HE 121—Human Sexuality (2)
University General Education Curriculum

HE 123—Drug Use and Abuse (2)

Kinesiology
KIN 102—Swimming (1)
KIN 118—Aerobic Dancercise (1)
KIN 121—Badminton (1)
KIN 128—Tennis (1)
KIN 131—Aerobic Conditioning (1)
KIN 140—Personal Fitness Program (1)
KIN 147—Weight Training (1)
KIN 149—Stress Management and Relaxation Techniques (1)
KIN 151—Basketball (1)
KIN 158—Volleyball (1)

Recreation, Park and Tourism Administration
RPTA 110—Concepts of Leisure (3)

University
UNIV 100—Personal Growth and Well-Being in Higher Education (1)
Western Illinois University has developed a program designed to help students complete their undergraduate degree in four years or less. The University is committed to helping students graduate in a timely fashion and has developed GradTrac to enable them to achieve this goal. GradTrac utilizes WIU’s automated degree audit so students and advisors keep current on degree progress. GradTrac is not a graduation requirement or an academic regulation. Regularly admitted freshmen may choose to participate in the GradTrac program. Participation in GradTrac requires significant initiative during a student’s years at WIU.

Specifically, a student must:

• Enter the University as a regularly admitted student with appropriate academic preparation to begin GradTrac;
• Enroll in GradTrac and declare an interest in a major that qualifies for the program;
• Take responsibility for meeting the deadlines and requirements of GradTrac and regularly monitor his/her progress toward graduation. Such monitoring includes timely meetings with an academic advisor at least once each semester prior to each registration;
• Take responsibility for making and keeping required appointments and advisement sessions;
• Consult with an advisor before dropping or adding a class;
• Accept any available class section that fits his/her schedule and register for classes at his/her assigned registration time. The following encumbrances can prevent a student from registering on time: financial, immunization, administrative, housing, judicial, and athletic. Be sure these encumbrances are taken care of prior to pre-registration;
• Meet all the academic requirements of his/her major, minor (when applicable), college, and the University;
• Accept responsibility for timely annual application for all necessary financial assistance; and
• Complete the applicable credits for his/her degree program each year as set out in his/her GradTrac degree plan (approximately 30 semester credit hours each year).

If a student changes majors and can still complete all remaining requirements within the time specified by the GradTrac agreement, the agreement remains valid. Appropriate signatures must be secured from the advisor and chair of the new major.

Students may enroll in an additional major or minor or in programs leading to additional licensing and certification, if he/she can complete all of these requirements within the time specified by the GradTrac agreement. A student must consult with his/her academic advisor in a timely manner in order to accomplish these changes or additions.

Transfer and Summer credits may count toward GradTrac requirements, but the academic terms in which these credits are earned will not be counted as part of the GradTrac agreement.

If, after working with an academic advisor, it appears that graduation may be delayed due to the unavailability of a course, a student must obtain the requisite form from the advisor and file it with that advisor no later than two working days after the end of the published pre-registration period. The form will be forwarded to the department chair and college dean.

If a student meets all the conditions of the degree plan but is unable to graduate due to the unavailability of a course, the University will offer one of the following options:

• Allow the student to graduate in the prescribed number of semesters by substituting a different course or an appropriate independent study assignment, as determined by the department and the college offering the major.
GradTrac

- Allow the student to graduate in the prescribed number of semesters by waiving the requirement to be met by the unavailable course, as determined by the department and college offering the major.
- If the college or department is unable to effect a waiver or substitution that will allow the student to graduate in the prescribed number of semesters, the University will waive the tuition for the course or courses still needed, if taken at Western Illinois University.

Majors Participating in GradTrac*

Accountancy
African American Studies—General
African American Studies—Humanities
African American Studies—Social Sciences
Agriculture—Agricultural Business
Agriculture—Agricultural Science
Anthropology
Art—Bachelor of Arts
Art—Bachelor of Arts—Graphic Design
Biology—Botany
Biology—Medical Sciences
Biology—Microbiology
Biology—Zoology
Broadcasting—News and Performance
Broadcasting—Production
Broadcasting—Sports Broadcasting
Chemistry
Chemistry—Biochemistry
Communication
Communication Sciences and Disorders
Computer Science—Business
Computer Science—Traditional
Economics—Bachelor of Arts
Economics—Bachelor of Business
Emergency Management
Engineering Technology
English
Exercise Science
Finance
Fire Protection Services—Fire Science
French
Geography—Systematic/Cultural
Geography—Systematic/Physical
Geology—General
Health Services Management
History

*Due to additional course requirements, Teacher Education is not included in GradTrac.
Colleges

College of Arts and Sciences ............................................................... 80–87
College of Business and Technology .................................................. 88–91
College of Education and Human Services ....................................... 92–94
College of Fine Arts and Communication ......................................... 95–97
Centennial Honors College ................................................................ 98–100
The College of Arts and Sciences occupies a central position in the University. This college houses the departments concerned with human cumulative culture and knowledge, usually referred to under the broad categories of the Natural Sciences and Mathematics, the Social Sciences, and the Humanities. Dedicated to the concept of excellent teaching, the college provides General Education Curriculum courses for all students in the University. Dedicated to the concept of impartial inquiry, the college encourages research that expands the frontiers of knowledge and applies that knowledge to the betterment of humanity.

With some exceptions, the programs in the College of Arts and Sciences are not primarily vocational in their orientation. In addition to making available a liberal education, these programs provide the theoretical basis for specialized work in graduate and professional schools. The college also educates future teachers in the basic secondary school disciplines. There is a continuing and growing demand for broadly educated young men and women who have the skills and knowledge essential to compete in a diverse and constantly changing landscape of careers and occupations.

Departments and Programs

Students in the College of Arts and Sciences may pursue studies in the following departments and programs:

**Department of African American Studies**
B.A. in African American Studies

**Department of Biological Sciences**
B.S. in Biology with options in:
- Botany
- Microbiology
- Zoology
- Medical Sciences
- Science/Biology Teacher Education
B.S. in Clinical Laboratory Science

**Department of Chemistry**
B.S. in Chemistry with additional options in:
- Biochemistry
- Pharmacy
- Science/Chemistry Teacher Education
B.S. in Forensic Chemistry

**Department of Economics**
B.A. in Economics

**Department of English and Journalism**
B.A. in English with options in:
- Literature and Language
- Teacher Education
B.A. in Journalism
Department of Foreign Languages and Literatures
B.A. in French with an additional option in:
  Teacher Education
B.A. in Spanish with an additional option in:
  Teacher Education

Department of Geography
B.S. in Geography
B.S. in Meteorology

Department of Geology
B.S. in Geology with an additional option in:
  Paleontology

Department of History
B.A. in History with additional options in:
  Pre-Law
  Teacher Education

Department of Mathematics
B.S. in Mathematics with an additional option in:
  Teacher Education

School of Nursing
  Bachelor of Science in Nursing (B.S.N.)

Department of Philosophy and Religious Studies
B.A. in Philosophy with an additional option in:
  Pre-Law
  B.A. in Religious Studies

Department of Physics
B.S. in Physics with additional options in:
  Engineering Physics
  Science/Physics Teacher Education

Department of Political Science
B.A. in Political Science with additional options in:
  American Government
  International Relations/Comparative Politics
  Pre-Law
  Public Administration/Public Policy

Department of Psychology
B.S. in Psychology

Department of Sociology and Anthropology
B.A. in Sociology
B.A. in Anthropology

Department of Women's Studies
B.A. in Women's Studies

Liberal Arts and Sciences Degree Program
  Bachelor of Liberal Arts and Sciences (B.L.A.S.)
The College of Arts and Sciences offers minor programs in the same fields as the major programs listed above (except in Clinical Laboratory Science, Liberal Arts and Sciences, and Nursing). In addition, the college offers the following minor programs that have no corresponding majors: Creative Writing, Environmental Studies, Ethics, Film, Forensic Psychology, Forensic Science, Functional Morphology and Evolutionary Anatomy, Geographic Information Systems, International Relations, German, Gerontology, International Studies, Law and Society, Legal History, Modern Global History, Neuroscience, Professional Writing, Public Administration, Statistics, and Survey Research Methods.

The College of Arts and Sciences provides dual programs in Clinical Laboratory Science and Engineering, whereby a student can complete requirements for a bachelor's degree in the College of Arts and Sciences while working toward a professional degree or certificate. In addition, the college provides advising for pre-professional programs in Architecture, Chemical Engineering, Engineering, Health, Law, and Pharmacy.

**College Graduation Requirements**

In addition to meeting University graduation requirements, students in the College of Arts and Sciences must:

1. Satisfy the University and other general requirements.
2. Complete a minimum of 120 s.h. of credit in approved courses, of which at least 40 s.h. are in courses numbered 300 or above.
3. Achieve and maintain a minimum scholastic average of 2.00 in the major, minor, and total program.
4. Satisfy the University General Education and College of Arts and Sciences Curriculum requirements for the degree sought. A minimum of 16 s.h. should be taken to meet these requirements during the freshman year and a minimum of 16 s.h. during the sophomore year.
5. Complete an approved major of a minimum of 32 s.h. At least 15 s.h. of the 32 s.h. of a major must be in courses numbered 300 or above.
6. Complete a recognized minor with a minimum of 16 s.h. The minor may not be in the same department as the major, unless the minor does not have a corresponding recognized major, except by written permission of the dean.
7. Complete courses required in related departments as listed with course requirements for the major in the individual departments.

**Licensure to Teach**

Students enrolled in the College of Arts and Sciences who wish to obtain a teaching license must meet all criteria for admission to the Teacher Education Program, complete the Teacher Education curriculum, and complete the major or minor requirements for Teacher Education students as described under the various department offerings in Arts and Sciences. See Teacher Education (p. 341) for additional information and specific requirements.

**Bachelor of Science in Nursing (B.S.N.)**

A Bachelor of Science in Nursing degree in the College of Arts and Sciences is granted to students who fulfill the general University requirements as to total number of hours, scholarship standards, the University General Education requirements, the graduation requirements, and the Nursing major requirements.

Bachelor of Science in Nursing students complete the University General Education Curriculum listed on page 69. The approved University General Education Curriculum courses are listed on pages 86–87.
Bachelor of Arts (B.A.)
Bachelor of Science (B.S.)
Bachelor of Liberal Arts and Sciences (B.L.A.S.)

A Bachelor of Arts, Bachelor of Science, or Bachelor of Liberal Arts and Sciences degree in the College of Arts and Sciences is granted to students who fulfill the general University requirements as to total number of hours, scholarship standards, the University General Education requirements, the College of Arts and Sciences Curriculum requirements, the graduation requirements, and a major and minor.

UNIVERSITY GENERAL EDUCATION AND COLLEGE OF ARTS AND SCIENCES CURRICULUM REQUIREMENTS (for B.A., B.S., B.L.A.S.)

Courses taken to satisfy the University General Education and Arts and Sciences Curriculum requirements may apply to the major or minor if approved by the academic advisor, unless otherwise restricted. Proficiency exams, where applicable, may be taken in place of these required courses. If successfully completed, they are graded Pass (P). Course credit is given. No other requirements are then imposed in lieu of the courses so completed.

Note: Students enrolled in the College of Arts and Sciences who wish to obtain a teaching license complete the University General Education Curriculum requirements instead of the Arts and Sciences Curriculum requirements.

The following restrictions apply:

(1) No courses numbered 275, 298, 450, 475, and 498 are acceptable for credit in the General Education Curriculum.

(2) Students may not use any one course to satisfy two General Education distribution requirements.

(3) Students may not count more than two courses from the discipline in which they major toward satisfaction of the General Education requirements.

(4) No courses under the Pass/Fail option may apply to the General Education requirements.

Bachelor of Arts (B.A.) Degree
University General Education and College Curriculum Requirements………..60 s.h.

I. Communication Skills (9 s.h.)
   ENG 180 and ENG 280; COMM 241 or COMM 242
   See University General Education Curriculum for additional information (p. 69).

II. Natural Sciences and Mathematics (12 s.h.)
   PART A—Competency
   All students enrolled in the University must demonstrate their ability to use general baccalaureate-level skills in Mathematics by one of the following means:
   (1) Receive University credit for MATH 100, Core Competency in Mathematics;
   (2) Receive a satisfactory score on an assessment instrument designated by the Department of Mathematics; or
   (3) Receive University credit for a Mathematics course which lists MATH 100 as a prerequisite.
   See University General Education Curriculum for additional information (p. 69).

   PART B—General Education
   Students must complete 12 h. from the courses listed on pages 86–87. At least one laboratory course must be included. Courses from at least two departments must be included. Students may take no more than two courses from any one grouping. At least 10 s.h. of this requirement must be satisfied from courses not listed in boldface type.
College of Arts and Sciences

III. Social Sciences (15 s.h.)

Students must complete 15 s.h. from the courses listed on pages 86–87. Courses from at least three departments must be included. Students may take no more than two courses from any one grouping. At least 9 s.h. of this requirement must be satisfied from courses not listed in **boldface** type.

IV. Humanities and Fine Arts (18 s.h.)

Students must complete 18 s.h. from the courses listed on pages 86–87. At least one course must come from Area 1: Humanities, and at least one course must come from Area 2: Fine Arts. Students are then free to choose either Humanities or Fine Arts courses to fulfill the required 18 hours in Humanities/Fine Arts. Courses from at least three departments must be included. Students may take no more than two courses from any one grouping. At least 9 s.h. of this requirement must be satisfied from courses not listed in **boldface** type.

V. Multicultural Studies (3 s.h.)

Students must select at least 3 s.h. from the courses listed on pages 86–87.

VI. Human Well Being (3 s.h.)

Students may select any combination of courses from at least two of the groupings listed on pages 86–87.

**Bachelor of Science (B.S.) Degree**

**University General Education and College Curriculum Requirements**

55 s.h.

I. Communication Skills (9 s.h.)

ENG 180 and ENG 280; COMM 241 or COMM 242

See University General Education Curriculum for additional information (p. 69).

II. Natural Sciences and Mathematics (16 s.h.)

PART A—Competency

All students enrolled in the University must demonstrate their ability to use general baccalaureate-level skills in Mathematics by one of the following means:

(1) Receive University credit for MATH 100, Core Competency in Mathematics;

(2) Receive a satisfactory score on an assessment instrument designated by the Department of Mathematics; or

(3) Receive University credit for a Mathematics course which lists MATH 100 as a prerequisite.

See University General Education Curriculum for additional information (p. 69).

PART B—General Education

Students must complete 16 s.h. from the courses listed on pages 86–87. At least one laboratory course must be included. Courses from at least two departments must be selected. A one-year sequence outside the major must be included. Students may take no more than two courses from any one grouping. At least 10 s.h. of this requirement must be satisfied from courses not listed in **boldface** type.

III. Social Sciences (12 s.h.)

Students must complete 12 s.h. from the courses listed on pages 86–87. Courses from at least two departments must be included. Students may take no more than two courses from any one grouping. At least 9 s.h. of this requirement must be satisfied from courses not listed in **boldface** type.

IV. Humanities and Fine Arts (12 s.h.)

Students must complete 12 s.h. from the courses listed on pages 86–87. At least one course must come from Area 1: Humanities, and at least one course must come from Area 2: Fine Arts.
Area 2: Fine Arts. Students are then free to choose either Humanities or Fine Arts courses to fulfill the required 12 hours in Humanities/Fine Arts. Courses from at least two departments must be included. Students may take no more than two courses from any one grouping. At least 9 s.h. of this requirement must be satisfied from courses not listed in boldface type.

V. Multicultural Studies (3 s.h.)
Students must select at least 3 s.h. from the courses listed on pages 86–87.

VI. Human Well Being (3 s.h.)
Students may select any combination of courses from at least two of the groupings listed on pages 86–87.

Bachelor of Liberal Arts and Sciences (B.L.A.S.) Degree
University General Education and College Curriculum Requirements .................. 57 s.h.

I. Communication Skills (9 s.h.)
ENG 180 and ENG 280; COMM 241 or COMM 242
See University General Education Curriculum for additional information (p. 69).

II. Natural Sciences and Mathematics (12–15 s.h.)*

PART A—Competency
All students enrolled in the University must demonstrate their ability to use general baccalaureate-level skills in Mathematics by one of the following means:
(1) Receive University credit for MATH 100, Core Competency in Mathematics;
(2) Receive a satisfactory score on an assessment instrument designated by the Department of Mathematics; or
(3) Receive University credit for a Mathematics course which lists MATH 100 as a prerequisite.

See University General Education Curriculum for additional information (p. 69).

PART B—General Education
Students must complete 12–15 s.h.* from the courses listed on pages 86–87. At least one laboratory course must be included. Courses from at least two departments must be selected. Students may take no more than two courses from any one grouping. At least 10 s.h. of this requirement must be satisfied from courses not listed in boldface type.

III. Social Sciences (12–15 s.h.)*
Students must complete 12–15 s.h.* from the courses listed on pages 86–87. Courses from at least two departments must be included. Students may take no more than two courses from any one grouping. At least 9 s.h. of this requirement must be satisfied from courses not listed in boldface type.

IV. Humanities and Fine Arts (12–15 s.h.)*
Students must complete 12–15 s.h.* from the courses listed on pages 86–87. At least one course must come from Area 1: Humanities, and at least one course must come from Area 2: Fine Arts. Students are then free to choose either Humanities or Fine Arts courses to fulfill the required 12–15 hours in Humanities/Fine Arts. Courses from at least two departments must be included. Students may take no more than two courses from any one grouping. At least 9 s.h. of this requirement must be satisfied from courses not listed in boldface type.

V. Multicultural Studies (3 s.h.)
Students must select at least 3 s.h. from the courses listed on pages 86–87.
**VI. Human Well Being (3 s.h.)**

Students may select any combination of courses from at least two of the groupings listed on pages 86–87.

*Must take 15 s.h. in two of these three categories and 12 s.h. in the third category: Natural Sciences/Mathematics, Social Sciences, and Humanities.

**UNIVERSITY GENERAL EDUCATION/COLLEGE CURRICULUM COURSE LISTING**

(for B.A., B.S., B.L.A.S.)

The courses below may be used to fulfill the University General Education/College of Arts and Sciences Curriculum requirements for the Bachelor of Arts, Bachelor of Science, and Bachelor of Liberal Arts and Sciences degrees within the College of Arts and Sciences. Students enrolled in the Bachelor of Science in Nursing (B.S.N.) program must complete the University General Education Curriculum listed on page 69.

### I. Natural Sciences and Mathematics

<table>
<thead>
<tr>
<th>Course Area</th>
<th>Course Code(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>BIOL 100, 101, 181, 204</td>
</tr>
<tr>
<td>Botany</td>
<td>BOT 200</td>
</tr>
<tr>
<td>Zoology</td>
<td>ZOOL 200</td>
</tr>
<tr>
<td>Microbiology</td>
<td>MICR 200</td>
</tr>
<tr>
<td>Chemistry</td>
<td>CHEM 101, 102, 150, 201, 202</td>
</tr>
<tr>
<td>Geography</td>
<td>GEOG 108, 120, 121, 182</td>
</tr>
<tr>
<td>Geology</td>
<td>GEOL 110, 112, 113, 115, 181</td>
</tr>
<tr>
<td>General Honors</td>
<td>GH 103, 104, 203, 204, 303</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MATH 101, 102, 123, 133, 134, 137, 138, 139</td>
</tr>
<tr>
<td>Statistics</td>
<td>STAT 171, 276</td>
</tr>
<tr>
<td>Physics</td>
<td>PHYS 100, 101, 114, 115, 150, 182, 211</td>
</tr>
</tbody>
</table>

### II. Social Sciences

<table>
<thead>
<tr>
<th>Course Area</th>
<th>Course Code(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td>ANTH 110*, 111, 201</td>
</tr>
<tr>
<td>African American Studies</td>
<td>AAS 100*, 145*, 315, 325</td>
</tr>
<tr>
<td>Economics</td>
<td>ECON 100, 231, 232</td>
</tr>
<tr>
<td>General Honors</td>
<td>GH 102, 202, 302</td>
</tr>
<tr>
<td>Geography</td>
<td>GEOG 100, 110*</td>
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<tr>
<td>Political Science</td>
<td>POLS 101, 122, 200, 228, 267, 284, 380</td>
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<tr>
<td>Psychology</td>
<td>PSY 100, 221, 250, 251</td>
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<tr>
<td>Sociology</td>
<td>SOC 100, 200, 250, 272, 285* (or WS 285*), 300*, 313, 360* (or WS 360*), 370</td>
</tr>
<tr>
<td>Women's Studies</td>
<td>WS 285* (or SOC 285*), 360* (or SOC 360*)</td>
</tr>
</tbody>
</table>

### III. Humanities and Fine Arts

**AREA 1: HUMANITIES**

<table>
<thead>
<tr>
<th>Course Area</th>
<th>Course Code(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American Studies</td>
<td>AAS 281*, 283*, 290, 381</td>
</tr>
<tr>
<td>Broadcasting</td>
<td>BC 290 (or ENG 290), 323</td>
</tr>
<tr>
<td>Communication</td>
<td>COMM 130, 215, 254</td>
</tr>
<tr>
<td>English</td>
<td>ENG 195, 200, 201, 202, 205, 206, 290 (or BC 290), 300, 301* (or WS 301*), 353, 355, 356, 358*</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>F L 101</td>
</tr>
<tr>
<td>Chinese</td>
<td>CHIN 121, 122, 223, 224</td>
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<tr>
<td>French</td>
<td>FR 121, 122, 192, 223, 224, 325, 326, 327</td>
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<td>German</td>
<td>GER 121, 122, 223, 224, 325, 326, 327</td>
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<tr>
<td>Japanese</td>
<td>JPN 121, 122, 223, 224</td>
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<tr>
<td>Portuguese</td>
<td>PORT 121, 122</td>
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<tr>
<td>Spanish</td>
<td>SPAN 121, 122, 192, 223, 224, 325, 326, 327</td>
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<tr>
<td>General Honors</td>
<td>GH 101, 201, 301</td>
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<tr>
<td>History</td>
<td>HIST 105, 106, 125, 126, 144*, 145*, 300, 320, 321, 340*, 341*, 344*, 345</td>
</tr>
<tr>
<td>Philosophy</td>
<td>PHIL 105, 120, 140, 205, 300, 310, 330</td>
</tr>
<tr>
<td>Women's Studies</td>
<td>WS 265, 301* (or ENG 301*), 303* (or REL 303*)</td>
</tr>
</tbody>
</table>
AREA 2: FINE ARTS
African American Studies: AAS 282*
Art History: ARTH 180, 282, 283, 284*, 394
Music: MUS 190, 195*, 390, 391, 393, 394*, 397*
Theatre: THEA 101, 110, 390, 391

IV. Multicultural Studies
Anthropology: ANTH 110*, 249, 395
Art History: ARTH 284*
Arts and Sciences: A&S 210
Broadcasting: BC 328
Business and Technology: BAT 300
Dietetics, Fashion Merchandising, and Hospitality: FCS 300, 375
Economics: ECON 350, 351
English: ENG 301*, 348, 358*
General Honors: G H 207
Geography: GEOG 110*
German: GER 337
Health Education: HE 325
Information Systems: IS 325
International Agriculture: INAG 310
Music: MUS 195*, 196, 394*, 397*
Philosophy: PHIL 220
Political Science: POLS 329, 335
Psychology: PSY 357
Religious Studies: REL 110*, 111*, 303*, 365*
Sociology: SOC 285*, 300*, 360*
Theatre: THEA 201

V. Human Well-Being
Dietetics, Fashion Merchandising, and Hospitality: FCS 109, 121
Health Sciences: HE 120, 121, 123
Kinesiology: KIN 102, 118, 121, 128, 131, 140, 147, 149, 151, 158
Recreation, Park and Tourism Administration: RPTA 110
University: UNIV 100

*Dual-category course. Students may only count a dual-category course to satisfy the requirements in one General Education category.
The College of Business and Technology at Western Illinois University provides a focus for educational excellence that promotes the intellectual and personal growth of participants and enhances their contributions to individuals and organizations to thrive, contribute, and lead in a global society. The activities and operations of the college are not regionally restricted, as the western part of Illinois is an integral part of a unified social and economic infrastructure that extends across the United States to the world.

Several programs within the College of Business and Technology are accredited:

- The Business and Accountancy programs (undergraduate and graduate) are fully accredited by AACSB International.
- The Engineering program is accredited by ABET.
- The Construction Management and Engineering Technology undergraduate programs are accredited by ATMAE.
- The Graphic Communication program is fully accredited by ACCGC.

The essence of educational excellence involves a qualified and scholarly faculty, a diverse student body, small class sizes, the use of current technology, the best aspects of a small college atmosphere, and a positive learning environment. Intellectual and personal growth includes cultivating scholarly virtues, promoting the concept of life-long learning, encouraging faculty development, and generating and sharing information and knowledge. Participants are students, faculty, graduates, and all others involved in the educational process. Every individual is an active learner and teacher through shared responsibility, collaboration, and mutual respect. The college contributes to the success of future and current leaders, managers, and professionals in the global community. Faculty are engaged in teaching, research, and service; students are prepared for meaningful positions and for life; and employers recognize the value of an education from the college.

Annually, a wide variety of lectures, symposia, and discussions designed to augment classroom work are presented. While many of these professional programs appeal primarily to business people and business and technology students, increasing emphasis is being placed on the broad social spectrum of business endeavors. The goal of these varied programs is to engage students in the concepts of social responsibility and ethical business practices while encouraging the use of quantitative, technical, and theoretical approaches necessary for problem solving in the complex milieu of today's global business environment.

**Beta Gamma Sigma**

Beta Gamma Sigma is the national scholastic honor society in the field of business. Election to membership is available to both undergraduate and graduate students in business. Selection is based upon outstanding scholastic achievement. For the third consecutive year, WIU has been designated as a “premier chapter” by Beta Gamma Sigma, the highest chapter designation possible.

**Departments and Programs**

Students in the College of Business and Technology may pursue studies in the following departments and programs:
College of Business and Technology

Department of Accounting and Finance
  B.B. in Accountancy
  B.B. in Finance

School of Agriculture
  B.S. in Agriculture with options in:
    Agricultural Business
    Agricultural Science
    Teacher Education

School of Computer Sciences
  B.S. in Computer Science with an additional option in:
    Business
    B.S. in Information Systems
    B.S. in Network Technologies

Department of Economics and Decision Sciences
  B.A. in Economics
  B.B. in Economics

School of Engineering
  B.S. in Engineering

Department of Engineering Technology
  B.S. in Engineering Technology
  B.S. in Graphic Communication
  B.S. in Construction Management

Department of Management and Marketing
  B.B. in Human Resource Management
  B.B. in Management
  B.B. in Marketing
  B.B. in Supply Chain Management

The College of Business and Technology offers minor programs in the same fields as the major programs listed above (except Engineering and Engineering Technology). In addition, the college offers the following minor programs that have no corresponding majors: Agricultural Economics, Agricultural Technology Management, Agronomy, Animal Science, Business, Decision Sciences, Entrepreneurship, Horticulture, Industrial Technology, International Agriculture, International Business, Manufacturing Technology, Natural Resources Conservation, Operations Management, Plant Breeding, Pre-MBA, and Urban Forestry. The requirements for the minor in Business are listed below. Requirements for all other minors are listed under the appropriate department sections.

The College of Business and Technology provides advising for pre-professional programs in Agricultural Engineering, Forestry, Pre-MBA, and Veterinary Medicine.

Minor in Business ....................................................................................................................24 s.h.
  1. ACCT 201, 202; ECON 231, 232; STAT 171 .........................................................15 s.h.
  2. Select three of the following courses:................................................................. 9 s.h.
     FIN 331, IS 340, MGT 349, MGT 481, MKTG 327, OM 352

Pre-MBA Minor (21–27 s.h.)
  See Pre-Professional Programs (p. 318).
Limit on Business Credits

Students who are not declared as Bachelor of Business majors may enroll in a maximum of 29 total hours of coursework with the following prefixes: ACCT, BAT, BL, DS, FIN, HRM, MGT, MKTG, OM, and SCM. Exceptions to this rule require the permission of the Dean of the College of Business and Technology.

Major in Business

Acceptance as a declared business major requires the completion of at least 60 s.h. and, except as provided below, at least 12 s.h. completed at WIU with a cumulative grade point average of at least 2.50 at WIU. The student must have also completed ACCT 201 and 202, ECON 231 and 232, MATH 137, and STAT 171. Students not eligible to declare may enroll in a Pre-Business Program. Enrollment in these programs does not guarantee acceptance into one of the major areas as a candidate for the Bachelor of Business degree.

Transfer students who have earned 60 hours prior to matriculation at WIU, with a cumulative grade point average of 2.50, and who have completed ACCT 201 and 202, ECON 231 and 232, MATH 137, and STAT 171 will enter as declared majors.

All students must have attained junior standing in order to enroll in 300- and 400-level business courses with the exception of courses in Economics.

Pre-Business students who have earned 60 hours, but are otherwise ineligible to declare a business major, will be limited to a maximum of 29 hours of business courses (see Limit on Business Credits above) and may be removed from business courses.

Students are expected to complete a minimum of 24 s.h. in the major area as defined by the appropriate department. In special cases, the chairperson of the major department, the dean of the College of Business and Technology, and the Council on Admission, Graduation, and Academic Standards (CAGAS) may approve a course outside the college as a substitute for a major area requirement.

After satisfying the University General Education Curriculum, the Business Core, and the major area courses, the remaining courses may be taken as open electives.

Advising Centers

Students majoring in Agriculture or Engineering Technology (both campuses) receive academic advising services in the Agriculture and Engineering Technology Advising Office, located in Knoblauch Hall 110, telephone (309) 298-2100.

Students majoring in Business disciplines or Computer Sciences receive academic advising services in the Business and Computer Sciences Advising Center, located in Stipes Hall 133, telephone (309) 298-1619.

Business and Technology students (other than Engineering Technology) who are primarily enrolled at the WIU-Quad Cities campus receive advising services from the WIU-Quad Cities advising office, telephone (309) 762-9481.

College Graduation Requirements

In addition to meeting University graduation requirements, students in the College of Business and Technology must:

1. Complete 120–126 s.h. of credit in approved courses, of which a minimum of 42 s.h. must be in courses numbered 300 and above.

2. Complete the requirements for the Bachelor of Business, Bachelor of Arts, or Bachelor of Science degree as outlined for specific majors.
BACHELOR OF BUSINESS MAJORS
1. Complete the business major core courses.
2. Complete the last 30 s.h. in residence.
3. Complete at least 50 percent of the required business credit hours in residence.

BACHELOR OF ARTS AND BACHELOR OF SCIENCE MAJORS
1. Satisfy the University residence and other general requirements including the University General Education Curriculum and minimum scholastic standards.
2. Complete an appropriate minor or comprehensive major in lieu of a major-minor combination.

Licencse to Teach Agriculture
Students enrolled in the School of Agriculture who wish to obtain a teaching license must meet all criteria for admission to the Teacher Education Program, complete the Teacher Education curriculum, and complete the major or minor requirements for Teacher Education students. See School of Agriculture (p. 111) and Teacher Education (p. 341) for additional information and specific requirements.

Bachelor of Business Degree
In addition to the University General Education Curriculum, all candidates for the Bachelor of Business degree must complete the following requirements:

Business Core
Accounting (ACCT 201 and 202) ...........................................................................................................6 s.h.
Business Communications (BCOM 320†) ..............................................................................................3 s.h.
Business Law (B L 230/B L 431 for Accountancy majors) .................................................................3 s.h.
Business Statistics (DS 303) ..................................................................................................................3 s.h.
Finance (FIN 331) .................................................................................................................................3 s.h.
Global Studies (ECON 170 or MGT 125/MGT 481 for Accountancy majors) ....................................3 s.h.
Information Systems (IS 340) ..................................................................................................................3 s.h.
Management (MGT 349 and 490) ........................................................................................................6 s.h.
Marketing (MKTG 327) .........................................................................................................................3 s.h.
Total ......................................................................................................................................................33 s.h.

†Writing Instruction in the Discipline (WID) course.
Students who transfer an equivalent course with less than the hours shown may seek approval from the Dean of the College of Business and Technology to complete the core requirements with fewer than 33 s.h.
College of Education and Human Services

Dean: Dr. Sterling J. Saddler
Associate Dean for Academic Affairs, Research, and Innovation: Dr. K. Dale Adkins
Associate Dean for Administration: Dr. Erskine R. Smith
Assistant Dean for Undergraduate and Teacher Education: Dr. Cindy Dooley
Office: Horrabin Hall 117
Telephone: (309) 298-1690; Fax: (309) 298-2222
E-mail: COEHS@wiu.edu
Website: wiu.edu/coehs

The College of Education and Human Services houses a number of diverse programs that are designed to provide a challenging and supportive learning environment that is widely recognized as meeting the humanistic and technological demands of a global society. These programs lead to careers in education (teaching, administration, counseling); health sciences; physical fitness and physical education; athletic training; law enforcement and justice administration; leisure, recreation, and tourism; social work; and fashion merchandising, dietetics and hospitality. The graduates of these programs enter careers in business, education, nonprofit organizations, and government.

Long recognized for its outstanding Teacher Education programs, the College of Education and Human Services has maintained its excellence in the traditional aspects of teacher preparation while undergoing expansion and development to meet the changing needs of society. Education majors enter a field experience program in which partnerships exist with cooperating private and public schools. Field programs provide extensive pre-student teaching field experiences in addition to senior student teaching in regular classroom settings in small and large schools, minority group settings, rural and urban schools, with migrant populations, in daycare centers, and other arranged sites. Student teaching assignments are available in designated centers in Illinois.

The academic programs in the Departments of Health Sciences; Kinesiology; and Recreation, Park and Tourism Administration are enhanced by many special facilities such as aquatic areas, court facilities, indoor track, outdoor campus, weight rooms, dance studios, a fitness room, a biomechanics laboratory, and a human performance laboratory. A special emergency medical training laboratory is available for students in Health Sciences. Internships are offered for academic credit during the junior and senior years.

The Department of Social Work prepares graduates to provide services within social welfare institutions.

The programs in the Departments of Law Enforcement and Justice Administration; Recreation, Park and Tourism Administration; and Dietetics, Fashion Merchandising and Hospitality emphasize a close relationship with business and government in a wide array of experiences, the most comprehensive being a full-time internship during the senior year. This provides the graduates of these programs with preparation that eases the transition into the career path and enables the students to assess which direction may be best to follow within the program options.

The Military Science program enables the student enrolled to seek a commission in the U.S. Army and major in any recognized discipline within the University. The Military Science program provides instruction and practical experience in leadership and management that will help students succeed in any desired career, civilian or military.

Departments and Programs

Students in the College of Education and Human Services may pursue studies in the following Departments and programs:

Department of Counselor Education
Undergraduate Coursework
Department of Curriculum and Instruction
B.S.Ed. in Elementary Education with an additional option in:
   Early Childhood Education
B.S.Ed. in Special Education

Department of Dietetics, Fashion Merchandising and Hospitality
B.S. in Family and Consumer Sciences with options in:
   Dietetics
   Fashion Merchandising
   Hotel/Restaurant Management

Department of Educational and Interdisciplinary Studies
B.S.Ed. in Bilingual/Bicultural Education
Undergraduate Coursework in College Student Personnel
Professional Education Coursework

Department of Educational Leadership
Undergraduate Coursework

Department of Health Sciences
B.S. in Emergency Management
B.S. in Health Services Management
B.S. in Public Health

Department of Instructional Design and Technology
B.S. in Instructional Design and Technology

Department of Kinesiology
B.S. in Athletic Training
B.S. in Exercise Science
B.S. in Physical Education

School of Law Enforcement and Justice Administration
B.S. in Fire Protection Services with options in:
   Fire Administration
   Fire Science
   B.S. in Law Enforcement and Justice Administration

Department of Military Science
Two-year and four-year programs leading to a commission as a Second Lieutenant in
the United States Army

Department of Recreation, Park and Tourism Administration
B.S. in Recreation, Park and Tourism Administration

Department of Social Work
Bachelor of Social Work (B.S.W.)

The College of Education and Human Services offers minor programs in the same fields as
the major programs listed above (except Athletic Training, Bilingual/Bicultural Education,
Dietetics, Early Childhood Education, Elementary Education, Exercise Science, Fire
Protection Services, Hotel/Restaurant Management, Instructional Design and Technology,
Physical Education, Public Health, Social Work, and Special Education). In addition,
the college offers the following minor programs that have no corresponding majors:
Coaching, Community Health, Criminalistics, Digital Media, Homeland Security, Hospitality
Management, Kinesiology, Legal Studies, Military Science, Nonprofit Administration,
College of Education and Human Services

Nutrition, Occupational Safety, Outdoor Leadership, Photographic Media, Scuba Diving, Security Administration, Therapeutic Recreation, and Web Design.

College Graduation Requirements

In addition to meeting University graduation requirements, students in the College of Education and Human Services must:

1. Achieve and maintain the minimum scholastic standards in the comprehensive major or a major and minor program.
2. Complete a comprehensive major or a major and minor appropriate to the department and curriculum in which the student is enrolled.

Academic Advisors

Students enrolled in the College of Education and Human Services will be provided with academic advising in the College of Education and Human Services Advising Center or through advisors in their respective major departments. Advising is an integral part of any academic program. Advising assists students with registration, academic planning, and meeting graduation requirements. Students must meet with their academic advisor each semester prior to pre-registration.

Licensure to Teach

Students enrolled in the College of Education and Human Services who wish to obtain a teaching license must meet all criteria for admission to the Teacher Education Program, complete the Teacher Education curriculum, and complete the major requirements for Teacher Education students as described under the various department offerings in the college. See Teacher Education Program (p. 341) for additional information and specific requirements.
The College of Fine Arts and Communication provides high quality educational programs to a diverse student population. The primary focus is to prepare artists, professionals, and scholars of the 21st century. Students will comprehend the complexity of visual and performing arts, communicative arts and sciences, and media through the study of their aesthetics, creativity, history, theories, and applications.

From the time of entry to graduation, students are continually made aware of their progress through assessment strategies. Internships are available in some of the programs. The college believes that a quality education denotes its graduates will achieve the ability to think clearly and logically, draw meaningful conclusions from various languages, symbols, and texts, make informed decisions, develop self-discipline, acquire a thirst to achieve a high standard of scholarly and technical artistry or knowledge in their subject field, and critically examine the process of thinking intelligently so they can nourish the mind, foster integrity, refine character, and stimulate imaginative sensibilities.

Departments and Programs

Students in the College of Fine Arts and Communication may pursue studies in the following departments and programs:

Department of Art
- B.A. in Art with additional options in:
  - Graphic Design
  - Teacher Education
- B.F.A. in Art with an additional option in:
  - Graphic Design

Department of Broadcasting
- B.A. in Broadcasting

Department of Communication
- B.A. in Communication

Department of Communication Sciences and Disorders
- B.S. in Communication Sciences and Disorders

School of Music
- Bachelor of Music (B.M.) with options in:
  - Applied Music (Composition, Instrumental, Jazz, Piano, Vocal)
  - Music Business
  - Music Therapy
  - Teacher Education
- B.A. in Music

Department of Theatre and Dance
- B.A. in Theatre with options in:
  - Acting
  - Directing
  - Production/Design
- B.F.A. in Musical Theatre
The College of Fine Arts and Communication offers minor programs in the same fields as the major programs listed above (except Musical Theatre). In addition, the college offers the following minor programs that have no corresponding majors: Art History, Dance, Film, Jazz Studies, Sports Broadcasting, and Studio Art.

Majors and Minors
Course requirements for Fine Arts and Communication majors and minors are given under the department headings. The departments of the College of Fine Arts and Communication are authorized to grant a baccalaureate degree to students completing the following groups of courses:
1. University General Education Curriculum.
2. A department core of courses.
3. One of the options or concentrations offered by the student’s major department.
   Art and Theatre majors must meet specific grade point average requirements in the departmental core to enroll in the comprehensive program. Admission to all programs in Music and the B.F.A. Musical Theatre program in the Department of Theatre and Dance are contingent upon satisfactory performance in audition. Major programs with a conventional minor continue to be available.

Academic Advising
Each academic program in the College of Fine Arts and Communication has its own approach to advising, and students should acquaint themselves with the advising in their major. Advising is an important and integral part of an academic program. Advisors help students with registration, academic planning, and meeting graduation requirements. The advisor can succeed in this task only if the student maintains contact. The advisor should be consulted regarding all courses taken and dropped in order to insure that the requirements of the program are being followed and will be properly fulfilled.

Students majoring in Art, Music, and Theatre can obtain a General Education advisor through the University Advising and Academic Services Center.

Communication students who are pursuing the major at the WIU—Quad Cities campus may contact the Communication Advisor at the Western Illinois University—Quad Cities campus.

College Graduation Requirements
In addition to fulfilling University graduation requirements, students in the College of Fine Arts and Communication must:
1. Complete the appropriate total of semester hours needed for graduation in the specific curriculum pursued, including the major, the minor if needed, and electives. At least 42 s.h. must be in courses numbered 300 or above.
2. Complete at least 12 s.h. in courses numbered 300 or above in the major.

Licensure to Teach
Students enrolled in the College of Fine Arts and Communication who wish to obtain a teaching license must meet all criteria for admission to the Teacher Education Program, complete the Teacher Education curriculum, and complete the major or minor requirements for Teacher Education students as described under the various department offerings in Fine Arts. See Teacher Education (p. 341) for additional information and specific requirements.
College of Fine Arts and Communication

BCA
The college advises the BCA, an arts presenting student organization comprised of WIU students, faculty, staff, and community members. Affordable and diverse performances each year include national and international tours of Broadway, theatre, dance, symphonies, headline musical artists, chamber music, young artists, comedy, and youth programming.

Tri States Public Radio
The college operates WIUM 91.3 FM/WIUW 89.5 FM, a 24-hour-a-day National Public Radio member station, offering in-depth news, public affairs, and cultural programming. The stations offer two reading services to assist blind and print-disabled persons in the region, the Radio Information Service and the Personal Reader Service, which operate free of charge to clients.
The Centennial Honors College provides academically talented and motivated students an enriched academic curriculum and opportunities for leadership, professional growth, and service learning. At the University level, its curriculum of special General Honors tutorials, colloquia, and seminars is an integral part of the University’s General Education. Within departments or areas of study, the honors curriculum is an integral part of the major with offerings of in-course honors, seminars, recitals, and internship opportunities. General Honors courses, taught by a select faculty, foster opportunities for discussion and debate and promote critical reasoning, cross-disciplinary thinking, and communication skills. Honors work within departments and areas provides opportunities for in-depth study, research, and professional development.

Eligibility

Only students who are enrolled in the Centennial Honors College may register for honors courses. To qualify for the Centennial Honors College, entering freshmen must fall into one of the following categories:
1. 28 ACT composite or higher;
2. 26 or 27 ACT composite and in the top 15 percent of graduating class;
3. 24 or 25 ACT composite and in the top 10 percent of graduating class.
Comparable SAT score is acceptable.

Transfer and current WIU students who wish to join the Honors College (including the Quad Cities Honors Program) must have a 3.4 grade point average on a 4.0 scale based on 12 or more semester hours at an accredited university.

International students are encouraged to apply and may contact the director.

Honors College Requirements for Graduation

Students may complete an honors curriculum in University Honors, Upper Division Honors, or Lower Division Honors. All honors students must complete the one-hour honors colloquium (G H 299).

University Honors includes two General Honors seminars, an honors section of the First Year Experience (a General Honors seminar may be substituted in some cases), G H 299, and the appropriate discipline-specific honors requirements in the major. Transfer students are eligible for University Honors if they have completed an appropriate number of honors courses at a college or university before enrolling at Western Illinois University.

Upper Division Honors includes the appropriate discipline-specific requirements in the major and G H 299.

Lower Division Honors includes two General Honors seminars, an honors section of the First Year Experience (a General Honors seminar may be substituted in some cases), and G H 299.

Pre-Law Honors Minor .................................................................................................................21 s.h.

The Pre-Law Honors minor is a unique interdisciplinary minor for students who are enrolled in the Centennial Honors College and who plan careers in law. The curriculum for this minor is designed to provide students with skills and knowledge important as a foundation for the study of law. Emphasis is given to the development of effective written and oral communication, analytical and critical reasoning, and an understanding of
institutions, social processes, and human values important to legal studies. Students from all majors are eligible for this honors option, and upon completion of the requirements will graduate as Honors Scholars.

- A minimum overall and honors coursework GPA of 3.40
- 21 s.h. from Categories A and B below
- 18 s.h. as honors hours with the option of 6 honors hours in General Honors
- A minimum of 12 honors hours from Categories A and B
- 18 s.h. outside of the major (one course may count toward the major and this minor)

**Category A** (complete all with or without honors credit)

ACCT 200 or 201; COMM 247; PHIL 120, 140

**Category B** (complete 9 s.h. with or without honors credit)

BL 230; ECON 232; HIST 303; JOUR 417; LEJA 212, 312; PHIL 420; POLS 319, 402, 410, 411, 448; SOC 355, 463

### Course Descriptions

**GENERAL HONORS (G H)**

**101 Freshman Humanities Tutorial.** (2–3, repeatable only if second tutorial is taught by a different department) (General Education/ Humanities) Reading, writing, and discussion on topics in the humanities to be announced in advance. Designed primarily for freshmen. Prerequisites: Students must be enrolled in the Centennial Honors College. Other special requirements to be announced. Students may be eligible to receive WIU advanced placement credit for ENG 180 or ENG 280 but not for both ENG 180 and 280. G H 101 may be repeated only if taken in a different department; however, AP credit may be earned only once.

**102 Freshman Social Sciences Tutorial.** (2–3, repeatable for different topics) (General Education/ Social Sciences) Reading, writing, and discussion on social science topics to be announced in advance. Designed primarily for freshmen. Prerequisites: Students must be enrolled in the Centennial Honors College. Other special requirements to be announced.

**103 Freshman Science and Mathematics Tutorial.** (2–4, repeatable for different topics) (General Education/Natural Sciences and Mathematics) Reading, writing, and discussion on scientific and mathematical topics to be announced in advance. Designed primarily for freshmen. Prerequisites: Students must be enrolled in the Centennial Honors College. Other special requirements to be announced.

**104 Freshman Science and Mathematics Tutorial with Lab.** (3–4, repeatable for different topics) (General Education/Natural Sciences and Mathematics) Laboratory analysis, reading, writing, and discussion of scientific and mathematical topics to be announced in advance. Prerequisites: Students must be enrolled in the Centennial Honors College. Other special requirements may be announced.

**201 Sophomore Humanities Tutorial.** (2–3, repeatable for different topics) (General Education/ Humanities) Reading, writing, and discussion on topics in the humanities to be announced in advance. Designed primarily for sophomores. Prerequisites: Students must be enrolled in the Centennial Honors College. Other special requirements to be announced.

**202 Sophomore Social Sciences Tutorial.** (2–3, repeatable for different topics) (General Education/ Social Sciences) Reading, writing, and discussion on social science topics to be announced in advance. Designed primarily for sophomores. Prerequisites: Students must be enrolled in the Centennial Honors College. Other special requirements to be announced.

**203 Sophomore Science and Mathematics Tutorial.** (2–4, repeatable for different topics) (General Education/Natural Sciences and Mathematics) Laboratory analysis, reading, writing, and discussion on scientific and mathematical topics to be announced in advance. Designed primarily for sophomores. Prerequisites: Students must be enrolled in the Centennial Honors College. Other special requirements to be announced.

**204 Sophomore Science and Mathematics Tutorial with Lab.** (3–4, repeatable for different topics) (General Education/Natural Sciences and Mathematics) Laboratory analysis, reading, writing, and discussion on scientific and mathematical topics to be announced in advance. Designed primarily for sophomores. Prerequisites: Students must be enrolled in the Centennial Honors College. Other special requirements to be announced.

**207 Sophomore Multicultural Tutorial.** (2–3, repeatable for different topics) (General Education/ Multicultural Studies) Reading, writing, and discussion on different topics concerning multicultural issues to be announced in advance. Designed primarily for sophomores. Prerequisites: Students must be enrolled in the Centennial Honors College. Other special requirements may be announced.

**208 Sophomore Science and Mathematics Tutorial.** (2–3, repeatable for different topics) (General Education/ Multicultural Studies) Reading, writing, and discussion on different topics concerning multicultural issues to be announced in advance. Designed primarily for sophomores. Prerequisites: Students must be enrolled in the Centennial Honors College. Other special requirements may be announced.

**210 Sophomore Humanities Tutorial.** (2–3, repeatable for different topics) (General Education/ Humanities) Reading, writing, and discussion on topics in the humanities to be announced in advance. Designed primarily for sophomores. Prerequisites: Students must be enrolled in the Centennial Honors College. Other special requirements to be announced.

**211 Sophomore Social Sciences Tutorial.** (2–3, repeatable for different topics) (General Education/ Social Sciences) Reading, writing, and discussion on social science topics to be announced in advance. Designed primarily for sophomores. Prerequisites: Students must be enrolled in the Centennial Honors College. Other special requirements to be announced.

**212 Sophomore Science and Mathematics Tutorial.** (2–3, repeatable for different topics) (General Education/ Social Sciences) Reading, writing, and discussion on scientific and mathematical topics to be announced in advance. Designed primarily for sophomores. Prerequisites: Students must be enrolled in the Centennial Honors College. Other special requirements to be announced.

**299 Honors Colloquium.** (1, repeatable for different topics) Exploration of topics focused on significant scientific and cultural achievements. Lectures, discussion, and field trips. Does not carry General Education Curriculum credit. Graded S/U only. Field trips.
301 Advanced Humanities Seminar. (2–3, repeatable for different topics) (General Education/Humanities) Reading, writing, and discussion on topics in the humanities to be announced in advance. Designed primarily for juniors. Normally a term paper and seminar presentation will be required. Prerequisites: Students must be enrolled in the Centennial Honors College. Other special requirements to be announced.

302 Advanced Social Sciences Seminar. (2–3, repeatable for different topics) (General Education/Social Sciences) Reading, writing, and discussion on social science topics to be announced in advance. Designed primarily for juniors. Normally a term paper and seminar presentation will be required. Prerequisites: Students must be enrolled in the Centennial Honors College. Other special requirements to be announced.

303 Advanced Science and Mathematics Seminar. (2–4, repeatable for different topics) (General Education/Natural Sciences and Mathematics) Reading, writing, and discussion on scientific and mathematical topics to be announced in advance. Designed primarily for juniors. Normally a term paper and presentation will be required. Prerequisites: Students must be enrolled in the Centennial Honors College. Other special requirements to be announced.

305 Advanced Fine Arts Seminar. (3) Reading, writing, and discussion on fine arts topics to be announced in advance. Designed primarily for juniors. Normally a term paper and seminar presentation will be required. Prerequisites: Students must be enrolled in the Centennial Honors College. Other special requirements to be announced.

333 Independent Study. (1–3, repeatable with no maximum) Intensive study and writing on interdisciplinary topics to be approved by the Honors coordinator and faculty supervisors. Prerequisites: Students must be enrolled in the Centennial Honors College and must have upper-division status.

401 Senior Humanities Seminar. (2–3, repeatable for different topics) Reading, writing, and discussion on topics in the humanities to be announced in advance. Designed primarily for seniors. Normally a term paper and seminar presentation will be required. Prerequisites: Students must be enrolled in the Centennial Honors College. Other special requirements to be announced.

402 Senior Social Sciences Seminar. (2–3, repeatable for different topics) Reading, writing, and discussion on social science topics to be announced in advance. Designed primarily for seniors. Normally a term paper and seminar presentation will be required. Prerequisites: Students must be enrolled in the Centennial Honors College. Other special requirements to be announced.

403 Senior Science and Mathematics Seminar. (2–4, repeatable for different topics) Reading, writing, and discussion on scientific and mathematical topics to be announced in advance. Designed primarily for seniors. Normally a term paper and presentation will be required. Prerequisites: Students must be enrolled in the Centennial Honors College. Other special requirements to be announced.

444 Independent Senior Research. (3–6, repeatable to 6) Intensive research and preparation of an interdisciplinary senior honors thesis or project report. Topics to be approved by the Honors coordinator and a faculty supervisor. Prerequisite: Open only to seniors who are enrolled in the Centennial Honors College.

499 Interdisciplinary Colloquium. (1–3, repeatable with no maximum) Reading, writing, and discussion on interdisciplinary topics to be announced in advance. Designed primarily for upper-division honors students. Normally a term paper and seminar presentation will be required. Prerequisites: Students must be enrolled in the Centennial Honors College. Other special requirements to be announced.
Academic Departments, Programs, and Courses

Academic Departments, Programs, and Courses ............................. 102–359

Accounting and Finance Department (102)
African American Studies Department (107)
Agriculture School (111)
Art Department (119)
Biological Sciences Department (126)
Broadcasting Department (136)
Chemistry Department (140)
Communication Department (146)
Communication Sciences and Disorders Department (149)
Computer Sciences School (152)
Counselor Education Department (159)
Curriculum and Instruction Department (160)
Dietetics, Fashion Merchandising and Hospitality Department (167)
Economics and Decision Sciences Department (173)
Educational and Interdisciplinary Studies Department (178)
Educational Leadership Department (181)
Engineering School (182)
Engineering Technology Department (186)
English and Journalism Department (193)
Foreign Languages and Literatures Department (201)
General Studies Degree Program (206)
Geography Department (210)
Geology Department (214)
Health Sciences Department (217)
History Department (224)
Instructional Design and Technology Department (230)
Interdisciplinary Studies Degree Program (234)
Interdisciplinary Studies Minors and Courses (239)
Kinesiology Department (246)
Law Enforcement and Justice Administration School (253)
Liberal Arts and Sciences Degree Program (259)
Management and Marketing Department (264)
Mathematics Department (273)
Military Science Department (279)
Music School (283)
Nursing School (293)
Philosophy and Religious Studies Department (300)
Physics Department (305)
Political Science Department (309)
Pre-Professional and Dual Programs (314)
Psychology Department (322)
Recreation, Park and Tourism Administration Department (327)
Social Work Department (332)
Sociology and Anthropology Department (335)
Teacher Education Program (341)
Theatre and Dance Department (348)
University Courses (354)
Women's Studies Department (356)
Accounting and Finance

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The Department of Accounting and Finance offers a Bachelor of Business in Accountancy and a Bachelor of Business in Finance. Please refer to the Graduate Studies catalog for information about graduate programs.

The B.B. in Accountancy will prepare students for the new challenges and greater opportunities which the accounting profession offers today. The degree program provides students with the accounting and communication skills they will need to succeed. Working with advanced computer software, writing reports and papers, and presenting individual and team projects are all included in the regular program of study of all WIU majors.

Students enrolled in the Accountancy program who plan to take the CMA, CFE, or CPA examinations will have the opportunity to select from the following programs:

- The Bachelor of Business (120 s.h.) with an emphasis on Management Accounting and preparation for the Certified Management Accountant (CMA) exam and the Certified Fraud Examiner (CFE) exam.
- The Master of Accountancy (150 s.h.) with an emphasis in Public Accounting and preparation for the Certified Public Accountant (CPA) exam.

The State of Illinois requires candidates for the Certified Public Accountant (CPA) examination to have completed a bachelor's degree and a total of 150 semester hours of education. To enable students to sit for the CPA examination, the Accountancy programs at WIU provide an opportunity to obtain an additional 30 hours beyond the Bachelor of Business in Accountancy through the Master of Accountancy degree program or Integrated Baccalaureate and Master's Degree Program.

The B.B. in Finance develops the skills and knowledge necessary for the management of money. Finance is concerned with the process, institutions, markets, and instruments involved in the transfer of money among and between individuals, business, and government. This all takes place in a world which is changing in a variety of directions, and the Finance major will learn how to make sound decisions in this constantly shifting environment. In addition to class lectures, students will learn from techniques such as computer simulation, case studies, and field trips. Students will also have the opportunity to learn from representatives of corporations and government agencies who visit as guest speakers. Required study areas for the Finance major include financial institutions, financial management, investment policy, insurance/risk management, and real estate. Additional studies may be taken in such courses as bank management, advanced financial management, security and portfolio analysis, personal and commercial lines of insurance, and real estate financing. Finance majors have excellent prospects for employment in financial institutions, brokerage or investment operations, and corporations or government agencies.

GradTrac is available to Accountancy and Finance majors. See page 77 for information about GradTrac.

Honors Curriculum—Academically qualified students in this department are welcome to complete an honors curriculum in University Honors, Upper Division Honors, or Lower Division Honors. All Honors students must complete the one-hour honors colloquium (G H 299). Lower Division Honors includes General Honors coursework. Upper Division Honors includes honors work in the major. University Honors combines Upper and Lower Division Honors. For more information about honors curricula, see page 98 or visit the Centennial Honors College website at wiu.edu/Honors.
Integrated Baccalaureate and Master’s Degree Program—An integrated baccalaureate and master’s degree program is available for the Bachelor of Business in Finance: Master of Business Administration. Two integrated baccalaureate and master’s degree programs are available for the Bachelor of Business in Accountancy: Master of Accountancy and Master of Business Administration. An integrated degree program provides the opportunity for outstanding undergraduates to earn both degrees in five years. Please refer to the Graduate Studies catalog for details about the integrated program.

Degree Programs

Bachelor of Business—Accountancy

All students seeking the Bachelor of Business in Accountancy must complete I, II, III, IV, and V below, and the foreign language/global issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.

Pre-Accountancy students who have earned 60 hours, but are ineligible to declare a business major will be limited to a maximum of 29 hours of business courses (see Limit on Business Credits, page 90) and may be removed from business courses.

I. University General Education Curriculum (p. 69) .......................................................... 43 s.h.
II. Business Core Courses† (p. 91) ..................................................................................... 33 s.h.
III. Department Core Courses ............................................................................................ 24 s.h.
   ACCT 341, 342, 351, 371, 441, 451, 480; CS 302
IV. Electives
   A. A minimum of 6 s.h. of accounting coursework and 3 s.h. from either accounting, BL 432, FIN 371, FIN 431, OM 352, or other department approved courses ........... 9 s.h.
   B. Open Electives .............................................................................................................. 8–11 s.h.
V. Other............................................................................................................................... 15 s.h.*

Natural Sciences/Mathematics: MATH 137 and STAT 171
Social Sciences: ECON 231 and 232 and either PSY 100 or SOC 100

#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) any major’s discipline-specific global issues course; or 4) an approved Study Abroad program.
†BCOM 320 (Business Core) fulfills the Writing Instruction in the Discipline (WID) graduation requirement.
*12–15 s.h. may count towards the University General Education requirement.

Other Requirements

Transfer students must complete at least 50% of their accounting courses at WIU to graduate as Accountancy majors.

Bachelor of Business—Finance

All students seeking the Bachelor of Business in Finance must complete I, II, III, IV, and V below, and the foreign language/global issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.

Pre-Finance students who have earned 60 hours, but are ineligible to declare a business major will be limited to a maximum of 29 hours of business courses (see Limit on Business Credits, page 90) and may be removed from business courses.

I. University General Education Curriculum (p. 69) .......................................................... 43 s.h.
II. Business Core Courses† (p. 91) ..................................................................................... 33 s.h.
III. Department Core Courses ............................................................................................ 15 s.h.
   CS 302; FIN 321, 341, 351, 371
Accounting and Finance

IV. Electives
A. Departmental ................................................................. 12 s.h.
12 s.h. of 400-level Finance courses excluding FIN 460 and 461
B. Directed ............................................................................ 3 s.h.
One of the following courses:
ACCT 341, 351, 371
AGEC 336, 447
ECON 332, 425, 432, 451
MKTG 335
Any 400-level Finance course (including 460, 461)
C. Open .................................................................................. 11–14 s.h.

V. Other .................................................................................. 15 s.h.*
Natural Sciences/Mathematics: MATH 137 and STAT 171
Social Sciences: ECON 231 and 232 and either PSY 100 or SOC 100

#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) any major’s discipline-specific global issues course; or 4) an approved Study Abroad program.
†BCOM 320 (Business Core) fulfills the Writing Instruction in the Discipline (WID) graduation requirement.
12–15 s.h. may count toward the University General Education requirement.

Minors

Minor in Accountancy ........................................................... 18 s.h.
1. ACCT 201*, 202*, 341, 351 ........................................... 12 s.h.
2. Two of the following: ACCT 342, 371, 420 (up to 3 s.h), 441, 442, 445, 451, 455, 457, 471, 480 .... 6 s.h.
*Business majors should consult with their academic advisor.

Minor in Finance .................................................................... 16 s.h.
1. FIN 311 or FIN 331 ....................................................... 3 s.h.
2. Finance Electives ............................................................ 9 s.h.
3. Business Electives ........................................................... 4 s.h.

Course Descriptions

ACCOUNTING (ACCT)

200 Introduction to Accounting. (3) An introduction to financial and managerial accounting for non-business majors. The course will focus on the use of accounting information by managers. Not open to business majors or to students who have received credit for ACCT 201.

201 Principles of Financial Accounting. (3) The role of financial accounting concepts and practices in the development of information for business decisions. Prerequisite: sophomore standing or department approval. IAI: BUS 903.

202 Principles of Managerial Accounting. (3) The role of managerial accounting concepts and practices in the development of information for business decisions. Prerequisite: ACCT 201. IAI: BUS 904.

307 Accounting for Managers and Management Decisions. (3) Covers asset, liability, and equity accounting, as well as basic cost accounting concepts and techniques. Emphasis is on the use of accounting information for planning, controlling, and operating decisions. Not open to those who have received credit for ACCT 201 or 202. Cannot be applied toward meeting the requirements for Accountancy major or minor without prior approval of the department chair. Prerequisite: junior standing.

341 Intermediate Accounting I. (3) Theoretical concepts and technical procedures underlying the preparation of external financial reports for corporate business organizations. Includes a one-hour lab which focuses on skills development for success in the accounting profession. Prerequisites: ACCT 201 and 202 with grades of C or better.

342 Intermediate Accounting II. (3) Theoretical concepts and technical procedures underlying the preparation of external financial reports for corporate business organizations. Prerequisites: ACCT 341 with a grade of C or better.

351 Management Accounting. (3) A detailed study of cost allocation methods, cost accounting systems, and the complexities involved in costing products, jobs, and services. Prerequisite: ACCT 202 with a grade of C or better.

371 Principles of Taxation. (3) The course will survey the reporting and planning of the effects of federal income taxation on personal and business transactions. Includes a one-hour lab which will stress tax research and personal compliance issues. Prerequisites: ACCT
A study of advanced accounting topics including consolidations, international accounting, and international financial reporting standards (IFRS). Prerequisite: ACCT 342 with a grade of C or better.

422 Advanced Accounting II (3) Study of advanced accounting topics including segment reporting, partnerships, SEC reporting, and state and local government accounting. Prerequisite: ACCT 342 with a grade of C or better.

451 Accounting Systems and Control (3) Introduction to the concepts and current practices in analyzing and developing organizational accounting and control systems. Prerequisites: ACCT 342 and ACCT 351 with grades of C or better and permission of instructor.

455 Advanced Management Accounting (3) Advanced topics in cost management accounting with an emphasis on tools and techniques for decision making. Prerequisite: ACCT 351 with a grade of C or better.

457 Fraud Examination (3) An examination of the principles and practices for investigating allegations of fraud and financial misconduct. Topics include the elements of fraud, red flags, document examination, interviewing techniques, and report writing. Prerequisites: Senior standing and ACCT 200 or 201 or permission of instructor.

471 Advanced Federal Taxation (3) A study of advanced topics in federal taxation. The course will address compliance and planning issues in the taxation of corporations, partnerships, estates and trusts, and other advanced topics. Prerequisite: ACCT 371 with a grade of C or better.

480 Financial Auditing (3) The role and function of the accountant in the attestation process, with emphasis on the audit of financial statements. An analysis of the interrelation of audit standards, procedures, and principles, and consideration of trends and developments in the profession of public accounting. Prerequisite: ACCT 342 and ACCT 451 with grades of C or better.

FINANCE (FIN)

101 Financial Health (2) Develops personal finance skills needed for the college and early career stages of life. Topics include cash management, credit management, sources of educational funding, rental agreements, basic investments, taxes, insurance, financial math, and career planning. Cannot be applied towards meeting the requirements for the Finance major or minor.

301 Personal Financial Planning (3) An introductory personal money management course. Topics studied will include managing cash income, home ownership, investments, insurance, income and estate tax planning, and retirement planning.

311 Introduction to Finance (3) Introductory course in the study of money and its management for non-Finance majors. The course is divided into three sections that encompass the major areas of Finance: financial institutions and markets, investments, and business finance. Not available to students who are currently enrolled in or have completed FIN 331. Prerequisite: MATH 100 or higher.

321 Principles of Real Estate (3) The study of real estate with an emphasis on a broad coverage of all areas including but not limited to markets, legal concepts, financing, brokerage, appraising, and governmental influence.

331 Financial Management I (3) Financial organization and the principles and practices of decision-making involving financial analysis, valuation, capital allocation, and budgeting. Cases and readings are utilized to study problems and techniques of financial analysis. Prerequisite: ACCT 201.

341 Financial Institutions (3) A study of the major financial institutions including commercial banks, savings institutions, credit unions, mutual funds, insurance companies, securities firms, finance companies, and pension funds. Prerequisite: MATH 100 or higher.

351 Risk Management and Insurance (3) The primary focus of this course is evaluating various loss exposures and analyzing the methods for managing these risks including personal lines of insurance such as auto, homeowners, life, annuity, retirement plans, and related items. Prerequisite: MATH 100 or higher.

371 Investments (3) Presents a foundation in investments examining various types of financial instruments, the issuance and trade of securities, mutual funds, theory of risk and return, modern portfolio theory, capital asset pricing model, bond prices and yields, bond portfolios, and equity analysis. Prerequisite: MATH 100 or higher.

400 Finance Internship (1–12, repeatable to 12) Integrates finance theories with application to actual business practice. All internships are supervised by a faculty coordinator and an executive in the business firm. For maximum credit, position must be full-time for 16 weeks. Proportional credit available for shorter internships or with fewer working hours. These credits cannot be applied toward meeting the requirements for a Finance minor. Prerequisites: Finance major or minor, minimum junior standing. 2.75 GPA, 9 s.h. of Finance coursework, and written approval of the department chairperson. Graded S/U only.

421 Real Estate Finance and Investment (3) The study of instruments, techniques, and institutions of real estate finance. This course analyzes mortgage and property investment risk, the secondary mortgage market, and the financial arrangements used in the financing of residential, industrial, and commercial properties, including commercial leasing. Prerequisite: FIN 321 or permission of instructor.

431 Financial Management II (3) Theories and practices applicable to the financial administration of the firm involving cost of capital, financial structure, dividend policy, long- and short-term financing, reorganization, and international aspects. Cases and readings are utilized to study problems and techniques of financial analysis. Prerequisite: FIN 311 or 331.

441 Bank Management (3) A study of the functions, operations, policies, organization, management, and supervision of commercial banks. Case analysis is used to predict the financial health of operational individual banks. Prerequisite: FIN 341.
451 Foundations of Estate Planning. (3) This course covers various estate planning techniques to mitigate the financial risks associated with the transfer of wealth during lifetime and at death. Wills and trusts are discussed. Techniques for reducing, freezing, or eliminating gift and estate taxes are explained. Prerequisite: FIN 351 or permission of instructor.

452 Commercial Property and Liability Insurance. (3) The study of risk management techniques and concepts as they relate to commercial lines. Insurance and noninsurance techniques (such as fidelity and surety bonding) as they are used to deal with business risks are examined. Prerequisite: FIN 351 or permission of instructor.

460, 461 Independent Study in Finance I, II. (1–3 each, not repeatable) Prerequisite: Finance major or minor, 2.75 GPA or higher, 12 s.h. of Finance coursework, and written permission of instructor and chairperson.

471 Security Analysis. (3) A foundation in security analysis focusing on common stock valuation. The topics include basics of portfolio theory, application of capital asset pricing model to equity valuation, framework of stock investing financial statement analysis, relative valuation techniques, and absolute valuation models. Prerequisite: FIN 371.

Seminars in Finance. (3) Each offering in this series is designed to provide students with an opportunity for intensive study in current theory and unresolved problems in the selected area. Open to Finance majors or minors in their senior year.

493 Seminar in Banking. (3) This bank course integrates a risk/reward framework based on theory with an intensive study of current issues. Unresolved problems are discussed as they relate to the financial industry both domestically and abroad, the regulatory environment, and the economy. Prerequisite: FIN 341.

495 Seminar in Real Estate. (3) Prerequisite: FIN 321 or permission of instructor.

496 Futures and Options Markets. (3) The course presents a foundation in futures and options contracts examining the types of contracts, structure of the markets, pricing of contracts, and applications in risk management. Prerequisite: FIN 311 or 331 or equivalent.

497 International Financial Management. (3) (Global Issues) This course presents the globalization factors, tools, and techniques encountered/employed by a corporation’s financial management team. Content examples include differing country-specific economic strengths, political risks, tax systems, exchange rate risks, and methods to reduce these risks. Prerequisite: FIN 311 or 331.
The Department of African American Studies provides a multidisciplinary and interdisciplinary education emphasizing informed multicultural, analytical, and critical approaches to the historical development; societies; cultures; economic, social, and political problems; contributions; and potentials of Black people of the Americas, Africa, and the African Diaspora.

A major course of study in African American Studies enhances students’ abilities to reexamine traditional paradigms of knowledge in the humanities and social sciences, and develop the necessary skills and methodologies to understand the cultural patterns, knowledge, and behaviors that are not commonly represented in an Eurocentric education. Furthermore, African American Studies students acquire dynamic perspectives and transformative knowledge, which prepare them for an increasingly diverse nation and world. They also acquire the ability to evaluate, criticize, research, and re-conceptualize personal and social constructions of race and class. These skills and abilities are indispensable in a changing society and will prove to be especially valuable in contemporary and future occupations where employees will be expected to cope with new demographic factors and expand traditional horizons.

Coursework in African American Studies offers students opportunities to learn as well as practice various modes of inquiry which will prepare them for graduate studies and/or occupations that require writing and critical analysis. Students are trained to investigate historical, cultural, economic, religious, political, and literary phenomena and are encouraged to formulate new thinking based on thoughtful reflection on personal and community experiences. Assignments that empower students and give them skills to creatively understand and contribute to their communities and formulate informed independent views are central to all African American Studies courses. Students are especially encouraged to articulate their social and cultural experiences and to explore the world without submitting to personal, community, and group-held biases and limitations.

A minor in African American Studies is an excellent complement to several majors, especially those which involve interracial contacts and relations. Students pursuing majors in the social sciences; Communication; humanities; education; Social Work; Recreation, Park and Tourism Administration; Law Enforcement and Justice Administration; and Health Sciences could particularly benefit by electing this minor.

GradTrac is available to African American Studies majors. See page 77 for information about GradTrac.

**Honors Curriculum**—Academically qualified students in this department are welcome to complete an honors curriculum in University Honors, Upper Division Honors, or Lower Division Honors. All Honors students must complete the one-hour honors colloquium (G H 299). Lower Division Honors includes General Honors coursework. Upper Division Honors includes honors work in the major. University Honors combines Upper and Lower Division Honors. For more information about honors curricula, see page 98 or visit the Centennial Honors College website at [wiu.edu/Honors](http://wiu.edu/Honors).

**Degree Programs**

**Bachelor of Arts—African American Studies**

All students seeking the Bachelor of Arts in African American Studies must complete I, II, III, IV, and V below, and the foreign language/global issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.
African American Studies

I. University General Education and College of Arts and Sciences
   Curriculum (p. ___) ........................................................................................................ 60 s.h.

II. Core Courses ........................................................................................................... 18 s.h.
    AAS 100, 145, 251, 281, 360, 451†

III. Directed Electives ................................................................................................. 15 s.h.
    Select 15 s.h. from one of the following emphases. Complete at least 6 s.h. of 400-level coursework within an emphasis.
    A. Humanities Emphasis
       AAS 260, 282, 283, 313, 314, 354, 380, 381, 481, 483, 484, 494, 499
    B. Social Sciences Emphasis
       AAS 270, 290, 310, 311, 312, 315, 320, 325, 336, 400, 420, 466, 488, 499
    C. General Emphasis
       15 s.h. of African American Studies coursework

IV. Minor* .................................................................................................................... 16–20 s.h.

V. Open Electives ......................................................................................................... 7–11 s.h.

#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) any major's discipline-specific global issues course; or 4) an approved Study Abroad program.
†AAS 451 fulfills the Writing Instruction in the Discipline (WID) graduation requirement.
*Selecting a minor in Anthropology, Communication, English, History, Law Enforcement and Justice Administration, Philosophy, Political Science, Psychology, Religious Studies, Sociology, or Women's Studies is particularly recommended.

Minors

Minor in African American Studies ........................................................................ 18 s.h.
   1. AAS 100 and 145 ................................................................................................. 6 s.h.
   2. Select one of the following: AAS 281, 282, or 283 ........................................ 3 s.h.
   3. AAS Electives .................................................................................................... 9 s.h.
      6 s.h. must be chosen from 300- and 400-level courses.

Course Descriptions

AFRICAN AMERICAN STUDIES (AAS)

100 Introduction to African American Studies. (3) (General Education/Multicultural Studies) A survey of the history of Black people including the “Cradle of Civilization,” the ancient empires of West Africa, the slave trade, and the Caribbean. It also includes African and African American literature, art, and music.

145 Famous People of African Descent. (3) (General Education/Multicultural Studies) A study of the lives and works of famous people of African descent throughout the world with particular emphasis on African Americans.

245 (Cross-listed with ENG 245) Survey of African American Literature. (3) A literary and cultural introduction to the study of African American writers, organized chronologically, but with special emphasis on the twentieth century. Not open to students with credit in ENG 245.

251 Social Problems of Black Americans. (3) A sociological investigation of such problems as crime and delinquency, racism, mental illness, drug use, alcoholism, and poverty. Prerequisite: sophomore standing or consent of instructor.

255 Introduction to Migration and Urbanization of African Americans. (3) An introduction to migration patterns of free African Americans from 1865 to the present, with special emphasis on “push and pull” factors, geographical location, residential and school segregation, and physical and social mobility.

260 African American Music Survey. (3) A survey of the styles and figureheads of the African American music legacy. A historical approach beginning with the Trans-Atlantic slave trade through African American musical history. Genres will range from slave work songs to contemporary music of Black America. Prerequisite: AAS 100 or permission of the instructor.

270 Blacks and the Law. (3) This course familiarizes students with primary source materials including, but not limited to, case law and biographies. The course critically examines the assumptions about the Black struggle and the role of the law, demonstrating the gap between the promise and the practice of the U.S. Constitution.

281 Literature of the Black World. (3) (General Education/Humanities or Multicultural Studies) A comparative presentation of literary works by African, Caribbean, and African American writers.

282 Black Theatre. (3) (General Education/Fine Arts or Multicultural Studies) A survey of the African American contributions to the American stage from 1760 to the present, with an examination of representative works by various African American playwrights.

283 African American Folklore. (3) (General Education/Humanities or Multicultural Studies) A study of the relationship between African and Diaspora
folktales, folk beliefs, and customs. Identification of parallel folktales, symbols, and social practices. An interdisciplinary approach to the study of this folklore.


310 (Cross-listed with WS 310) Black Women in the United States. (3) A sociological analysis of the various social roles of Black women, including those of gender, education, occupations, and marriage and family, with some attention given to contributions and achievements. Not open to students with credit in WS 310.

311 (Cross-listed with POLS 311) Race and Ethnicity in American Politics. (3) This course examines how racial and ethnic minority groups shape, and are shaped by, American politics and society. It focuses primarily on the politics of specific racial and ethnic minority groups in the United States. Not open to students with credit in POLS 311. Prerequisite: POLS 122 or permission of instructor.

312 Black Men in the U.S. (3) Examination of cultural, economic, political, and social factors impacting the experience of African American males in the United States. Topics may include Black male/female relationships, sexuality, self-determination, criminal justice system, family unit, community, and media representations. Prerequisite: AAS 100, or AAS 251, or consent of instructor.

313 (Cross-listed with HIST 313) African American History, 1400–1877. (3) (General Education/Multicultural Studies) A survey of African American experiences in North America from 1400 to 1877. Not open to students with credit for HIST 313. Prerequisite: HIST 105 or AAS 100 or consent of instructor.

314 (Cross-listed with HIST 314) African American History, 1877–Present. (3) (General Education/Multicultural Studies) A survey of African American experiences in the United States since 1877. Not open to students with credit for HIST 314. Prerequisite: HIST 106 or AAS 100 or consent of instructor.

315 Blacks as a Minority Group in America. (3) A study of major issues involved in majority-minority relations; power, prejudice, discrimination, caste and class, and Black identity. Prerequisite: AAS 251 or consent of instructor.

320 Black Male and Female Relationships. (3) Examination of contemporary societal problems affecting Black male/female relationships in the Americas including the effects of slavery; quality of relationships, sexism, economics, male scarcity, the Black community, family dynamics, institution of marriage, and relationship improvement strategies. Prerequisite: AAS 100 or 251 or consent of the instructor.

325 The Black Family. (3) An analysis of structures and functions of Black family life in the United States, with emphasis on adaptive features. Some attention is also given to the African and Caribbean family.

327 (Cross-listed with POLS 327) Political Systems of Africa. (3) This course examines the nature of institutions and political rule in Africa before and after independence. Key topics include the colonial inheritance, ethnicity and social characteristics of African societies, and the nature and role of political institutions. Not open to students with credit in POLS 327. Prerequisite: POLS 267 or permission of instructor.

336 (Cross-listed with WS 336) Womanist Theory & Perspectives. (3) Introduction to African and African American women’s perspective, to enhance interest and understanding of the existing wide range of feminist scholarship in the U.S., and other feminine discourses pertaining to activism/contributions of Black women in Africa, the U.S., the Caribbean, and Europe. Not open to students with credit for WS 336. Prerequisite: AAS 100 or AAS 145 or AAS/WS 310 or WS 190 or permission of instructor.

346 (Cross-listed with ENG 346) African American Fiction. (3) A survey of selected African American short stories and novels from the beginning to the present, from Brown, Johnson, and Toomer to Ellison, Baldwin, Morrison, and beyond. Not open to students with credit in ENG 346. Prerequisite: AAS/ENG 245 or consent of instructor.

349 (Cross-listed with HIST 349) Africa since 1800. (3) (General Education/Multicultural Studies) A study of major themes from 1800 to the present from an African perspective: slave trade and its abolition, European colonialism, independence movements, and problems of independence. Not open to students with credit in HIST 349. Prerequisite: HIST 126 or consent of instructor.

354 (Formerly AAS 353) (Cross-listed with ENG 354) African Americans in American Film. (3) Analysis of the representations of African Americans in American films as a way to consider how imagery affects society’s attitudes about race. Films from early 20th century depictions of mummies to the 1990s hip-hop sagas will be examined. Not open to students with credit in ENG 354. Prerequisite: AAS 100 or consent of instructor.

360 African American Communities. (3) A study of development, demographic characteristics, social institutions, social stratification, and rural/urban differences of Black communities in the U.S. Prerequisite: sophomore standing or consent of instructor.

363 Introduction to Field Work. (3) This course will prepare students for field work with minority groups and/or members of low income groups.

380 Media and the Black Experience. (3) A survey of the Black experience in the media, radio, television, cinema, and advertising. The course shall examine the roles of media in the Black struggle for equality in class, race, and gendered society. Emphasis may vary by semester. Prerequisite: AAS 100 or BC 323 or BC 328; or the consent of the instructor.

381 Modern African Literature. (3) A survey of African literature, both oral and written. This course will focus attention on the social, cultural, and political movements of modern Africa as presented in its literature.

400 Social and Political Thought of Black Americans. (3) An analysis and critique of ideologies relating to the achievement of full citizenship of Black Americans with emphases on: abolition, emigration, assimilation, nationalism, and Pan-Africanism. Prerequisite: junior standing or consent of instructor.

401 (Cross-listed with WS 401) African American Women and Dance. (3) Black women in modern dance, 1930s to the present, including relationships between the lived experience of African American women and their contributions to U.S. performance culture. Choreographers and dancers whose works have changed contemporary movement will be explored. Not open to students with credit in WS 401. Prerequisite: WS 190 or permission of instructor.

420 (Cross-listed with SOC 420 and WS 420) Race, Class, and Gender. (3) The course will examine issues of race, class, and gender in historical, cultural, and contemporary societal contexts. Not open to students with credit in SOC 420 or WS 420. Prerequisite: AAS 100, or SOC 100, or WS 190; or permission of instructor.

444 The Teaching of African American Studies. (3) A study and development of African American Studies curricula. Includes a study of the problems and procedures of teaching African American Studies,
supervised study, pupils’ activities, organization, and development of teaching materials.

445 Critical Issues in the Education of African Americans. (3) Study of African Americans’ historical and contemporary struggles for educational access, equity, and excellence. Special emphasis given to the achievement gap, standardized testing, dropout/retention rates, and alternatives to the sponsored curriculum such as Afrocentric education and culturally relevant pedagogy. Prerequisite: AAS 100 or instructor’s consent.

451 Research Methods in African American Studies. (3) An analysis of basic research methods used in African American Studies. It introduces, researches, and applies historical, anthropological, behavioral, and critical methods to African American Studies, viewed from an African-centered perspective. Writing Instruction in the Discipline (WID) course. Prerequisites: 9 s.h. of AAS core courses and junior standing, or permission of instructor, and ENG 280.

455 Rural Roots of Urban African Americans. (3) Seminar on racial, class, and geographic inequities behind African Americans’ rural-urban migration from the South to the North, especially after 1900. Will help students develop a systematic approach to researching and understanding rural-urban migration’s impacts on African Americans. Prerequisite: AAS 100 or 255 or 290, or permission of instructor.

463 Honors Thesis in African American Studies. (3) Students will write original scholarly research/academic findings in the AAS discipline, under faculty supervision. The paper will be given considerable attention by the student’s faculty advisor and will be ready for submission to a scholarly journal. Prerequisite: AAS 363(H).

466 (Cross-listed with GEOG 466—Africa) Geography of Africa. (3, repeatable for different regional subtitles to 9) (Global Issues) Analysis of the physical and cultural geography of Africa. Not open to students with credit for GEOG 466—Africa. Individuals who receive credit for AAS 466—Africa may take 6 s.h. maximum of GEOG 466 if the regional subtitles are different. Prerequisite: two courses in Geography or consent of instructor.

481 Postcolonial Theory and African Literature. (3) This course will address works of Anglophone, Francophone, and Lusaphone African writers in English translations; examine the basis of postcolonial literary theory, current trends, and how it relates to the contemporary reality of twenty-first century Africa. Prerequisite: AAS 100, or AAS 281, or AAS 381, or permission of instructor.

483 African Film and Cinema. (3) Study of African film and cinema in different parts of Africa with emphasis on colonial cinema and cinema houses and on contemporary films and home videos as elements of modern popular culture in Africa. Prerequisite: AAS 281, 380, or consent of instructor.

484 African Americans and the Fine Arts. (3) An interdisciplinary survey of the history and evolution of African American creative expression in the fine arts. Images, symbols, styles, techniques/content will be examined as well as the influence of social, political, and religious structures on the works of representative artists. Prerequisite: junior or senior standing or consent of the instructor.

487 African and Black Diaspora Performance Traditions. (3) An exploration of performance traditions including storytelling techniques, narrative, mime, masks, dance, musical, ritual, and other “total theatre” performance elements common to Africa and Black Diaspora. Prerequisite: AAS 282 or 283 or permission of instructor.

488 Black Speech and Language Communication. (3) Course covers historical and contemporary development and practice of Black communication behaviors. Pre-diasporan influences on Black communication styles, the role of oral communication during slavery, and issues such as the ongoing contentious debates about the use of Ebonics will be explored. Prerequisites: AAS 100 and junior standing, or permission of instructor.

490 Independent Study. (2–4, repeatable to 4) Individual study of a particular topic in the field of African American Studies.

491 Seminar in African American Studies. (1–6, repeatable to 6) Topics will vary from semester to semester, and will be announced prior to registration. Prerequisites: AAS 100 and junior standing, or consent of instructor.

494 (Cross-listed with REL 494) Religion in African American Culture. (3) This course acquaints students with religiosity and spirituality among African Americans and provides understanding of a world view, via concepts of nature, God, and human interaction, that reflects African cultural retentions in the U.S. Not open to students with credit for REL 494. Prerequisites: AAS 100 and junior standing, or one 100- or 200-level Religious Studies course, or permission of instructor.

498 Individual Study. (1–3, repeatable to 3) Individual study of a particular topic in the field of African American Studies. Prerequisite: junior or senior standing or consent of the instructor.

499 Internship in AAS. (1–12, repeatable to 12) Supervised work assignments in applied occupational area involving specific projects in areas related to African American Studies. A maximum of 6 s.h. may be counted toward the African American Studies major. Prerequisites: permission of department chair; junior or senior standing; minimum 2.0 GPA.
Agriculture

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Students majoring in Agriculture are provided with a broad education including the physical, biological, and social sciences as well as technical agriculture. Graduates generally enter four diverse areas: (1) business and industry, (2) agricultural production, (3) research, teaching, and graduate studies, and (4) government work.

Learning how to feed the world is the central theme of the three major program options and the three pre-professional programs that Agriculture students may choose to study. Students may choose to major in Agricultural Business, Agricultural Education, or Agricultural Science. Agricultural minors are available in Agriculture, Agricultural Economics, Agricultural Technology Management, Agronomy, Animal Science, Horticulture, International Agriculture, Natural Resources Conservation, Plant Breeding, and Urban Forestry. Pre-professional programs in Agricultural Engineering, Forestry, and Veterinary Medicine are also available. The pre-professional programs are designed to prepare students for professional study at other universities at the graduate level.

Career opportunities are available in the following occupational clusters:

- Agricultural Business
- Agricultural Education
- Agricultural Finance/Management
- Agricultural Marketing
- Agricultural Technology Management
- Agronomy
- Animal Science
- Farm Operations
- Horticulture/Landscape Management
- Natural Resource Conservation
- Urban Forestry

GradTrac is available to Agricultural Business and Agricultural Science majors. See page 77 for information about GradTrac.

Honors Curriculum—Academically qualified students in this School are welcome to complete an honors curriculum in University Honors, Upper Division Honors, or Lower Division Honors. All Honors students must complete the one-hour honors colloquium (G H 299). Lower Division Honors includes General Honors coursework. Upper Division Honors includes honors work in the major. University Honors combines Upper and Lower Division Honors. For more information about honors curricula, see page 98 or visit the Centennial Honors College website at wiu.edu/Honors.

Degree Programs

Bachelor of Science—Agriculture

All students seeking the Bachelor of Science in Agriculture must complete I, II, and III.A, III.B, or III.C below, and the foreign language/global issues requirement for the major#.

Students majoring in Agriculture may choose one of three options—Agricultural Business, Agricultural Science, or Agriculture—Teacher Education. Within each option, a student may choose an area of technical competency or specialization. The minimum semester hour requirement for the baccalaureate degree is 120 s.h. A maximum of 6 s.h. of unstructured classes (AGRI 200, 301, 400, 481, 499) may be counted in the major. A minimum of 24 s.h. of Agriculture classes must be taken at WIU or other four-year institutions. A maximum of
Agriculture

29 s.h. may be taken in coursework which would be considered part of a major or minor in traditional business disciplines (Accountancy, Business Law, Business and Technology, Decision Sciences, Finance, Human Resource Management, Information Systems, Management, Marketing, Operations Management, and Supply Chain Management).

In accordance with the Illinois State Board of Education licensure rules, all candidates seeking teacher licensure are required by Western Illinois University to obtain a grade of “C” or better in all directed General Education courses, all core courses, and all courses in the option. Note C- is below a C.

I. University General Education Curriculum (p. 69) ................................................. 43 s.h.

II. Core Courses ............................................................................................................. 11 s.h.
    AGRI 120, 220, 320, 340†, 420

III. Options of Study (select A, B, or C)
    A. Agricultural Business
       1. Special Courses: AGEC 333, 342, and 349 ..................................................... 10 s.h.
       2. Agriculture Electives
          a. Select one course from three of the following five groups: ...................... 9 s.h.
             (1) AGTM 250
             (2) AGRN 176 or HORT 180
             (3) AGRN 278
             (4) ANSC 112 or ANSC 310
             (5) FOR 200 or FOR 208
          b. Additional courses from the School of Agriculture to be selected in consultation with the student’s academic advisor ............................................. 20 s.h.
       3. Other Requirements**
          a. ACCT 201, 202 .............................................................................................. 6 s.h.
          b. AGEC 443, FIN 301 or FIN 311 ................................................................. 3 s.h.
          c. COMM 130 .................................................................................................. 3 s.h.
          d. ECON 231 and 232 ..................................................................................... 6 s.h.
          e. MATH 123 or higher level ......................................................................... 3 s.h.
          f. MATH 137 or STAT 171 ............................................................................. 3 s.h.
          g. PHIL 120 or 140 .......................................................................................... 3 s.h.
          h. PSY 100 or SOC 100 .................................................................................. 3 s.h.
          i. Select one course from the following: ......................................................... 4 s.h.
             BOT 200 or ZOOL 200
             CHEM 101 or 201
             GEOL 110
             PHYS 114, 115, or 211
       4. Open Electives ................................................................................................. 18 s.h.

    B. Agricultural Science
       1. Agriculture Electives
          a. Select one course from four of the following six groups: ....................... 12–13 s.h.
             (1) AGTM 250
             (2) AGRN 176 or HORT 180
             (3) AGRN 278
             (4) ANSC 112 or ANSC 310
             (5) AGEC 333 or AGEC 349
             (6) FOR 200 or FOR 208
          b. Additional courses from the School of Agriculture to be selected in consultation with the student’s academic advisor ............................................. 25–26 s.h.

Note: must have 48 s.h. in major:

2. Other Requirements*
   a. CS 101 ............................................................................................................. 3 s.h.
   b. MATH 102, 123 or higher level or STAT 171 ................................................ 3 s.h.
   c. Select three courses from the following group (must include one course in Biology and one in Chemistry): ....................................................... 12 s.h.
Agriculture

BOT 200 or ZOOL 200
CHEM 101, 102, 201, or 202
GEOL 110
PHYS 114, 115, or 211

3. Open Electives ................................................................. 20 s.h.

C. Agriculture—Teacher Education
The minimum semester hour requirement for the baccalaureate degree is 120 s.h.
Teacher Education will require additional hours beyond the 120 s.h. minimum.
1. Special Courses: AGED 131, 330, and 331 ........................................ 7 s.h.
2. Agriculture Electives
   a. Select one course from three of the four groups: ......................... 9 s.h.
      (1) AGTM 250
      (2) AGRN 176 or HORT 180
      (3) AGRN 278
      (4) ANSC 112 or ANSC 310
   b. AGEC 333 or 349; AGTM 360 or 368; AGRN 373, 377, or 378; ANSC 310, 319, or
      322 ............................................................................. 13–16 s.h.
   c. Additional courses from the School of Agriculture to be selected in
      consultation with the student's academic advisor ....................... 5–8 s.h.

   Note: must have 48 s.h. in major.

3. Other Requirements***
   a. BOT 200 or ZOOL 200 ......................................................... 4 s.h.
   b. CHEM 101 or 102 .................................................................. 4 s.h.
   c. HIST 105 or 106 .................................................................... 3 s.h.
   d. MATH 102, 123 or higher level or STAT 171 ............................... 3 s.h.
   e. POLS 122 .............................................................................. 3 s.h.
   f. Select one additional course from the following: ............................ 4 s.h.
      BOT 200 or ZOOL 200
      CHEM 102 or 202
      GEOG 120 or 121
      PHYS 114, 115, or 211

4. Professional Education
   a. EDUC 439 ............................................................................. 3 s.h.
   b. EIS 202, 301, 305, 401 ....................................................... 10 s.h.
   c. SPED 210 and 390 ................................................................. 4 s.h.
   d. ENG 366 or RDG 387 ............................................................ 2 s.h.
   e. STCH 480 ............................................................................. 12 s.h.

   #The foreign language/global issues graduation requirement may be fulfilled by
   successfully completing one of the following: 1) an intermediate foreign language
   requirement; 2) a General Education global issues course; 3) any major's discipline-specific
   global issues course; or 4) an approved Study Abroad program.
   †AGRI 340 fulfills the Writing Instruction in the Discipline (WID) graduation requirement.
   *10 s.h. may count toward the University General Education requirement.
   **25 s.h. may count toward the University General Education requirement.
   ***16 s.h. may count toward the University General Education requirement.

Minors

Minor in Agriculture ........................................................................ 18 s.h.
   1. Select 9 s.h. from the following: AGED 131; AGRI 120; AGRN 176, 278; ANSC 112;
      AGTM 250; FOR 200; HORT 180 ............................................. 9 s.h.
   2. Select additional hours from the School of Agriculture* ................. 9 s.h.

Minor in Agricultural Economics ......................................................... 16 s.h.

Electives chosen from:
Courses in Agricultural Economics (AGEC prefix)*
AGRI 220
AGRI 390
*At least 6 s.h. of upper-division coursework in Agricultural Economics (AGEC) and/or AGRI 390 must be completed at WIU.

Minor in Agricultural Technology Management .................................................. 16 s.h.
Electives in Agricultural Technology Management.*
*At least 6 s.h. of upper-division coursework in Agricultural Technology Management (AGTM) required at WIU.

Minor in Agronomy .................................................................................................................. 16 s.h.
Electives in Agronomy and Conservation.*
*At least 6 s.h. of upper-division coursework in Agronomy (AGRN) required at WIU.

Minor in Animal Science ................................................................................................. 18–20 s.h.
1. ANSC 112 .................................................................................................................. 3 s.h.
2. Electives in Animal Science ................................................................................. 9 s.h.
3. Select one of the following courses:
   ANSC 322, 314, 424 .................................................................................. 3–4 s.h.
4. Select one of the following courses:
   AGRI 376; CHEM 100, 101, 201 ........................................................................ 3–4 s.h.

Minor in Horticulture ............................................................................................................. 18 s.h.
See Interdisciplinary Studies Minors (p. 241).

Minor in International Agriculture .................................................................................. 18–19 s.h.
1. AGRI 220, INAG 310, and INAG 361 or INAG 362 or BAT 300 ................. 9 s.h.
2. At least 6 s.h. of upper-division coursework from the following fields: AGEC, AGTM, AGRN, ANSC, CONS, FOR, or HORT ......................................... 6 s.h.
3. Other ................................................................................................................. 3–4 s.h.
   Select one additional course from: Foreign Language; GEOG 100, 110; HIST 144; MKTG 317; POLS 228, 267

Note: This minor is designed for those interested in international agribusiness and international agricultural development.

Minor in Natural Resources Conservation ................................................................. 16 s.h.
1. AGRN 278 ........................................................................................................ 3 s.h.
2. One of the following: CONS 405 or GEOG 426 ......................................... 3–4 s.h.
3. Remaining electives to be selected by the student and minor advisor ................................................. 9–10 s.h.
   Select three of the following courses: AGTM 461; BOT 452; CONS 305; FOR 200, 208, 406, 407; GEOL 110; HORT 485; MICR 200; RPTA 376, 487, 488, 489, ZOOL 451

Minor in Plant Breeding ...................................................................................................... 18–22 s.h.
1. AGRN 176 or HORT 180 or BOT 200 ................................................................. 3–4 s.h.
2. AGRJ 376 or BIOL 340 .................................................................................. 3–4 s.h.
3. AGRN 472 and 476 ...................................................................................... 6 s.h.
4. Select two courses from the following: AGRN 373, 374, 378, 470; BIOL 330; BOT 320, 329, 430, 461, 462, 481; CHEM 421; HORT 480; STAT 171 ......................... 6–8 s.h.

Minor in Urban Forestry ................................................................................................. 18 s.h.
1. Required Courses ............................................................................................. 11 s.h.
   FOR 208, 406, 407
2. Electives ........................................................................................................... 7 s.h.
Pre-Professional Programs

Pre-professional programs in Agricultural Engineering, Forestry, and Veterinary Medicine are available. See Pre-Professional Programs (p. 314) for a detailed description of the requirements.

Course Descriptions

AGRICULTURE (AGRI)

120 Agriculture in Today's Society. (3) General orientation to agricultural issues; study of career opportunities in industry, business, production agriculture, teaching, resource management, and environment control. 3 hrs. lect.

200 Special Topics in Agriculture. (1–3, repeatable for different topics to 3) Selection of a current issue in agriculture. Review of literature, discussions, and preparation of a term paper. Prerequisite: approval of department chairperson. Arranged.

220 Introduction to Agribusiness Concepts. (3) A survey and an introduction to agricultural management concepts and general knowledge base needed to operate a small profit-oriented agribusiness in today's competitive environment. Not available to students that have completed AGEC 230. 3 hrs. lect.

IAI: AG 901.

301 Agricultural Internship. (4–12, repeatable to 12) Student will work with an approved agricultural industry and obtain experience in a number of business-related activities such as management, sales, research, and public relations. Prerequisites: 54 s.h. of academic credit and approval of instructor. A cumulative and major GPA of 2.25 required at time of application (semester prior to internship). Arranged.

320 Success Strategies in Agriculture. (2) Topics will include problem solving, communication, interpersonal relations, resume preparation, and interviewing. Student participation will be emphasized. Prerequisite: AGRI 220 and junior standing. 2 hrs. lect.

340 Communicating Agricultural Issues. (2) Development of written and oral communication skills to address current issues in agriculture. Writing Instruction in the Discipline (WID) course. Prerequisites: AGRI 220 and ENG 280.

376 Applied Genetics in Agriculture. (3) A basic understanding of heredity and genetic analysis with an emphasis on agricultural plant and animal systems. Social implications of manipulating genetics in agriculture will be addressed. Prerequisites: AGRN 176 or BOT 462; CONS 405; FOR 200, 209, 409; HORT 485; RPTA 487, 488, 489

390 Agricultural Sales. (3) Professional agri-selling and sales process. Topics include methods of selling, steps and techniques in the selling process, customer service, sales ethics, consumer behavior concepts, and sales management in agriculture. Prerequisites: AGRI 220 or ECON 232, and AGEC 333 or MKTG 327.

400 Special Topics in Agriculture. (1–3, repeatable for different topics to 3) Review of literature, lectures, and preparation of a term paper. Prerequisite: approval of department chairperson. Arranged.

420 Personal Development and Leadership in Agriculture. (1) Personal leadership skills will be developed as students explore historical and current views of social, cultural, and technological issues and the associated social changes in agriculture. Styles and roles of leadership in agricultural organizations including group dynamics, conflict resolution, ethical considerations, and communications will be covered. Prerequisite: AGRI 240. 1 br. lect.

481 Special Problems. (1–3, repeatable for different topics to 3) Laboratory work involving experiments in the student's major interest. Prerequisites: at least junior standing and approval of department chairperson. Arranged.

499 Research. (1–6, repeatable for different topics to 8) Original independent research on specific problems in agriculture. Prerequisite: approval of department chairperson.

AGRICULTURAL ECONOMICS (AGEC)

333 Agricultural Marketing. (3) Principles of marketing agricultural products. Prerequisite: AGRI 220 or ECON 232. 3 hrs. lect.

336 Rural Appraisal. (4) A study of the appraisal process and practical applications. Provides understanding of rural real estate as an investment and its relationship to production agriculture. Prerequisites: AGRI 220, or ECON 231 and 232. 4 hrs. lect.

337 US Agricultural Trade. (3) Overview of U.S. agricultural trade; examination of issues that impact international agricultural trade, including trade agreements, country-of-origin labeling, food safety, and risk assessments; examination of changes in world agricultural production and trade patterns over time. Prerequisites: AGRI 220 or ECON 231.

342 Agricultural Law. (3) Law as it applies to the agricultural operation. Partnership, corporation, agribusiness contracts, leases, leasing practices, environmental, tort and liability law are covered. Prerequisite: AGRI 220. 3 hrs. lect.

349 Agribusiness Management. (4) A study of intermediate level agricultural management tools to create a conceptual framework for successfully operating a profit-based agribusiness. Prerequisite: AGRI 220; or ECON 231 and 232. 4 hrs. lect.

430 (Cross-listed with ECON 430) Environmental Economics. (3) This interdisciplinary course examines economic issues involving the interactions between humans and the environment. The course addresses conflicts in land, air, and water use and the role of assigned property rights and public policies in resolving environmental problems. Not open to students with credit in ECON 430. Prerequisite: AGRI 220 or ECON 232.

442 Marketing Grain and Livestock Products. (3) Economic principles of marketing grain and livestock, with an emphasis on the marketing activities of producers and distributors of grain, livestock, and their products. Risk and quality management issues are included. Prerequisite: AGEC 333. 3 hrs. lect.

443 Agricultural Finance. (3) Financing problems and opportunities in agriculture. Sources of finance, financing costs, analysis of investment opportunities, and financial management and estate planning. Prerequisite: AGRI 220 or ECON 232. 3 hrs. lect.
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447 Commodities Markets and Futures Trading. (3) Futures trading institutions, technical analysis, multiple hedging, and speculation. Prerequisite: AGEC 333 or ECON 330 or ECON 332 or FIN 311 or FIN 511. 3 hrs. lect.

455 Advanced Agricultural Marketing. (3) Options on futures, applied research methods, current events. Not available to students who have completed AGEC 456. Prerequisite: AGEC 447. 3 hrs. lect.

457 Market Profile®. (3) Use of the Chicago Board of Trade Market Profile® and Liquidity Data Bank® for hedging and speculation. Not available to students who have completed AGEC 459. Prerequisite: AGEC 447. 3 hrs. lect.

458 Advanced Market Profile®, (3) Fundamentals of nonagricultural markets; simulated real-time trading of futures. Prerequisite: AGEC 457. 5 hrs. lect./lab.

460 US Agricultural Policy. (3) Examination of U.S. agricultural policies, with an emphasis on current farm legislation and regulation. Includes analysis of the impact of contemporary agricultural policies on farming operations. Prerequisite: AGEC 447 or ECON 231 or ECON 232.

AGRICULTURAL TECHNOLOGY MANAGEMENT (AGTM)

250 Introduction to Agricultural Technology Management. (3) Introduction to electrification, surveying, internal combustion engines, metallurgy, and concrete and wood construction used in agriculture. 2 hrs. lect.; 2 hrs. lab.

IAI: AG 906.

350 Agricultural Machinery. (4) Principles of owning, operating, and adjusting equipment for tillage, planting, harvesting, and chemical application. Principles, application, and repair of agricultural hydraulic systems. Prerequisite: AGTM 250 or consent of instructor. 3 hrs. lect.; 2 hrs. lab.

360 Electrical Power and Equipment in Agriculture. (4) Principles of electricity and its application to wiring, buildings, electric motors, automatic controls, and solid-state equipment used in agriculture. Prerequisite: AGTM 250 or consent of instructor. 3 hrs. lect.; 2 hrs. lab.

365 Agricultural Tractors and Engines. (4) Operating principles of gasoline and diesel engines, power trains, and fuel and electrical systems. Overhaul of both gasoline and diesel engines. Prerequisite: AGTM 250 or consent of instructor. 3 hrs. lect.; 2 hrs. lab.

368 Agricultural Shop Skills. (4) Principles and skills in metal and welding fabrication, wood working, plumbing, and repairs related to agriculture. Prerequisite: AGTM 250. 2 hrs. lect.; 4 hrs. lab.

453 Agricultural Construction and Confined Animal Environments. (4) Addresses principles, design, and construction of wood, metal, and concrete structures in agriculture. Study of livestock manure and water systems, and environmental control of confined livestock facilities. Prerequisite: AGTM 250 or consent of instructor. 4 hrs. lect.

461 Surveying and Soil and Water Conservation Engineering. (4) Development of surveying skills using a self level, transit, total station, GPS receiver, and related software. Study of principles of water and wind erosion. Design of grass waterways, terraces, and other erosion control structures. Not open to students with credit in CSTM 256. Prerequisite: AGTM 250 or consent of instructor. 3 hrs. lect.; 2 hrs. lab.

464 Grain Drying, Handling, and Storage Systems. (3) Application of engineering principles pertaining to drying, storing, and handling of agricultural products. Prerequisite: AGTM 250 or consent of instructor. 3 hrs. lect.

AGRICULTURAL EDUCATION (AGED)

131 Introduction to Agriculture Education. (2) Introduction to principles of vocational education, nature of agriculture teaching, teacher responsibilities, and agricultural education as a career. 2 hrs. lect.

IAI: AG 911.

330 Summer Experience in Agriculture Education. (2) Supervised experiences in a summer program in agriculture education. C grade or above required to receive credit for the course to fulfill part of the observation hour requirement. Prerequisite: consent of instructor.

331 Program Organization in Agriculture Education. (3) Program organization and development of learning activities in agriculture education including program planning, supervised agriculture experiences, FFA, federal, state and local program structure. 3 hrs. lect.

439 Special Methods in Agriculture. (3) Analysis of objectives, selection, development, and organization of teaching units; development of procedural techniques, program implementation, and evaluation. Includes clinical experience. Grade of C required in this class. Prerequisite: consent of instructor. 3 hrs. lect.

480 Student Teaching. (12) See STCH 480. 12 weeks.

AGRONOMY (AGRN)

(Crops)

176 Principles of Crop Science. (3) Introduction to science-based principles underlying crop production, including: classification and use of major world crops; plant growth and development in response to environment and management; crop pests and pest protection; plant breeding and genetic improvement. 2 hrs. lect.; 2 hrs. lab.

IAI: AG 903.

373 Integrated Pest Management. (4) Identification and biology of economically-important weeds, insects, diseases, and vertebrate pests affecting plants. Selection and use of effective biological, cultural, chemical, and mechanical pest control methods. Safe handling and application of pesticides. Prerequisite: AGRN 176. 3 hrs. lect.; 2 hrs. lab.

374 Diseases of Economic Plants. (3) Identification of agricultural plant diseases; biology of common plant pathogens; pathogen-plant interactions; fungicide classification and use; management of plant diseases through chemical, cultural, biological, and mechanical control methods. Prerequisite: AGRN 373. 2 hrs. lect.; 2 hrs. lab.

377 Field Crops of the Midwest. (4) Grain and forage crop characteristics, production, and utilization in the Midwest; roughages for livestock; pasture improvement and management; identification of crop plants, seeds, and pests. Prerequisite: AGRN 176. 4 hrs. lect.

470 Applied Entomology. (3) Life cycles, recognition of economic damage, and integrated control of insects affecting crop and livestock production. Prerequisite: AGRN 176. 2 hrs. lect.; 2 hrs. lab.

472 Principles of Plant Breeding. (3) Traditional plant breeding course covering basic inheritance of qualitative and quantitative traits, tools for dealing with variations in ploidy levels and mutations, germplasm resources, breeding methods for self and cross pollinated species, hybrid production, vegetatively propagated crops, and seed production. Prerequisite: AGRN 376 or BIOL 340. 2 hrs. lect.; 2 hrs. lab.

476 Crop Biotechnology. (3) Biotechnology methods used for the genetic improvement and production of agronomic and ornamental crops. Government regulations, public concerns, and legal protection
of genetically modified crops will be covered. Prerequisite: AGRI 376 or BIOL 340. 2 hrs. lect.; 2 hrs. lab.

479 Weed Science. (3) Identification, biology, and distribution of weeds; weed interference of desirable plant growth; herbicide classification, use, and environmental fate; appropriate application of chemical, cultural, biological, and mechanical weed control methods. Prerequisite: AGRN 373. 2 hrs. lect.; 2 hrs. lab.

(Soils)


370 Soil Management. (3) Application of soil physical and chemical management concepts to crop production with emphasis on precision agriculture using global positioning and remote sensing to maximize economic yield while protecting the environment. Prerequisite: AGRN 278. 3 hrs. lect.

378 Soil Fertility and Plant Nutrition. (3) Fundamental chemicals needed for plant growth. Chemical forms of elements in the soil, reactions of fertilizers in soils, determination of fertilizer needs, soil test methods. Prerequisite: AGRN 278. 3 hrs. lect.

473 Nutrient Management. (3) Properties of plant food materials used in world agriculture; manufacturing methods, marketing systems, government policy; field application, economics of management and use. Prerequisites: AGRN 278 and CHEM 101 or 201. 3 hrs. lect.

478 Properties of Soil. (3) A study of the physical and chemical properties of soil and their relationship to plant growth and land use. Prerequisite: AGRN 278. 2 hrs. lect.; 2 hrs. lab.

ANIMAL SCIENCE (ANSC)

112 Fundamentals of Animal Science. (3) Application of fundamental biological principles as related to the nutrition, reproduction, and management of livestock. 2 hrs. lect.; 2 hrs. lab. IAI: AG 902.

310 Man and Animal Interaction. (3) Interaction of man with companion, domestic, and wild animals. Consideration of wide ranging societal concerns including food production, companionship benefits, impact of wild animals in urban and rural settings, animal and human disease risks, and animal welfare and rights issues. 3 hrs. lect.

312 Techniques in Livestock Evaluation and Selection. (3) Evaluation and selection of breeding and market animals utilizing new selection tools and techniques and visual appraisal. Prerequisite: ANSC 112. 2 hrs. lect.; 2 hrs. lab.

314 Animal Breeding. (3) The principles of heredity and their application to the problems of animal improvement. Prerequisites: AGRI 376, ANSC 112, BOT 200 or ZOOL 200, and MATH 102 or 123 or STAT 171. 3 hrs. lect.

319 Applied Meat Science. (4) Evaluation, grading, and marketing of meat animals and meat products including swine, beef, lamb, and poultry. Factors affecting meat palatability. Qualifies student for federal, state, and local internships. Prerequisite: at least junior standing. 3 hrs. lect.; 2 hrs. lab.

322 Applied Livestock Nutrition and Feeding. (4) Composition of feed/nutrients and their functions, formulating/balancing of rations, and the basic chemical and physiological principles of ruminant and non-ruminant nutrition. Consideration of common nutrition problems, feed additives, and growth stimulants. Prerequisites: ANSC 112 and CHEM 100 or higher. 3 hrs. lect.; 2 hrs. lab.

323 Livestock Management. (3) A study of management practices necessary for efficient and economical livestock production. Not open to students specializing in Animal Science. Prerequisite: ANSC 112. 3 hrs. lect.

335 Livestock Merchandising. (3) Methods of livestock promotion and merchandising. Preparation of livestock for sale. Scheduling and management of livestock sales. Prerequisites: ANSC 112 and junior standing. 2 hrs. lect.; 2 hrs. lab.

413 Livestock Judging. (3) Evaluation, grading, selection, and pricing of market and breeding livestock. Some enrollees will compete in intercollegiate contests. Prerequisite: ANSC 312. 2 hrs. lect.; 2 hrs. lab.

415 Beef Production and Management. (4) Consideration of commercial cow-calf, purebred, stocker, and finishing beef production systems. Integration of genetics, nutrition, and reproduction. Record keeping and business aspects. Prerequisites: ANSC 314 and 322, or consent of the instructor. 3 hrs. lect.; 2 hrs. lab.

416 Swine Science. (3) A study of selection principles, nutrition, breeding, reproduction, disease prevention, and management practices applied to swine production. Prerequisites: ANSC 314 and 322, or consent of the instructor. 2 hrs. lect.; 2 hrs. lab.

419 Sheep Science. (3) Breeds, feeding, and selection as applied to management of the farm flock. Prerequisites: ANSC 314 and 322, or consent of the instructor. 2 hrs. lect.; 2 hrs. lab.

424 Physiology of Reproduction and Lactation. (3) Principles of physiology and functioning of the endocrine system in relationship to reproduction, infertility, and lactation in farm animals. Prerequisite: ANSC 112 or BOT 200 or ZOOL 200. 2 hrs. lect.; 2 hrs. lab.

CONSERVATION (CONS)

305 Sustainable Agriculture. (3) An investigation of current and historical efforts to increase agricultural sustainability through government programs, research and technological development, organic agriculture, grassroots activism, and the greening of industry. Prerequisite: AGRN 278 or permission of the instructor.

405 Soil and Water Conservation. (4) The study of the maintenance of a quality environment through the conservation of soil and water resources. 4 hrs. lect.

FORESTRY (FOR)

200 Introduction to Forestry. (3) Professional orientation and survey of forests and forestry. Introduction to basic forestry concepts and techniques. 2 hrs. lect.; 2 hrs. lab.

208 Dendrology. (4) Identification, distribution, economic importance, and elementary silviculture of the important hardwoods and conifers of the U.S. and Canada. 2 hrs. lect.; 4 hrs. lab.

209 Basic Tree Worker Skills. (2) Provide practical experience for forestry students in the proper and safe use of arboriculture-related equipment and climbing techniques associated with tree care. 1 br. lect.; 2 hrs. lab.

406 Arboriculture. (4) Detailed study of woody plants with emphasis on growth and development, planting, pruning, fertilization, maintenance, valuation, hazard assessment, pest management, diagnostics, and site
vegetation management. Prerequisite: FOR 200 or 208. 2 hrs. lect.; 4 hrs. lab.

407 Urban Forest Management. (3) Management principles for urban vegetation with emphasis on plant selection and usage, tree inventories, tree ordinances, specifications manuals, Arbor Day tree programs, and tree laws. Prerequisite: FOR 200 or 208. 2 hrs. lect.; 2 hrs. lab.

409 Arboricultural Supervision Practicum. (2) Practical supervisory experience relating to arboricultural profession. Prerequisites: FOR 209 and consent of instructor. 1 hr. lect.; 2 hrs. lab.

HORTICULTURE (HORT)

180 Introductory Horticulture. (3) Importance of horticulture in providing food and plant ornamentation, plant structure, growth and development; environmental and biological factors influencing plant growth. 2 hrs. lect.; 2 hrs. lab.

IAI: AG 905.

380 Landscape Plants I. (3) Identification, adaptability, and evaluation of ornamental deciduous and evergreen trees and shrubs used in landscape plantings. 2 hrs. lect.; 2 hrs. lab.

381 Landscape Plants II. (3) Identification, adaptability, and evaluation of herbaceous perennials, ornamental grasses, vines, and ground cover plants used in landscape planting. 2 hrs. lect.; 2 hrs. lab.

384 Landscape Management. (3) Principles of landscape management including maintenance issues, pest control, pruning herbaceous and woody plants, use of water features and ponds, hardscaping materials, and installation of small hardscape projects such as short retaining walls and patios. Prerequisite: HORT 180.

385 Landscape Design. (3) Principles of landscape design and graphic presentation of designs. Study of drawing and design skills, drawing tools, plan view, elevation view, drawing to scale, site analysis, and plant usage in the landscape. Prerequisite: HORT 380 or 381. 2 hrs. lect.; 2 hrs. lab.

389 Home Horticulture. (3) Principles of plant growth and maintenance as related to the selection and care of landscape plants, lawns, tree fruits, small fruits, flowers, vegetables, and house plants.

393 Greenhouse and Nursery Management. (3) Principles and practices of ornamental crop production of floricultural, interior, and wood ornamental plants; greenhouse and nursery techniques and facilities; soil and soilless media, plant growth regulators, pests and diseases and their control, irrigation and fertilization. Prerequisite: HORT 180. 2 hrs. lect.; 2 hrs. lab.

484 Sustainable Landscape Practices. (3) This course studies landscape practices that address environmental concerns, including water issues, pesticide contamination, fertilizer use, carbon dioxide emissions from landscape equipment, impacts on wildlife habitat, and other related issues. Solutions and better methods for problematic practices will be explored. Prerequisite: HORT 180 or AGRN 176 or FOR 200 or BOT 200 or ENVR 201, or consent of instructor.

485 Turf Management. (3) Establishment and maintenance of turf grass for lawns, golf courses, and recreational areas, including athletic fields. Prerequisite: AGRN 176 or HORT 180. 2 hrs. lect.; 2 hrs. lab.

493 Practicum in Horticultural Science. (1) Practical experience, preferably in an on-the-job situation, in some aspect of horticulture. Prerequisites: HORT 180, and HORT 380 or FOR 208.

INTERNATIONAL AGRICULTURE (INAG)

310 International Agriculture in Developing Countries. (3) (General Education/Multicultural Studies) (Global Issues) A study of international agriculture development. Special emphasis given to world hunger and world food needs, use of limited natural resources, population growth, trade policies, and appropriate technology used in developing countries. 3 hrs. lect.

361 International Agriculture Travel Study in the Western Hemisphere. (3, repeatable to 6 with different location) (Global Issues) The study of the history and culture of a region, integrated with agricultural production, processing, development, and trade through classroom instruction and international travel. A maximum of six credits of INAG 361 and INAG 362 can be used toward departmental electives. Prerequisite: junior standing or consent of instructor. Arranged.

362 International Agriculture Travel Study in the Eastern Hemisphere. (3, repeatable to 6 with different location) (Global Issues) The study of the history and culture of a region, integrated with agricultural production, processing, development, and trade through classroom instruction and international travel. A maximum of six credits of INAG 361 and INAG 362 can be used toward departmental electives. Prerequisite: junior standing or consent of instructor. Arranged.
The Department of Art offers two baccalaureate degrees: 1) Bachelor of Fine Arts (B.F.A.) with studio tracks in painting, drawing, printmaking, graphic design, sculpture, and ceramics; 2) Bachelor of Arts (B.A.) with a general studio art option and a Teacher Education option. In addition, the department offers minors in Art History, and Studio Art. The department is accredited by the Association of Schools of Art and Design (NASAD).

The Bachelor of Fine Arts degree is a comprehensive professional undergraduate degree that stresses high standards of performance. The B.F.A. provides students with opportunities to develop technical competence in a chosen studio track and to broaden their knowledge of Art in areas such as ceramics, graphic design, metalsmithing and jewelry design, painting, printmaking, or sculpture. The concentrated curricular structure of the B.F.A. allows students to integrate knowledge and skill as it prepares them for the intellectual and cultural world of art/design or for graduate study.

The Bachelor of Arts in Art (Studio) is a broad based, well-rounded liberal arts degree. General studio tracks allow students to tailor the program to their particular needs in media such as ceramics, graphic design, metalsmithing and jewelry design, painting, printmaking, or sculpture. The Graphic Design option of the B.A. degree program provides opportunities for students to develop the creative problem-solving and visual criticism skills that are needed in today's design environment. Students completing the Graphic Design option will find jobs in computer-aided design, desktop publishing, promotional print publications, identity programs, packaging, and signage/information systems. Students electing to enroll in the Teacher Education option of the B.A. degree program will combine general studio coursework with coursework from the College of Education and Human Services and courses in Art Education methods, theory, and research. Students in the Teacher Education option will develop a range of pedagogical and artistic skills and competencies to qualify them for employment in elementary school, middle school (junior high), and secondary school programs.

GradTrac is available to B.A. in Art and B.A. in Art—Graphic Design majors. See page 77 for information about GradTrac.

Honors Curriculum—Academically qualified students in this department are welcome to complete an honors curriculum in University Honors, Upper Division Honors, or Lower Division Honors. All Honors students must complete the one-hour honors colloquium (G H 299). Lower Division Honors includes General Honors coursework. Upper Division Honors includes honors work in the major. University Honors combines Upper and Lower Division Honors. For more information about honors curricula, see page 98 or visit the Centennial Honors College website at wiu.edu/Honors.

Academic Advising

Students enrolling in programs offered by the College of Fine Arts and Communication must consult with the designated departmental advisor.

Transfers

Of the total Art credits required for the Art major, at least half must be earned in WIU Art courses.
Art

Degree Programs

Bachelor of Fine Arts—Art

Admission: Art majors may request permission to enter the Bachelor of Fine Arts degree program after taking four of the studio components in the Art core (ARTS 101, 102, 140, 240). This request would usually be made after the end of the freshman year following the completion of 30 s.h. of earned credit. Students who have earned a grade point average of at least 2.50 in these four courses will be admitted into the program pending an entry review.

All students seeking the Bachelor of Fine Arts in Art must complete I, II, and III.A or III.B below, and the foreign language/global issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.

I. University General Education Curriculum (p. 69) .......................... 43 s.h.

II. Core Courses ........................................................................................................... 24 s.h.
ARTS 101, 102, 140, 240, 241; ARTH 282*, 283*, 394†

III. Options of Study (select A or B)
A. Art
1. Special Courses (ARTS 210, 310, 410 or 416, 495) ......................................................... 4 s.h.
2. Directed Electives
   a. Primary Studio Area ........................................................................................................ 21 s.h.
   b. Secondary Studio Area ................................................................................................. 15 s.h.
   c. Departmental Studio Electives: Studio 2-D and 3-D† ...................................................... 12 s.h.
   d. Art History Electives .................................................................................................... 6 s.h.

B. Graphic Design
1. Special Courses: ARTS 210, 310, 416, 495 ................................................................. 4 s.h.
2. Directed Electives
   a. Primary Studio Area: ARTS 215, 246, 314, 315, 316, 415 .............................................. 21 s.h.
   b. Secondary Studio Area .................................................................................................. 15 s.h.
   c. Departmental Studio Electives: Studio 2-D and 3-D† ...................................................... 12 s.h.
   d. Art History Electives .................................................................................................... 6 s.h.

#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) any major’s discipline-specific global issues course; or 4) an approved Study Abroad program.
*May count toward the University General Education requirement
†ARTH 394 fulfills the Writing Instruction in the Discipline (WID) graduation requirement.
1At least 6 s.h. must be taken in Studio 3-D.

Bachelor of Arts—Art

All students seeking the Bachelor of Arts in Art must complete I, II, and III.A, III.B, or III.C below, and the foreign language/global issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.

In accordance with the Illinois State Board of Education licensure rules, all candidates seeking teacher licensure are required by Western Illinois University to obtain a grade of “C” or better in all directed General Education courses, all core courses, and all courses in the option. Note C- is below a C.

I. University General Education Curriculum (p. 69) ...................................................... 43 s.h.
   Option C, Teacher Education, should include a General Education mathematics course

II. Core Courses .......................................................................................................................... 21 s.h.
ARTS 101, 102, 140, 240; ARTH 282*, 283*, 394†

III. Options of Study (select A, B, or C)
A. Art
1. Special Course: ARTS 495 ................................................................. 3 s.h.
2. Directed Electives ........................................................................... 24 s.h.
   a. Art History Elective ................................................................. 3 s.h.
   b. Departmental Studio Electives: Studio 2-D and 3-D† ................ 21 s.h.
3. Minor in another discipline ......................................................... 16 s.h.
4. Open Electives ............................................................................ 19 s.h.

B. Graphic Design
1. Special Courses: ARTS 215, 246, 314, 315, 316, 415, 416, 495 .............. 22 s.h.
2. Directed Electives ........................................................................... 9 s.h.
   a. Art History Elective ................................................................. 3 s.h.
   b. Departmental Studio Electives: Studio 3-D ........................... 6 s.h.
3. Minor in another discipline ......................................................... 16 s.h.
4. Open Electives ............................................................................ 15 s.h.

C. Art—Teacher Education
1. Special Courses: ARTE 360, 361, 411, 437; ARTH 284; ARTS 246 or IDT
   240 ................................................................................................. 18 s.h.
2. Directed Electives ........................................................................... 18 s.h.
   a. Art History Elective ................................................................. 3 s.h.
   b. Departmental Studio Electives:
      1) Three courses from one primary studio area .................... 9 s.h.
      2) Two courses from one secondary studio area .................. 6 s.h.
3. Other
   EDUC 439 .................................................................................... 3 s.h.
   EIS 202, 301, 303, 305, 401 ......................................................... 12 s.h.
   ENG 366 or RDG 387 .................................................................. 2 s.h.
   SPED 210, 390 ........................................................................... 4 s.h.
   STCH 480, 482 ........................................................................... 12 s.h.

#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) any major’s discipline-specific global issues course; or 4) an approved Study Abroad program.
*May count toward the University General Education requirement.
†ARTH 394 fulfills the Writing Instruction in the Discipline (WID) graduation requirement.
1At least 6 s.h. must be taken in Studio 3-D.

Minors

Minor in Art History ................................................................. 18 s.h.
1. ARTH 282, 283, 394 .................................................................... 9 s.h.
2. Select 300 and 400 level Art History courses ............................. 9 s.h.

Minor in Graphic Design .......................................................... 21 s.h.
1. ARTS 101, 140, 215 .................................................................... 9 s.h.
2. Select four courses from: ARTS 246, 314, 315, 316, 415 ............. 12 s.h.

Minor in Studio Art ................................................................. 18 s.h.
1. ARTS 101, 102, 140; ARTH 180 ................................................. 12 s.h.
2. Art Electives (Studio only) ......................................................... 6 s.h.
Course Descriptions

FOUNDATION (ARTS)

101 Design I. (3) A foundation in the organization of two-dimensional visual concepts through design experiences with basic elements and principles of visual structure. A variety of materials are used.

102 Design II. (3) Introductory lab course in three-dimensional design. Study includes experimentation with plastic relationships existing between design elements, materials, and the expression of ideas in three-dimensional form. Fee.

140 Drawing I. (3) Fundamental concepts of drawing, including study of line, form, space, value, and composition in a variety of media.

240 Drawing II. (3, repeatable to 6) Opportunities given for continued development of a personal direction in a variety of drawing media. Prerequisite: ARTS 140.

PORTFOLIO REVIEW (ARTS)

210 BFA Entry Portfolio Review. (0) An assessment standard required of all students entering the BFA degree program. Prerequisite: ARTS 101, 102, 140, 240, declared BFA Art Major, and minimum 2.50 grade point average in Art. Graded S/U only.

310 (Formerly ARTS 001) BFA Junior Portfolio Review. (0, repeatable) An assessment standard required of all students pursuing the BFA degree. Prerequisites: S grade in ARTS 210 and a minimum 2.50 grade point average in Art. Graded S/U only. Students may re-enroll until “S” grade is attained.

410 BFA Senior Exhibition. (1) Development and exhibition of a quality body of art works representing the student's achievements in the major and minor studio areas. Prerequisite: S grade in ARTS 310 and minimum 2.50 grade point average in Art.

495 Professional Practices in the Arts. (3) A seminar capstone course devoted to the development of professional practices in preparation for entry into the contemporary art world. Prerequisite: Senior standing or permission of the instructor.

ART EDUCATION (ARTE)

360 Methods in Elementary Art. (3) Experiments with art materials to gain insight into the values, curriculum, and processes of art activities in the age levels from pre-school into the junior high.

361 Introduction to Art Education. (3) An early orientation to the philosophies and theories of the profession of art education, museum/gallery experience, adult education, etc. Prerequisite: ARTS 101.

411 Arts and Institutions. (3) This course provides students with the opportunity to study the roles of visual arts and arts educational programs in various types of institutions, organizations, and agencies and to explore professional and vocational opportunities within the art world. Prerequisite: ARTE 361 or permission of instructor.

437 Media, Methods, and Materials in Art Education. (3) An overview of media, processes, materials, techniques, and methods appropriate for elementary and secondary school classrooms. Content integrates studio courses with art historical and multicultural uses of traditional/non-traditional media, methods, and materials for producing works of visual art. Prerequisite: ARTE 360.

480 Student Teaching—Secondary. (1–16) Student teaching in grades 7–12.

482 Student Teaching. (8) (Grades K–6).

(General Education/EdUC)

439 High School Art Methods. (3) Students are involved in selecting those learning objectives and situations which emanate from a meaningful art curriculum for the secondary school student. Prerequisites: ARTS 101, 102; ARTE 361 or 360/460.

ART HISTORY (ARTH)

180 An Introduction to Art. (3) (General Education/ Fine Arts) Designed to help students understand our cultural background and the role art plays in contemporary life. The functions, styles, structure of art, and the interaction of medium and meaning. Contact with art forms, visual aids, and readings are utilized to stimulate student responses to aesthetic qualities in the visual arts. Does not count for Art majors.

IAI: F2 900.

282 History of Art: Ancient through Medieval. (3) (General Education/Fine Arts) A survey of art in the Western world from Prehistory through the Middle Ages.

IAI: F2 901.

283 History of Art: Renaissance to 1900. (3) (General Education/Fine Arts) A survey of art in the Western world from the Renaissance to the end of the nineteenth century.

IAI: F2 902.

284 History of Non-Western Art. (3) (General Education/Fine Arts) A survey of art and visual culture in the non-Western world.

388 History of Photography. (3) The study of photography from a historical point of view as well as the study of photographic styles and the works of photography artists.

389 Islamic Art and Architecture. (3) This course studies art and architecture from Islamic cultures from the 7th–13th centuries. It examines key monuments that continue to shape Islamic identity and influence social, political, cultural, and historical landscapes. Prerequisites: any 100- or 200-level Art History (ARTH) course, or permission of instructor.

392 Medieval Art. (3) Study of pivotal works of art and architecture created in medieval Europe (c. 800–1500). These works will be evaluated for their formal and stylistic characteristics, and interpreted with respect to their contemporary cultural, social, political, religious, and economic environments. Writing Instruction in the Discipline (WID) course. Prerequisites: ENG 180 and 280, any 200-level ARTH, ARTE, or ARTS course.

394 History of Twentieth Century Art. (3) A survey of Western painting and sculpture from c. 1850 to c. 1945. All major stylistic movements will be examined. Emphasis will be placed upon interpretive issues; works will be examined not only in respect to their formal characteristics, but also as expressions of concurrent art theories, and social, political, scientific, and philosophical developments. Writing Instruction in the Discipline (WID) course. Prerequisites: ENG 180 and 280.


397 African Americans in Art. (3) The study of African Americans in art and visual culture from 1619 to the present. This course examines images of African Americans within a social, historical context as a way to
understand evolving American perceptions about race, class, and gender. Writing Instruction in the Discipline (WID) course. Prerequisites: ENG 180 and 280; sophomore standing or permission of the instructor.

483 History of Architecture. (3, repeatable to 9 for different topics) Designed to give students an opportunity for specialized study in specific areas of the history of art. May deal with a significant artist and his/her times, with a significant movement, or with significant developments in the history of art. Material covered may not be the same each time the course is offered. Instructors are assigned on the basis of their specialized knowledge. Students interested in enrolling can obtain specific information regarding content for a forthcoming semester from the instructor. Prerequisites: ENG 180 and 280; upper division standing; permission of the instructor.

485 Research in Art History. (3, repeatable to 9) An intensive study of a special area of art history selected with the instructor at registration. Prerequisites: 6 to 9 s.h. of Art History courses: ENG 180 and 280; and permission of the instructor.

489 Early Christian, Byzantine, or Medieval Art. (3, repeatable to 9) Prerequisites: ENG 180 and 280; upper division standing; and permission of the instructor.

491 Renaissance Art in Southern Europe. (3, repeatable to 9) Prerequisites: ENG 180 and 280; upper division standing; and permission of the instructor.

493 Nineteenth Century Art. (3, repeatable to 9 for different topics) Designed to give students an opportunity for specialized study in specific areas of the history of art. May deal with a significant artist and his/her times, with a significant movement, or with significant developments in the history of art. Material covered may not be the same each time the course is offered. Instructors are assigned on the basis of their specialized knowledge. Students interested in enrolling can obtain specific information regarding content for a forthcoming semester from the instructor. Prerequisites: upper division standing and permission of the instructor.

496 History of Contemporary Art. (3) (Global Issues) A survey of post-WWII developments in the visual arts. The primary focus is upon Western art, but attention is also paid to stylistic developments in Asian, African, and Latin American countries. The central interpretive ideas and concerns for the course will be drawn from contemporary art history and criticism. Prerequisites: ARTH 394 or permission of instructor; ENG 180 and 280.

GRAPHIC DESIGN (ARTS)

215 Introduction to Graphic Design and Typography. (3) Introduction to the visual communication of graphic design. Typography and symbolic graphics stressed. Prerequisite: ARTS 101, 102, 140, 240, or permission of the instructor.

314 Artistic Digital Imaging. (3) The course emphasizes utilizing the principles of design to effectively communicate ideas visually. Imaging editing software will be used for creative problem-solving projects. Prerequisite: ARTS 215. Fee.

315 Layout and Design. (3) The course focuses on incorporating type and digital imagery in page layouts. Projects emphasize creativity and the principles of visual composition, as well as encouraging awareness of contemporary design trends and their historical precedents. Prerequisite: ARTS 215.

316 Artistic Website Design. (3, repeatable to 6) This course centers on the aesthetic development of well-designed websites and mobile device interfaces. Students will use advanced graphics software to design the layout of individual webpages and the overall site development. Prerequisite: ARTS 315. Fee.

317 Artistic Digital Illustration. (3) This course focuses on digital painting and drawing with a digitizing tablet and stylus in combination with digital imaging software. Assignments will range from developing conceptual drawing skills to creating finished illustrations. Prerequisite: ARTS 215.

318 Motion Graphics and Animation. (3) Artistic analysis of 2D animation techniques and building animations using traditional methods and contemporary compositing techniques to produce hand drawn, typographic, and stop motion animations. Prerequisite: ARTS 215.

414 Internship. (1–12, repeatable to 12) Supervised work experience in graphic design with an approved employer. Written weekly reports required. Must be completed before entering last term on campus. Prerequisites: junior/senior standing; ARTS 314, 315, 316, 415; a minimum 2.00 GPA overall; a minimum 2.50 GPA in Art courses within the major; and departmental approval. Graded S/U only.

415 Advanced Graphic Design Concepts. (3, repeatable to 6) Concept and design skills are applied to the development of various projects. Emphasis is on critical thinking, concept development as a process, and research. Focus is on the refinement of the design process and further development of typographic skills. Prerequisite: ARTS 316.

416 Graphic Design Senior Portfolio. (1) Development and creation of a portfolio of art works. Represents the student's achievements in the major and minor studio areas. Prerequisites: 5 grade in ARTS 310 and a minimum 2.50 grade point average in Art or permission of instructor.

STUDIO ART (ARTS)

400 Studio Problems. (3, repeatable to 9) Individual study of design experimentation bridging several art areas, including gallery/museum experience. Not open to freshmen or sophomores. Prerequisites: basic courses in areas of concern, written permission of instructor.

(Ceramics—3D Area)

330 Ceramics I. (3) Introduction to clay as a medium for art expression. Instruction given in fundamentals of aesthetic form, techniques of hand forming, glaze design, and kiln firing. Prerequisite: Sophomore standing or permission of instructor. Fee.

331 Ceramics II & III. (3, repeatable to 6) Pottery as aesthetic expression in clay. Emphasis is placed upon use of the potter's wheel with related hand-building techniques as well as glaze design and kiln firing practices. Prerequisite: ARTS 330. Fee.

430 Studio Problems in Ceramics. (3, repeatable to 9) Experimental studio projects reflecting a high level of technical, intuitive, and conceptual approaches. Prerequisite: ARTS 331. permission of instructor. Fee.

(Digital Photography—2D Area)

246 Digital Art Photography I. (3) An introduction to digital photography as an artistic process. Topics include camera operation, composition, computer photo manipulation, creative expression, and output of digital images. Upon completion, students should be able to successfully expose, digitally manipulate, and print well-conceived artistic compositions.

346 Digital Art Photography II. (3) Students will extend and refine digital skills obtained in Digital Art Photography I, learn how to streamline and personalize image workflow, compare image management options,
and explore advanced image editing techniques to fine-tune a portfolio of compelling photographs. 

**Prerequisite:** ARTS 246.

**(Drawing—2D Area)**

**140 Drawing I.** (3) See Foundation courses listed above.

**240 Drawing II.** (3, repeatable to 6) See Foundation courses listed above.

**241 Life Drawing I.** (3) Studio work in drawing the human figure with activities involving techniques, anatomy, and design in varied media. **Prerequisites:** ARTS 101 and 140. Fee.

**340 Intermediate Drawing.** (3) In a studio environment, students will employ and build upon previously acquired drawing abilities and participate in group and individual critiques. Investigation of technique and the development of skills will be emphasized. Personal concept and process will be stressed. **Prerequisite:** ARTS 240.

**341 Advanced Life Drawing.** (3, repeatable to 9) Further study rendering the human figure with attention given to color and composition. **Prerequisite:** ARTS 241. Fee.

**440 Studio Problems in Drawing.** (3, repeatable to 9) Individual problems in drawing selected with the instructor at registration. **Prerequisite:** ARTS 240 or permission of instructor.

**(Jewelry Design—Metals—3D Area)**

**335 Art Metal and Jewelry I.** (3) Studio experiences involving design and fabrication of 3-D forms in fine metals for jewelry and small sculpture. Students will be introduced to basic metal working techniques as applied to non-ferrous metals including sawing, riveting, shaping, and soldering. **Prerequisite:** Sophomore standing or permission of instructor. Fee.

**336 Art Metal and Jewelry II & III.** (3, repeatable to 6) Opportunities given for continued development of a personal direction in metal and jewelry processes. **Prerequisite:** ARTS 335. Fee.

**435 Studio Problems in Art Metal and Jewelry.** (3, repeatable to 9) Individual problems in art metal and jewelry selected with the instructor. **Prerequisites:** ARTS 336, permission of instructor. Fee.

**(Non-Traditional Art—2D Area)**

**453 Non-Traditional Art.** (3) Individual study and experimentation in new art materials and concepts in the visual arts. Assignments will be conceptual art, earth art, kinetic art, and newly emerging approaches to art. **Prerequisite:** study in three studio areas at 300 level or above.

**(Painting—Oil—2D Area)**

**350 Painting I.** (3) This studio course explores fundamentals of painting. Assignments given with an emphasis on an understanding of materials including paint, brushes, solvents, mediums, and support structures and their construction and preparation. **Prerequisite:** Sophomore standing or permission of instructor.

**451 Painting II & III.** (3, repeatable to 6) This course builds upon the skills learned in Painting I with continuing emphasis on materials, techniques, and formal problems. Assignments may expand beyond representational/objective painting and lead into more problem solving/critical thinking. **Prerequisite:** ARTS 350.

**452 Studio Problems in Painting.** (3, repeatable to 9) Assignments will be given individually based on previous efforts and will be directed toward the expansion of an idea and the content/subject matter.

The course continues to investigate materials and techniques. **Prerequisite:** ARTS 451 or permission of instructor.

**(Painting—Watercolor—2D Area)**

**370 Watercolor I.** (3) Techniques of transparent and opaque water soluble paints are explored. **Prerequisites:** ARTS 101, 140. Fee.

**371 Watercolor II & III.** (3, repeatable to 6) Opportunities given for continued development of a personal direction in water soluble media. **Prerequisite:** ARTS 370. Fee.

**(Printmaking—Intaglio—2D Area)**

**355 Intaglio I.** (3) Studio work in the intaglio processes: engraving, drypoint, and etching on copper and zinc plates. **Prerequisite:** Sophomore standing or permission of instructor. Fee.

**356 Intaglio II & III.** (3, repeatable to 6) Opportunities given for continued development of a personal direction in intaglio processes. **Prerequisite:** ARTS 355. Fee.

**(Printmaking—Lithography—2D Area)**

**365 Lithography I.** (3) Introduction to the technical methods and aesthetic approaches to lithography as applied to stone work and plate work. **Prerequisite:** Sophomore standing or permission of instructor. Fee.

**366 Lithography II & III.** (3, repeatable to 6) Introduction to color printing and related problems. The use of transfer paper and the study of image reversal are other subjects covered. **Prerequisite:** ARTS 365. Fee.

**(Printmaking—Silkscreen—2D Area)**

**368 Silkscreen I.** (3) Introduction to silkscreen as a fine art print medium including basic photo-emulsion, drawing fluid and block-out techniques, computer-generated and hand-drawn processes. Students use non-toxic acrylic inks to produce a portfolio of editioned prints. **Prerequisite:** Sophomore standing or permission of instructor. Fee.

**369 Silkscreen II & III.** (3, repeatable to 6) Intermediate level silkscreen; students explore their own artistic voice through resolution of concept and imagery using hand-drawings and advanced digitigraphic processes. Students use non-toxic acrylic inks to produce a portfolio of editioned prints. **Prerequisite:** ARTS 368. Fee.

**(Sculpture—3D Area)**

**320 Sculpture I.** (3) Studio work in various sculptural processes. Large scale projects may include ceramic
sculpture, bronze casting, wood carving, and other media. Prerequisite: Sophomore standing or permission of instructor. Fee.

321 Sculpture II & III. (3, repeatable to 6)
Opportunities given for continued development of a personal direction in sculptural processes. Prerequisite: ARTS 320. Fee.

421 Studio Problems in Sculpture. (3, repeatable to 9) Individual problems in sculpture selected with the instructor at registration. Prerequisites: ARTS 321, permission of instructor. Fee.
Biology is one of the most basic fields of science with direct application to humans. Our continued existence on the planet Earth depends in large part on how we resolve problems of a biological nature. Biology is a broadly based discipline encompassing a variety of concerns ranging from medicine to pond water. The Biology program at WIU is designed to provide students with a broad exposure to the various areas of Biology.

Majors are offered in Biology (with options in Botany, Microbiology, Zoology, Medical Sciences, and Science/Biology Teacher Education) and Clinical Laboratory Science leading to a Bachelor of Science degree. Minors are offered in Zoology, Botany, and Microbiology.

Training in Biology prepares one for a broad spectrum of job opportunities, including teaching, governmental or industrial laboratories, conservation agencies, or business. In addition, students become qualified to pursue graduate studies in any of several areas of study within the Biological Sciences and the health professions.

Students planning to major in the Biological Sciences should have three years of Mathematics and one year each of Biology, Physics, and Chemistry in high school. Current WIU students must be in good standing (2.0 GPA or higher) to declare a major in the Botany, Microbiology, and Zoology options. The Medical Sciences option has a minimum standard GPA of 2.75 for enrollment into the option. Any student can be admitted into the major as an incoming freshman, but to maintain enrollment in the Medical Sciences option, a student must maintain a minimum major GPA of 2.75. A probationary period of two semesters is given for any student who falls below the minimum in major GPA. This allows for students to truly understand the necessity of good grades in science courses to do well in the medical field. A student could be admitted to any of the other options if the GPA falls below a 2.75. The four year degree in Medical Sciences is designed with the pre-professional student in mind; thus, the standards have been set closer to that of the post-graduate institutions.

GradTrac is available to Botany, Medical Sciences, Microbiology, and Zoology majors. See page 77 for information about GradTrac.

Honors Curriculum— Academically qualified students in this department are welcome to complete an honors curriculum in University Honors, Upper Division Honors, or Lower Division Honors. All Honors students must complete the one-hour honors colloquium (G H 299). Lower Division Honors includes General Honors coursework. Upper Division Honors includes honors work in the major. University Honors combines Upper and Lower Division Honors. For more information about honors curricula, see page 98 or visit the Centennial Honors College website at wiu.edu/Honors.

Degree Programs

Bachelor of Science—Biology

All students seeking the Bachelor of Science in Biology must complete I, II, and III.A, III.B, III.C, III.D, or III.E below, and the foreign language/global issues requirement for the major#. A grade of C (2.0) or better is required in introductory core courses before enrolling in courses for which they are prerequisites. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.
In accordance with the Illinois State Board of Education licensure rules, all candidates seeking teacher licensure are required by Western Illinois University to obtain a grade of “C” or better in all directed General Education courses, all core courses, and all courses in the option. Note C- is below a C.

I. University General Education and College of Arts and Sciences Curriculum Requirements (p. 83) ...................................................... 55 s.h.
   Except Teacher Education students must complete the University General Education Curriculum Requirements—45 s.h. (p. 69)

II. Core Courses ................................................................. 24 s.h.
   BIOL 330, 340†, 350; BOT 200; MICR 200; ZOOL 200

III. Options of Study (select A, B, C, D, or E)

A. Botany
   1. Special Courses: BOT 320, 410, 430† ......................................................... 9 s.h.
   2. Directed Electives: Select 6 s.h. from any Botany course not previously taken;
      BIOL 425, 453, 454, 455, 466, 470, 477, 478, 495.............................................. 6 s.h.
   3. Any Minor ................................................................. 16–20 s.h.
   4. Open Electives .............................................................. 0–3 s.h.
   5. Other
      a. Chemistry including organic or biochemistry .............................................. 12–13 s.h.
         CHEM 101, 102, 221 or CHEM 201, 202, 330 or 331
      b. MATH 128 or equivalent (see advisor)* and one of: MATH 133, STAT 171, or
         PSY 223 or equivalent (see advisor)......................................................... 4–7 s.h.
      c. GEOG 120 and 121 or GEOG 208 and 308 or any Geology sequence or any
         Physics sequence except PHYS 100 ............................................................ 6–10 s.h.
      d. Foreign Languages—one year or equivalent of a language (2 years in high
         school—see advisor) .............................................................................. 0–8 s.h.

   *Completion of MATH 133 satisfies the Mathematics requirement for this option.

B. Microbiology
   1. Special Courses
      a. Diversity: Select one from MICR 400, 401, 402, 404, 423 ......................... 3 s.h.
      b. Applied: Select one from BIOL 466; MICR 451, 465 ................................. 3 s.h.
      c. Medical: Select one from MICR 405, 434, 460, 463, 464 .......................... 3 s.h.
   2. Directed Electives: Select 6 s.h. from any Microbiology course not previously
      taken, BIOL 477, or BIOL 495.................................................................... 6 s.h.
   3. Any Minor ................................................................. 16–20 s.h.
   4. Open Electives .............................................................. 0–3 s.h.
   5. Other
      a. Chemistry including organic or biochemistry .............................................. 12–13 s.h.
         CHEM 101, 102, 221 or CHEM 201, 202, 330 or 331
      b. MATH 128 or equivalent (see advisor)* and one of: MATH 133, STAT 171, or
         PSY 223 or equivalent (see advisor)......................................................... 4–7 s.h.
      c. GEOG 120 and 121 or GEOG 208 and 308 or any Geology sequence or any
         Physics sequence except PHYS 100 ............................................................ 6–10 s.h.
      d. Foreign Languages—one year or equivalent of a language (2 years in high
         school—see advisor) .............................................................................. 0–8 s.h.

   *Completion of MATH 133 satisfies the Mathematics requirement for this option.

C. Zoology
   1. Special Courses: ZOOL 411 or 415 or 460, ZOOL 320 or 321, ZOOL 430† ....... 9 s.h.
   2. Directed Electives: Select 6 s.h. from any Zoology course not previously taken;
      BIOL 425, 444, 451, 452, 453, 454, 455, 459, 466, 470, 477, 478, 495....................... 6 s.h.
   3. Any Minor ................................................................. 16–20 s.h.
   4. Open Electives .............................................................. 0–3 s.h.
   5. Other
      a. Chemistry including organic or biochemistry .............................................. 12–13 s.h.
         CHEM 101, 102, 221 or CHEM 201, 202, 330 or 331

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b. MATH 128 or equivalent (see advisor)* and one of: MATH 133, STAT 171, or PSY 223 or equivalent (see advisor) ........................................ 4–7 s.h.
c. GEOG 120 and 121 or GEOG 208 and 308 or any Geology sequence or any Physics sequence except PHYS 100 ........................................ 6–10 s.h.
d. Foreign Languages—one year or equivalent of a language (2 years in high school—see advisor). ........................................ 0–8 s.h.

*Completion of MATH 133 satisfies the Mathematics requirement for this option.

D. Medical Sciences (Pre-Health Professionals)
1. Special Courses: BIOL 170; ZOOL 330 and 331, or ZOOL 321 and 430 ........................................................................................................ 7–9 s.h.
2. Directed Electives
   a. Choose from: MICR 400, 405, 434, 460, 463, 464, 465 ........................................ 3 s.h.
   b. Choose from: BIOL 477, 495; MICR 400, 405, 434, 460, 463, 464, 465;
      ZOOL 330, 331, 320, 321, 328, 420, 430, 432, 460, 461 ........................................ 6 s.h.
3. Minor in Chemistry or Psychology ...................................................... 18–21 s.h.
4. Open Electives .................................................................................. 0–3 s.h.
5. Other
   a. CHEM 201, 202, and 330 or 331 ................................................................. 13 s.h.
   b. MATH 133 ................................................................................................. 4 s.h.
   c. STAT 171 or PSY 223 ................................................................................ 3–4 s.h.
   d. PHYS 124 and 125 ..................................................................................... 10 s.h.
   e. Foreign Languages—one year or equivalent of a language (2 years in high school—see advisor) ........................................ 0–8 s.h.

E. Science/Biology—Teacher Education
1. Special Courses
   a. BIOL 481, 482†; BOT 430† or ZOOL 430† ..................................................... 9 s.h.
   b. BIOL/GEOL 181; PHYS/GEOG 182 ......................................................... 8 s.h.
   c. CHEM 201, 202 .......................................................................................... 8 s.h.
   d. PHYS 114 .................................................................................................. 4 s.h.
   e. GEOL 110 .................................................................................................. 4 s.h.
2. Department Electives ........................................................................ 3 s.h.
   Select 3 s.h. from any upper-division BIOL, BOT, MICR, or ZOOL course not previously taken
3. Science Electives ............................................................................... 0 s.h.
   Additional courses in Biology (BIOL, BOT, MICR, ZOOL), Chemistry, Geography,
   Geology, or Physics
4. Other
   a. EDUC 239, 339, 439, 469 ........................................................................ 3 s.h.
   b. EIS 202, 301, 303 (2 s.h.), 304 (1), 305, 401 ................................................. 13 s.h.
   c. MATH 128 or higher ................................................................................... 3 s.h.
      Not to include MATH 206, 362, 364, or 367
   d. STAT 171 or equivalent (see advisor) ....................................................... 3 s.h.
   e. ENG 366 .................................................................................................... 2 s.h.
   f. C&I 403 ...................................................................................................... 4 s.h.
   g. SPED 210, 390 .......................................................................................... 4 s.h.
   h. STCH 480 .................................................................................................. 12 s.h.

#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language
requirement; 2) a General Education global issues course; 3) any major’s discipline-specific
global issues course; or 4) an approved Study Abroad program.

†BIOL 340 and BOT 430 fulfill the Writing Instruction in the Discipline (WID) graduation
requirement for the Botany option. BIOL 340 fulfills the WID graduation requirement
for the Medical Sciences and Microbiology options. BIOL 340 and ZOOL 430 fulfill the
WID graduation requirement for the Zoology option. BIOL 340, BIOL 482, and BOT 430
or ZOOL 430 fulfill the WID graduation requirement for the Science/Biology—Teacher
Education option.

Bachelor of Science—Clinical Laboratory Science
All students seeking the Bachelor of Science in Clinical Laboratory Science must complete
I, II, and III, IV, and V below, and the foreign language/global issues requirement for the
major#. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.
I. University General Education and College of Arts and Sciences Curriculum
   Requirements (p. 83) .............................................................................................. 55 s.h.
II. Core Courses ......................................................................................................... 18 s.h.
    BOT 200; MICR 200, 434; ZOOL 200, 430†
III. Directed Electives
    From the following courses: ..............................................................................6 s.h.
    BIOL 350, 340; MICR 400, 460, 463, 464
IV. Complete Internship at an Affiliated School of Medical Technology (p. 134) ........30 s.h.
V. Other
   1. CHEM 201, 202, 330, 421 or CHEM 201, 202, 331, 332 ........................................ 17 s.h.
   2. Physics (two semesters, except 100) ................................................................. 8–10 s.h.
   3. MATH 128 or equivalent (see advisor) ............................................................. 3 s.h.

#The foreign language/global issues graduation requirement may be fulfilled by
   successfully completing one of the following: 1) an intermediate foreign language
   requirement; 2) a General Education global issues course; 3) any major’s discipline-specific
   global issues course; or 4) an approved Study Abroad program.

‡ZOOL 430 fulfills the Writing Instruction in the Discipline (WID) graduation requirement.

Minors

Minor in Botany ......................................................................................................... 17 s.h.
   1. BOT 200 .......................................................................................................... 4 s.h.
   2. MICR 200 or ZOOL 200 ................................................................................ 4 s.h.
   3. Select one from BOT 320, 430, 410 ................................................................ 3 s.h.
   4. Select 6 s.h. from BIOL 470; BOT 210, 329, 402, 423, 451, 452, 462, 481 ........... 6 s.h.

Minor in Microbiology ............................................................................................. 17 s.h.
   1. MICR 200 ........................................................................................................ 4 s.h.
   2. BOT 200 or ZOOL 200 .................................................................................. 4 s.h.
   3. Select one from MICR 400, 401, 402, 404, 423 ............................................. 3 s.h.
   4. Select one from BIOL 466; MICR 451, 465 .................................................... 3 s.h.
   5. Select one from MICR 405, 434, 460, 463, 464 ............................................. 3 s.h.

Minor in Zoology ..................................................................................................... 17 s.h.
   1. ZOOL 200 ....................................................................................................... 4 s.h.
   2. BOT 200 or MICR 200 .................................................................................... 4 s.h.
   3. Select one from ZOOL 320, 321, 411, 415, 430, 460 ...................................... 3 s.h.
   4. Select 6 s.h. from BIOL 350, 444, 451, 452, 453, 454, 455, 459, 466; ZOOL 320, 321,
      328, 408, 410, 411, 412, 413, 414, 415, 416, 430, 451, 452, 460, 461, 476 .......... 6 s.h.
Minor in Functional Morphology and Evolutionary Anatomy
See Interdisciplinary Studies Minors (p. 240)

Minor in Horticulture
See Interdisciplinary Studies Minors (p. 241)

Departmental Honors
Students who complete the requirements for departmental honors in Biological Sciences will receive recognition on their official transcripts. To qualify for departmental honors, students must be accepted into the Centennial Honors College, complete all the requirements for a Biology major with an option in Botany, Microbiology, or Zoology, satisfy requirements in the cognate areas, and complete the following requirements:

1. 2 s.h. of research-oriented Honors Seminars (BIOL 470H) taken as a junior;
2. 3 s.h. of Honors Research (BOT/MICR/ZOOL 477H) under the supervision of a faculty advisor during the senior year;
3. 3 s.h. of Honors Thesis (BIOL 478), which involves writing a thesis under the direction of a research advisor based on research completed while enrolled in 477H. Satisfactory defense of the thesis before the advisor and departmental Honors Committee is required for credit;
4. 6 s.h. of General Honors courses and 1 s.h. in G H 299 Honors Colloquium;
5. An overall 3.50 cumulative grade point average as well as a 3.50 average in all honors courses at the time of graduation.

Proficiency Examinations
Students may take proficiency examinations in BIOL 100, 101; BOT 200; and ZOOL 200. These examinations are prepared by the faculty of the department, and are generally administered during the first week of the semester. Students must register to take exams beforehand with the Biological Sciences secretary [Waggoner Hall 372, telephone (309) 298-1546.] The department will also grant credit for Biology proficiency examinations administered by The College Board; AP (Advanced Placement) score ≥ 3, credit = BOT 200 & ZOOL 200; CLEP (College-Level Examination Program) score ≥ 50, credit = BIOL 100; CLEP score ≥ 60, credit = BOT 200 & ZOOL 200. Credit is given for the general Biology course(s) for which a satisfactory examination score has been achieved, and the student may enroll in courses for which the course in question is a prerequisite.

Alice L. Kibbe Life Science Station
The Department of Biological Sciences manages a field station for scientific and instructional use located 45 miles west of Macomb on the Mississippi River. The field station consists of three units, 415 acres owned by the University, 697 acres owned by The Nature Conservancy which serves as a wintering roosting area for Bald Eagles, and 587 acres owned by the Illinois Department of Natural Resources which is primarily river floodplain habitat and a designated nature preserve area. The field station facilities include the resident manager's house, two large storage buildings for boats and maintenance equipment, and a teaching/resident facility. From three to five field-oriented courses are offered each summer at the field station. For more information, contact Dr. Sean E. Jenkins, Field Station Director, Department of Biological Sciences, Waggoner Hall 215, telephone (309) 298-2045.
Course Descriptions

**BIOLOGY (BIOL)**

**Laboratories** are required in all courses in the department except BIOL 419, 454, and ZOOL 420. Students are expected to participate in all required course activities including field trips as specified by the instructor.

100 **Biological Concepts.** (4) (General Education/Natural Sciences) A laboratory course recommended for nonscience majors, relating reproduction, heredity, evolution, ecology, and behavior to human life and the problems of society. This General Education curriculum course does not count toward a major or minor in Biology.

IAI: L1 900L.

101 **Biological World.** (4) (General Education/Natural Sciences) A laboratory course recommended for nonscience majors, dealing with the structure and function of the human body and with selected aspects of microbes, plants, and animals and how they affect humans. This General Education curriculum course does not count toward a major or minor in Biology.

**170 Introduction to Health Careers.** (1) Career opportunities in the health professions will be discussed. Vertical and lateral mobilities and education requirements will be stressed.

181 **(Cross-listed with GEOL 181)** Integrated Science I. (4) (General Education/Natural Sciences) A laboratory course in interdisciplinary science with an emphasis on the nature and evolution of life and Earth. Topics include ecology, natural resources, formation of Earth materials, Earth processes, nutrient cycling, cell biology, genetics, and evolution. (Integrated Science II is PHYS 182) Not open to students with credit in GEOL 181. Prerequisite: MATH 099N.

204 **Human Biology.** (4) (General Education/Natural Sciences) This course will include topics on human evolution, behavior, ecology, physiology, genetics, sex determination, molecular genetics, mutations, and genetic engineering. Laboratory experiments include dissection of a preserved fetal pig and follow chicken egg development. AND/OR the student will complete a Virtual Physiology laboratory on a CD-ROM. This course will not count toward a Biology major.

330 **Cell and Molecular Biology.** (4) Morphological and functional aspects of the cell. Lecture and lab will emphasize cell structure and how this relates to physiological, biochemical, and molecular processes. Prerequisites: BOT 200 (C grade or better), MICR 200 (C grade or better), and ZOOL 200 (C grade or better).

340 **Genetics and Evolutionary Biology.** (4) Lecture and lab emphasizing transmission genetics, genetic mapping, and the genetic processes underlying evolutionary processes. Writing Instruction in the Discipline (WID) course. Prerequisites: BIOL 330; ENG 280.

350 **General Ecology.** (4) This course examines the patterns in the abundance and distribution of organisms at the population, community, ecosystem, landscape, and global levels. The relationships of ecological principles to environmental issues will be examined. Prerequisites: Two of the following—BOT 200 (C grade or better), MICR 200 (C grade or better), ZOOL 200 (C grade or better).

419 **Organic Evolution.** (3) A detailed study of the mechanisms of evolution. Prerequisites: BIOL 330, 340; BOT 200 (C grade or better); ZOOL 200 (C grade or better).

425 **Conservation Biology.** (3) Biology of small, endangered populations. Genetic and ecological consequences of small population size, reserve design, and intervention to reduce extinction risk. Prerequisites: BOT 200 (C grade or better), MICR 200 (C grade or better), and one of the following: BIOL 330 or BIOL 340.
470 Seminar. (1, repeatable to 2) Seminar for senior Biology majors.

477 Research Experience in Biology. (1–12, repeatable to 12) Research experience with a Biological Sciences faculty member. A final report and/or seminar may be required. Maximum of 3 s.h. may be applied to major or minor. Prerequisites: sophomore standing, BOT 200 (C grade or better), MICR 200 (C grade or better), and ZOOL 200 (C grade or better). Arrange research project with faculty member and department chair before registration.

478 Honors Thesis in Biological Sciences. (3) A thesis prepared under the direction of one or more faculty members. Satisfactory oral defense of thesis required before credit is given for the course. Prerequisites: Honors major in Biology with senior standing; completion of BOT/ZOOL/MICR 477H.

479 Tropical Ecology. (3) Introduction to tropical ecology, biodiversity, and ecosystem function in a variety of tropical ecosystems. Includes a required field trip to several research stations in Costa Rica. Students will be responsible for trip expenses. Prerequisite: BOT 200 (C grade or better), ZOOL 200 (C grade or better), and permission of instructor.

495 Internship in Biology. (1–12, repeatable to 12) Practical experience in the Biological Sciences with an approved employer. 40 contact hours per credit hour and a written report are required. Maximum of 3 s.h. may be applied to major or minor. Prerequisites: 60 s.h. and permission of the department chair. Graded S/U only.

BOTANY (BOT)

200 Introduction to Plant Biology. (4) (General Education/Natural Sciences) A lecture and laboratory course recommended for science majors and minors, emphasizing basic principles in plant biology including scientific inquiry, cell biology, genetics, ecology, evolution, and diversity in plant anatomy and physiology.

210 Local Flora. (3) Identification, ecology, and distribution of common trees, shrubs, flowers, and other plants of Illinois.

320 Plant Anatomy. (3) Structure and development of vascular plant organs. Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better).

329 Plant Structure & Function. (3) A study of plant structure and function including photosynthesis, photoperiodism, tropisms, water and mineral uptake and transport, and an understanding of the angiosperm life cycle. Closed to students who have taken BOT 320 or BOT 430. Prerequisite: BIOL 101 or HORT 180 or ZOOL 200 (C grade or better) or consent of instructor.

402 Field Mycology. (3) Identification, systematic, and ecology of macro-fungi. May not be taken by students who have completed MICR 402. Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better).

410 Plant Systematics. (3) The basic systems, principles, and methods of plant systematics; the identification and classification of Illinois vascular plants. Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better).

423 Phycology. (3) Morphology, taxonomy, physiology, genetics, and ecology of the algae, particularly freshwater forms. May not be taken by students who have completed MICR 423. Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better).

430 Plant Physiology. (3) Physiological processes of plants as an interaction of structure, chemistry, physical characteristics, and environment. Writing Instruction in the Discipline (WID) course. Prerequisites: BIOL 200 (C grade or better) and ZOOL 200 (C grade or better); one year of Chemistry; ENG 280.

451 Plant Ecology. (3) Relationships of plants to their environment; community ecology and the use of quantitative methods to determine distribution. Writing Instruction in the Discipline (WID) course. Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better). May require field work travel at student expense. Not open to students with credit in ANTH 463. Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better).

452 Freshwater Biology. (3) Common freshwater organisms and some of their relationships to one another, to their environment, and to people. May not be taken by students who have completed ZOOL 452. Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better).

455 Fire/Disturbance Ecology. (3) Using laboratory and lecture, this course examines the role of fire and other disturbances on the distribution and ecology of plants in natural environments. Opportunity for The Nature Conservancy’s prescribed burn certification will be available. Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better), or permission of the instructor.

461 Plant Pathology. (3) Principles of phytopathology including the causal agents, development, diagnosis, and control of plant diseases. May not be taken by students who have completed MICR 463. Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better); MICR 200 (C grade or better) or permission of the instructor.

462 Diseases of Trees and Shrubs. (3) Diagnosis, development, cycles, and control of major diseases in forestry and horticulture. Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better).

463 Ethnobotany. (4) (Global Issues) A survey of how indigenous people use and classify plants in comparison to modern, scientific principles of botany and plant chemistry, and the use of traditional knowledge by modern science. May require field work travel at student expense. Not open to students with credit in ANTH 463. Prerequisites: BIOL 100, 101; BOT 200 (C grade or better); ZOOL 200 (C grade or better).
A laboratory
Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better).

481 Experimental Plant Biology. (3) A laboratory oriented course providing experience in designing, implementing, analyzing, and reporting botanically-oriented experiments. Field experiments, greenhouse experiments, and laboratory experiments will be conducted, spanning a range of investigations from plant physiology to community ecology. Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better).

MICROBIOLOGY (MICR)

200 Introductory Microbiology. (4) A lecture and laboratory course recommended for science majors and minors, providing an introduction to microorganisms with emphasis on the biology, methodology, and applied aspect of viruses, bacteria, fungi, algae, protozoa, and slime molds.

400 Bacteriology. (3) Cultural, morphologic, and metabolic properties and methods of isolation of bacteria as related to home and community life, industry, medicine, and agriculture. Prerequisites: one year of Chemistry; BOT 200 (C grade or better), MIRC 200 (C grade or better), and ZOOL 200 (C grade or better), or permission of instructor.

401 Mycology. (3) An introduction to the biology of the fungi emphasizing their morphology, ecology, physiology, and applied aspects, as well as laboratory techniques used in isolation, culture, and identification. Prerequisites: BOT 200 (C grade or better), MIRC 200 (C grade or better), and ZOOL 200 (C grade or better), or permission of instructor.

402 Field Mycology. (3) Identification, systematic, and ecology of macro-fungi. May not be taken by students who have completed BOT 402. Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better).

404 Biology of Archaea. (3) Genomics, cell structure, molecular phylogenetics, life in extreme environments, biogeography, central metabolism, sulfur metabolism, methanogenesis, genetic exchange, gene expression, growth and stress physiology, biotechnology. Prerequisites: BIOL 330, 340; MIRC 200 (C grade or better).

405 Virology. (3) A study of the biological characteristics of animal, plant, and bacterial viruses and the viruses which cause disease. Prerequisites: BOT 200 (C grade or better), MIRC 200 (C grade or better), and ZOOL 200 (C grade or better).

423 Phycology. (3) Morphology, taxonomy, physiology, genetics, and ecology of the algae, particularly freshwater forms. May not be taken by students who have completed BOT 423. Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better).

434 Immunology. (3) A study of antigens and antibodies, the immune response and immunity, immunologic testing, allergy and hypersensitivity, transplantation, autoimmune diseases, and cancer immunology. Laboratory includes selected immunologic techniques. Prerequisites: BOT 200 (C grade or better), MIRC 200 (C grade or better), ZOOL 200 (C grade or better); one year of Chemistry.

451 Microbial Ecology. (3) Ecobiology of the major microbial groups and their role in processing carbonaceous and geochemical elements in aquatic and terrestrial environments. Writing Instruction in the Discipline (WID) course. Prerequisites: BOT 200 (C grade or better), MIRC 200 (C grade or better), ZOOL 200 (C grade or better), and ENG 280.

460 Parasitology. (3) Ecology and evolutionary relationships of parasitic eukaryotes. Emphasis on parasites of humans. May not be taken by students who have completed ZOOL 460. Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better).

461 Plant Pathology. (3) Principles of plant pathology including the causal agents, development, diagnosis, and control of plant diseases. May not be taken by students who have completed BOT 461. Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better); MIRC 200 (C grade or better) or permission of the instructor.

463 Pathogenic Bacteriology. (3) The study of bacteria, rickettsia, mycoplasma, and chlamydia which cause disease in humans. Prerequisites: BOT 200 (C grade or better), MIRC 200 (C grade or better), and ZOOL 200 (C grade or better).

464 Medical Mycology. (3) The study of fungi which cause disease in humans. Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better).

465 Industrial and Fermentation Microbiology. (3) Examines the commercial use and large-scale cultivation of microorganisms to produce natural products and processes of major economic, environmental, and social importance. Laboratory exercises in microbial fermentation processes. Prerequisites: BOT 200 (C grade or better), MIRC 200 (C grade or better), and ZOOL 200 (C grade or better).

ZOOGOLOGY (ZOOL)

200 Introduction to Animal Biology. (4) A lecture and laboratory course recommended for science majors and minors, emphasizing basic principles in animal biology including scientific inquiry, cell biology, genetics, ecology, evolution, and diversity in animal anatomy and physiology.

320 Vertebrate Embryology. (3) Development of the vertebrate body and its organs. Provides a basis for understanding adult anatomy. Both lecture and laboratory are descriptive. Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better).

321 Comparative Anatomy. (3) Anatomy of the vertebrates studied from the viewpoint of their evolutionary history. Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better); junior standing or consent of the instructor.

325 Vertebrate Evolution. (3) The evolutionary history of the vertebrates, emphasizing macroevolutionary trends in vertebrate diversity and skeletal functional morphology. Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better) or GEOL 112 or ANTH 111.

328 Histology. (3) Microscopic study of tissues and organs of vertebrates. Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better)

330 (Formerly ZOOL 230) Human Anatomy and Physiology I. (3) An integrated study of the organ systems of the normal human body. Subjects covered include cells, tissues, skeletal, muscular, central, and autonomic nervous systems. Laboratory includes dissection, and appropriate physiological experiments. Prerequisite: BIOL 301 (C grade or better) or ZOOL 200 (C grade or better) or MIRC 200 (C grade or better); or permission of the instructor.

331 (Formerly ZOOL 231) Human Anatomy and Physiology II. (4) A continuation of ZOOL 330. The topics include are the endocrine, respiratory, cardiovascular, digestive, metabolic, urinary, and reproductive systems. Prerequisite: ZOOL 330.
408 Field Ornithology. (3) A course devoted to the study of birds, emphasizing study techniques used in natural environments. Topics covered will include reproductive behavior, ecology, communication, systematics, and conservation. Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better).

409 Field Entomology. (3) A course in insect biology, emphasizing sampling techniques and study of insects in natural environments, as well as insect identification, ecology, and conservation biology. Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better). Frequent field trips.

411 Entomology. (3) Principles of entomology, including classification, general biology, and morphology. Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better).

412 Mammalogy. (3) Identification, classification, distribution, and life histories of mammals. Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better).

413 Herpetology. (3) Identification, classification, distribution, and biology of reptiles and amphibians. Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better).

414 Ichthyology. (3) Identification, classification, distribution, and life histories of fishes. Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better). Estimate of field trip costs: $10.00. Outside field trips required.

415 Invertebrate Zoology. (3) A study of invertebrate form and function as it relates to taxonomy, evolution, ecology, behavior, and physiology. Laboratory includes observational study of marine invertebrates at the Shedd Aquarium in Chicago. Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better); senior standing in Biology or a related major.

417 (Cross-listed with ANTH 417) Primate Ecology, Behavior and Evolution. (3) This course takes an interdisciplinary approach to primatology utilizing principles from anthropology, ecology, paleontology, and animal behavior. Students gain an understanding of the evolutionary history, adaptations, and conservation of primates and their habitats. Not open to students with credit in ANTH 417. Prerequisite: ANTH 111 or ZOOL 200 (C grade or better) or permission of instructor. Junior standing recommended.

420 Biology of Aging. (3) Introduction to the nature and theories of aging. A study of the processes involved at the molecular, cellular, organ, and organismal levels of development and the changes that occur with time. Relationships between aging and immunity, neoplasia, and systems integration are explored. Emphasis on humans. Prerequisites: BIOL 100 and 101 or BOT 200 (C grade or better) and ZOOL 200 (C grade or better).

430 Animal Physiology. (3) Systemic physiology, concerning the functions of nervous, muscular, respiratory, digestive, excretory, reproductively, and endocrine systems. Writing Instruction in the Discipline (WID) course. Prerequisites: BOT 200 (C grade or better); ZOOL 200 (C grade or better); one year of Chemistry. ENG 280.

432 Neurobiology. (3) Provides a quantitative understanding of neurophysiology in the context of neural systems that underlie animal behavior. Laboratory uses animal preparations and computer models. Prerequisites: MATH 123 (or higher) with a grade of C or better, and either BIOL 100 (or higher) or PSY 343 with a grade of C or better, and minimum of junior standing; or permission of instructor.

451 Advanced Topics in Animal Ecology. (3) Relationships of animals to their environment. Writing Instruction in the Discipline (WID) course. Prerequisites: BIOL 350, ZOOL 200 (C grade or better), and ENG 280.

452 Freshwater Biology. (3) Common freshwater organisms and some of their relationships to one another, to their environment, and to man. May not be taken by students who have completed BOT 452. Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better).

460 Parasitology. (3) Ecology and evolutionary relationships of parasitic eukaryotes. Emphasis on parasites of humans. May not be taken by students who have completed MICR 460. Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better).

461 (Cross-listed with NURS 461) Pathophysiology. (4) Alteration in physiology, pathogenesis of structure and function of the human body leading to disease and manifestations of disease states are discussed. In addition, body system interaction is analyzed in maintaining physiological homeostasis during disease/ altered states. Not open to students with credit in NURS 461. Prerequisites: MICR 200 (C grade or better), ZOOL 330 and ZOOL 331; or consent of instructor.

476 Special Topics. (3–9, repeatable for different topics to 9) Proposed courses which are under consideration as regular course offerings. See instructor for course description. Only 6 s.h. may count toward major. Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better).

485 (Cross-listed with RPTA 485) Resource Management for Fly Fisheries. (3) Students will learn trout stream ecology and management, and gain fly-fishing experience. Course includes a one-week trip to a stream for students to meet with resource professionals and to practice their skills. Not open to students with credit in RPTA 485. Prerequisite: One of the following: BOT 200 (C grade or better), MICR 200 (C grade or better), ZOOL 200 (C grade or better), RPTA 110, RPTA 111, or permission of instructor.

**CLINICAL LABORATORY SCIENCE (CLS): CLINICAL TOPICS IN CLINICAL LABORATORY SCIENCE**

Hospital-based lecture and clinical laboratory courses in an accredited and affiliated school of medical technology. Students will register for 15 s.h. for Fall semester and 15 s.h. for Spring semester. Total hours approximately 30–32 s.h.

490 Clinical Chemistry I. (1–6, repeatable to maximum) Theory and practice of analytical biochemistry as applied to pathologic states, methodology, and instrumentation. Statistics as applied to reagent preparation, result determination, and quality control. Prerequisite: acceptance for clinical education into an affiliated school of medical technology.

491 Clinical Chemistry II. (1–6, repeatable to maximum) Theory and practice of analytical biochemistry as applied to specialized tests for drugs, endocrine function, and urine and body fluid analysis. Prerequisite: acceptance for clinical education into an affiliated school of medical technology.

492 Clinical Microbiology I. (1–6, repeatable to maximum) Theory and practice of the isolation and identification of pathogenic bacteria in clinical specimens through cultures, morphology, biochemical, and serological reactions and their drug susceptibility.
Prerequisite: acceptance for clinical education into an affiliated school of medical technology.

493 Clinical Microbiology II. (1–6, repeatable to maximum) Theory and practice of the isolation and identification of fungi, parasites, and viruses utilizing morphological, cultural, biochemical, and serological methods. Prerequisite: acceptance for clinical education into an affiliated school of medical technology.

494 Clinical Immunology. (1–5, repeatable to maximum) The study of principles of the protective and adverse aspects of cellular and humoral responses. Performance of test procedures based on antigen-antibody reactions. Prerequisite: acceptance for clinical education into an affiliated school of medical technology.

495 Clinical Homeostasis. (1–4, repeatable to maximum) The study of platelets, vascular, coagulation, and fibrinolytic systems related to the disease state and therapeutic monitoring. Prerequisite: acceptance for clinical education into an affiliated school of medical technology.

496 Clinical Hematology. (1–6, repeatable to maximum) The study of the formed elements of the blood and basic morphological changes due to diseases. Prerequisite: acceptance for clinical education into an affiliated school of medical technology.

497 Clinical Immunohematology. (1–5, repeatable to maximum) Theory and practice of immunohematology, including blood groups, blood transfusion, and component preparation. Prerequisite: acceptance for clinical education into an affiliated school of medical technology.

499 Selected Topics. (1–4, repeatable to maximum) Selected topics of professional significance which may include management, pathology, medico-legal aspects, and basic teaching principles. Prerequisite: acceptance for clinical education into an affiliated school of medical technology.
Broadcasting

Interim Chairperson: Dr. William Hoon
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Website: wiu.edu/broadcasting

Faculty: Edsall, Evans, Garcia, Hitchcock, Hoon, Murray, Ness, Sadler.

The Department of Broadcasting offers a Bachelor of Arts in Broadcasting. Students in Broadcasting study digital audio and video production techniques, including non-linear editing, post-production, animation/graphics, and sports. WIUS-FM and wiutv3 give students the opportunity to put into practice learned skills. They also examine the impact of history, law, and programming on broadcasting, cable, and satellite operations. Graduates of the program enter various careers in television, radio, cable, satellite, and post-production operations including directing, producing, reporting, on-air talent programming, sales, advertising, sports, and post production.

GradTrac is available to Broadcasting majors. See page 77 for information about GradTrac.

Honors Curriculum—Academically qualified students in this department are welcome to complete an honors curriculum in University Honors, Upper Division Honors, or Lower Division Honors. All Honors students must complete the one-hour honors colloquium (GH 299). Lower Division Honors includes General Honors coursework. Upper Division Honors includes honors work in the major. University Honors combines Upper and Lower Division Honors. For more information about honors curricula, see page 98 or visit the Centennial Honors College website at wiu.edu/Honors.

Integrated Baccalaureate and Master's Degree Program—An integrated baccalaureate and master's degree program is available for the Bachelor of Arts in Broadcasting (Sports Broadcasting emphasis): Master of Science in Sport Management. An integrated degree program provides the opportunity for outstanding undergraduates to earn both degrees in five years. Please refer to the Graduate Studies catalog for details about the integrated program.

Degree Programs

Bachelor of Arts—Broadcasting

All students seeking the Bachelor of Arts in Broadcasting must complete I, II, III, IV, and V below, and the foreign language/global issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.

I. University General Education Curriculum (p. 69) .................................................... 43 s.h.
II. Core Courses ........................................................................................................ 15 s.h.
   BC 100, 102, 141, 142, 425†
III. Directed Electives ................................................................................................. 25–26 s.h.
    Select one of the three following emphases:
    1. News and Performance ................................................................................. 25–26 s.h.
       a. BC 200, 222, 310 OR 312, 315, 415, 419 OR 431
       b. One from BC 385, 386, 485, 486
       c. 6 s.h. of Broadcasting electives
    2. Production ....................................................................................................... 25 s.h.
       a. BC 302, 350 or 361, 385, 386, 402, 485, 486, 490
       b. 9 s.h. of Broadcasting electives
    3. Sports Broadcasting ....................................................................................... 26 s.h.
       a. BC 136, 246, 256, 312, 326, 426
       b. 8 s.h. of Sports Broadcasting Practica electives
IV. Any Approved Minor........................................................................................... 16–20 s.h.
V. Open Electives ..................................................................................................... 16–21 s.h.
Introduction to Broadcasting

Minors

**Minor in Broadcasting**
1. BC 100 and 102; BC 141 or 142 ................................................................. 9 s.h.
2. Choose one course from: BC 200, 350, 361 ........................................ 3 s.h.
3. Broadcasting Electives at the 300–400 level ........................................... 6 s.h.

**Minor in Sports Broadcasting** ................................................................. 18 s.h.
BC 136, 246, 256, 312, 326, 42618 s.h.

*Note: This minor is not open to students who are enrolled in the Sports Broadcasting emphasis of the Broadcasting major.*

**Minor in Film**
See Interdisciplinary Studies Minors (p. 239)

Course Descriptions

**BROADCASTING (BC)**

**Applied Studies (Practica).** (1 s.h./semester, repeatable to a maximum of 10 semesters)

Instruction in and practical application of sports broadcasting announcing, production, or reporting techniques for various sports. Prerequisites: Written consent of instructor. Enrollment in upper division courses (300 level) requires a grade of C or better in the lower division prerequisite course (200 level) having the same title.

201/301 Football Announcing
203/303 Basketball Announcing
204/304 Soccer Announcing
205/305 Volleyball Announcing
206/306 Baseball Announcing
207/307 Softball Announcing
208/308 Radio Sports Talk
209/309 Board Operations for Sports
211/311 Football Production
213/313 Basketball Production
214/314 Soccer Production
216/316 Volleyball Production
217/317 Baseball Production
218/318 Softball Production
219/319 Interactive Media Sports Production
220/320 Sports Reporting

100 Introduction to Broadcasting. (3) Introduction to the historical, programming, physical, legal, social, and economic aspects of broadcasting and cable.

102 Introduction to Broadcast Research and Writing. (3) Course focuses on finding, researching, and presenting material for a variety of media, purposes, and audiences. Includes study of interviewing, writing, and copy editing skills and library use. Prerequisite: BC 100.


141 Audio Production I. (3) Introduction to audio production techniques, from simple voice and field recording to multitrack mixdown procedures. Content produced will be suitable for broadcast and internet distribution. Not open to students who have completed BC 250.

142 Video Production I. (3) Introduction to video production techniques including portable camera operation and techniques, and editing certification training on Final Cut Pro. Content produced will be suitable for broadcast and internet distribution. Not open to students who have completed BC 261.

200 Broadcast Reporting I. (3) Hands-on instruction in the gathering, writing, and presentation of news and information for television, radio, and online media. Prerequisite: BC 102.

210 Broadcast Media Technology and Design. (3) Introduction to audio and video technologies and basic design and production techniques. Course cannot be counted toward a major in Broadcasting.

222 Broadcast Performance. (3) Development of basic radio and television announcing skills. Prerequisite: BC 100.

IAI: MC 918.

246 Broadcast Sports Writing. (3) Students learn the fundamentals of the broadcast sports writing process for the broadcast media. Includes an overview of the history of broadcast sports writing in American culture. Prerequisite: BC 136.

256 Interactive Web Sportscasting. (3) Examination of and instruction in new media technologies to deliver sports media content. Emphasis on the interactive nature of the online experience as it changes traditional notions of presentation and distribution.

285 Broadcasting Practicum. (1, repeatable to 4) Opportunity for freshmen and sophomores to participate in live multimedia coverage of sporting events, to work at student radio station WHUS-FM, and to assist with Broadcasting Department video productions and other production and operation activities.

290 (Cross-listed with ENG 290) Introduction to Film. (3) (General Education/Humanities) Screening and discussion of films from around the world, introducing students to selected traditions, questions of social justice, and methods of interpretation (with laboratory). Not open to students with credit in ENG 290. IAI: F2 908.
302 Broadcast Research and Writing II. (3) Examination of story structure, dialogue writing, and character development techniques for broadcast content. Exploration of non-scripted and scripted broadcast writing methods. Prerequisites: BC 102, BC 141 with a grade of C or better, and BC 142 with a grade of C or better.

310 Advanced Broadcast Performance. (3) Continuation of BC 222. Students receive individual coaching on vocal delivery, performance for the camera and microphone, and the problems related to interpretation of various types of broadcast continuity. Prerequisites: BC 200 and 222.

312 Broadcast Sports Performance. (3) Students receive instruction on play-by-play announcing and on the preparation and extemporaneous discussion of player and team statistics and other appropriate sports-related information. Prerequisite: junior standing.

315 Broadcast News I. (3) Students report and shoot video for daily newscasts for campus television and radio outlets. Students are responsible for all stages of news and from identification to final editing of stories. Prerequisites: junior standing; BC 310 or 312.

323 Broadcasting and Society. (3) Traces the development of broadcasting as a major cultural form in the twentieth and twenty-first centuries through a critical review of historic and contemporary literature. BGS online writing course. Prerequisites: BC 302 with grade of C or better and BC 142 with grade of C or better.

325 Comparative Broadcasting Systems. (3) (Global Issues) Classification and analysis of the structure of international broadcast systems. The role of media in developing nations, as well as CATV, public broadcasting, and satellite communication systems are discussed. BGS online writing course. Prerequisite: junior standing.

326 Sports Production I. (3, repeatable to 6) Theory and practice of remote radio and television sports production for football, basketball, softball, and baseball. Students produce and direct coverage of sporting events. Prerequisite: senior standing or permission of instructor.


350 Audio Production II. (3) Selected topics of interest in audio production such as, but not limited to, radio/talk production, music program production, internet radio, and other emerging audio technologies. Prerequisites: BC 141 with a grade of C or better and BC 142 with a grade of C or better.

361 Video Production II. (3) Selected topics of interest in video production such as, but not limited to, corporate video, animation, documentary, and interactive video production. Prerequisites: BC 141 with a grade of C or better and BC 142 with a grade of C or better.

385 Production Practicum I. (1) Guided practicum in audio or video production. Student must apply for and be accepted into a specific practicum experience related to the operation of broadcast services or production of broadcast content. Prerequisites: BC 141 with a grade of C or better and BC 142 with a grade of C or better, or permission of instructor.

386 Production Practicum II. (1) Guided practicum in audio or video production. Student must apply for and be accepted into a specific practicum experience related to the operation of broadcast services or production of broadcast content. Prerequisites: BC 141 with a grade of C or better and BC 142 with a grade of C or better, or permission of instructor.

390 (Cross-listed with ENG 390) Film History. (3) This course is an historical survey that covers the international history of cinema from its origins to the present. It considers issues including the development of national film industries, national and international film movements, and the social history of film (with laboratory). Not open to students with credit in ENG 390. Prerequisite: ENG/BC 290 or consent of instructor.

394 (Cross-listed with ENG 394) Documentary Film and Video. (3) History of documentary film and video with focus on the documentary as a medium of communication, information, and interpretation (with laboratory). Not open to students with credit in ENG 394.

400 Senior Honors Thesis Research. (3) Bibliographic and other preliminary work in preparation for a senior honors thesis (see BC 401). Students will produce a final, graded project for this course. This course may not be taken concurrently with BC 401. Prerequisites: ENG 180 and 280; students must be in good standing in the Centennial Honors College and must be second-semester juniors or first-semester seniors major in Broadcasting.

401 Honors Thesis. (3) Students will write a senior honors thesis. This course may not be taken concurrently with BC 400. Prerequisites: BC 400, ENG 180 and 280; students must be in good standing in the Centennial Honors College and must be seniors major in Broadcasting.

402 Advanced Broadcast Writing. (3) Students will write longer and more complex screenplays. Students will see projects through from idea through revisions to completed scripts. Regular critiques of student writing. Prerequisite: BC 302 with grade of C or better.

415 Broadcast News II. (3) Students produce newscasts for radio and television. Students will also act as assignment editors, photographers, and reporters, polishing skills learned in BC 315. Prerequisites: Senior standing; BC 315 with a grade of C or better.

418 Independent Research in Communication. (1–6, repeatable to 6) Individual reading or research under supervision of the faculty. Open to juniors and seniors who have demonstrated competence in broadcasting, communication, rhetoric, public address, or the speech-language-hearing sciences. Prerequisites: ENG 180 and 280; consent of instructor and department chairperson.

419 Online Writing, Design and Production. (3) Classroom instruction and supervised individual coaching in the gathering, writing, design, and multimedia presentation of news and information. Students synthesize material from other Broadcasting classes and generate original material. Prerequisites: Senior standing; BC 415.

420 Television Graphics. (3) Students design computer graphics and animation. Projects include news anchor boxes, graphic backgrounds, and animated feature introductions. Prerequisites: BC 141 with a grade of C or better and BC 142 with a grade of C or better, or permission of instructor; ENG 180 and 280.

425 Broadcast/Cable Law and Ethics. (3) Laws covering the broadcast/cable industry in America from the Communication Act of 1934 to the present. Ethical considerations faced by broadcasters and cablecasters. Writing Instruction in the Disciplines (WILD) course. Prerequisite: Senior standing or permission of instructor.

426 Sports Production II. (3, repeatable to 6) Theory and practice of remote radio and television sports production for football, basketball, softball, and baseball. Students produce and direct coverage of sporting events. Prerequisite: BC 326.
429 Broadcast Internship. (3) Senior practicum at a selected professional broadcast production center for a semester. In addition to a prescribed work schedule, the intern must submit regular station activity reports. 
Prerequisites: BC 315 or 350 or 326; ENG 180 and 280; permission of internship coordinator; 2.50 GPA. Graded S/U only.

430 Multimedia Design for Mass Media. (3) A study of the theory and practical application of multimedia-based journalism using digitized video, audio, text, computer graphics, and interactivity. Emphasis on broadcast communication and communication design principles using software for composing multimedia portfolios. Prerequisites: BC 315 or 350 or 326; ENG 180 and 280; or permission of instructor. An understanding of Adobe PhotoShop recommended.

431 Special News/Sports Projects. (3) Classroom instruction and supervised individual coaching in the gathering and writing of news documentaries and sports programming. Prerequisites: Senior standing; BC 345.

480 Special Topics in Media Communications. (3, repeatable for different subtitles to 6) This course deals with selected topics of interest in broadcasting and media communication such as but not limited to radio, television, and film criticism, broadcast history, mass communication theory and effects, and popular culture. Prerequisites: BC 100, BC 141 with a grade of C or better, and BC 142 with a grade of C or better; ENG 180 and 280.

485 Production Practicum III. (1) Guided practicum in audio or video production. Student must apply for and be accepted into a specific practicum experience related to the operation of broadcast services or production of broadcast content. Prerequisites: BC 141 with a grade of C or better and BC 142 with a grade of C or better; or permission of instructor.

486 Production Practicum IV. (1) Guided practicum in audio or video production. Student must apply for and be accepted into a specific practicum experience related to the operation of broadcast services for production of broadcast content. Prerequisites: BC 141 with a grade of C or better and BC 142 with a grade of C or better; or permission of instructor.

490 Senior Workshop in Production. (3) Capstone course in which Production emphasis majors create their own audio or video programs using journalistic, art, and entertainment forms found in news, drama, narration, and comedy. Students may perform published work or write their own. Prerequisites: Senior standing; BC 350 or 361.

494 (Cross-listed with ENG 494 and WS 494) Women and Film/Television. (3) An overview of women in film and television that considers the on-screen images of women as well as the positions of women working behind the scenes (with laboratory). Not open to students with credit for ENG 494 or WS 494. Prerequisites: ENG 180 and 280.

496 (Cross-listed with ENG 496) Topics in Film. (3) Study of major subjects and themes in film. Topics vary but may include intensive study of directors such as Alfred Hitchcock and Federico Fellini, or artistic movements such as Italian Neorealism, French New-Wave, Contemporary Spanish Cinema, or Russian Formalism. Not open to students with credit in ENG 496. Prerequisites: ENG/BC 290, ENG/BC 390, and 6 s.h. in approved film minor electives, or permission of instructor.

499 Field Work in Broadcasting. (3) Supervised applied experience in a sports organization or news broadcasting organization. Prerequisites: BC 315 or 350 or 426; ENG 180 and 280; or permission of instructor.
Chemistry

Chairperson: Dr. Rose McConnell  
Office: Currens Hall 214  
Telephone: (309) 298-1538; Fax: (309) 298-2180  
E-mail: Chemistry1@wiu.edu  
Website: wiu.edu/chemistry


Emeritus Faculty: Bath, Klopfenstein, Made Gowda, Venugopalan.

Chemistry is the science of the composition, structure, properties, and reactions of matter, especially of atomic and molecular systems. It is the basis of the technology of the large-scale production of chemicals and chemical materials that are useful to modern society. The study of Chemistry helps people understand the physical world and its workings.

The Bachelor of Science in Chemistry degree program provides graduates a wide range of career opportunities. Graduates of the B.S. in Chemistry who complete either the general Chemistry, Biochemistry, or Pharmacy options find employment in industry, government agencies, and non-profit organizations. Types of work include basic research, applied research, analytical services, product development, marketing and sales, and manufacturing. Persons desiring to become practicing chemists/biochemists should select the Biochemistry option or the Biochemistry option certified by the American Chemical Society. The latter is recommended for students wishing to enter graduate school or seek employment in the chemical industry immediately upon graduation. The Pharmacy option targets those students who seek a career as a pharmacist (Pharm.D.) or pharmacologist (Ph.D.) but would also benefit students who wish to work in the pharmaceutical or biotech industries at the B.S. or M.S. level. The Pharmacy option is also useful to those students who are seeking careers in forensic pharmacology, pharmaceutical sales, or as certified pharmacy technicians, pharmacy assistants, and other healthcare professionals. The Science/Chemistry—Teacher Education option is designed to prepare students to become licensed to teach high school science with a specialization in Chemistry.

The Bachelor of Science in Forensic Chemistry prepares graduates with a strong Chemistry background and a specialization in forensic sciences which will prepare them to work in modern laboratories at the local, regional, state, and federal levels. Graduates of the Forensic Chemistry program will be prepared for careers in modern crime laboratories and other law enforcement agencies as well as private chemical and pharmaceutical industries.

The Chemistry faculty advise students enrolled in pre-professional programs in Chemical Engineering and Pharmacy. The department also offers minor in Chemistry, Forensic Chemistry, and Forensic Science.

GradTrac is available to Chemistry and Biochemistry majors. See page 77 for information about GradTrac.

Honors Curriculum—Academically qualified students in this department are welcome to complete an honors curriculum in University Honors, Upper Division Honors, or Lower Division Honors. All Honors students must complete the one-hour honors colloquium (G H 299). Lower Division Honors includes General Honors coursework. Upper Division Honors includes honors work in the major. University Honors combines Upper and Lower Division Honors. For more information about honors curricula, see page 98 or visit the Centennial Honors College website at wiu.edu/Honors.

Integrated Baccalaureate and Master's Degree Program—An integrated baccalaureate and master's degree program is available for the Bachelor of Science in Chemistry or Forensic Chemistry: Master of Science in Chemistry. An integrated degree program provides the opportunity for outstanding undergraduates to earn both degrees in five years. Please refer to the Graduate Studies catalog for details about the integrated program.
Degree Programs

Bachelor of Science—Chemistry

All students seeking the Bachelor of Science in Chemistry must complete I, II, and III.A, III.B, III.C, or III.D below, and the foreign language/global issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.

In accordance with the Illinois State Board of Education licensure rules, all candidates seeking teacher licensure are required by Western Illinois University to obtain a grade of “C” or better in all directed General Education courses, all core courses, and all courses in the option. Note C- is below a C.

I. University General Education and College of Arts and Sciences Curriculum Requirements (p. 83) ........................................................................................................ 55 s.h.

Except Teacher Education students must complete the University General Education Curriculum Requirements—43 s.h. (p. 69)

II. Core Courses .................................................................................................................. 20 s.h.

CHEM 201*, 202*, 331, 332, 341

III. Options of Study (select A, B, C, or D)

A. Chemistry

1. Special Courses: CHEM 374, 375, 401†, 442, 492 .................................................. 17 s.h.

2. Departmental Electives .............................................................. 3 s.h.

3. Other
   a. CS 114 or higher ................................................................................. 3 s.h.
   b. MATH 133*, 134*, 231 ................................................................. 12 s.h.
   c. PHYS 211*, 212 or 124, 125 ...................................................... 8–10 s.h.

4. Any minor ................................................................................................. 16–20 s.h.

B. Biochemistry

1. Special Courses: CHEM 370 or 374, 416, 421, 422†, 429, 492 .................................................. 17 s.h.

2. Departmental Electives .............................................................. 7 s.h.

3. Other
   a. MATH 133* .................................................................................... 8 s.h.
   b. PHYS 211*, 212 or 124, 125 ...................................................... 8–10 s.h.
   c. CS 114 or higher ................................................................................. 3 s.h.

4. Biology minor ................................................................................................. 17 s.h.

5. Open Electives ................................................................................................. 0–2 s.h.

C. Pharmacy

1. Special Courses: CHEM 263, 264, 370, 416, 421, 422†, 463, 492 .................................................. 23 s.h.

2. Directed Electives
   a. CHEM 485 or 490 ......................................................................... 3 s.h.
   b. CHEM 363 or 440 ......................................................................... 3–4 s.h.

3. Other
   a. MATH 133; STAT 171 or 276 ...................................................... 7 s.h.
   b. PHYS 124 and 125 ........................................................................ 10 s.h.
   c. ZOOL 330 and 331 ........................................................................ 8 s.h.

4. Select one of the following minors: Microbiology, Neuroscience, or Zoology .................................................. 17–21 s.h.

D. Science/Chemistry—Teacher Education

1. Special Courses ........................................................................................................ 42 s.h.
   a. CHEM 370 or 374 or 375; 342#, 401; 482† ........................................ 15 s.h.
   b. BIOL 101*, 481 ............................................................................ 7 s.h.
   c. GEOL 110* .................................................................................... 4 s.h.
   d. PHYS 211*, 213 ............................................................................ 8 s.h.
   e. BIOL/GEOL 181; PHYS/GEOG 182 ........................................ 8 s.h.

2. Departmental Electives ......................................................................................... 3 s.h.
   Select 3 s.h. from any upper-division Chemistry course not previously taken

3. Science Electives .................................................................................................... 0 s.h.
Additional courses in Biology (BIOL, BOT, MICR, ZOOL), Chemistry, Geology, Geography, or Physics

4. Other
   a. MATH 133*, 134* .................................................................................. 8 s.h.
   b. EDUC 239, 339, 439, 469 ................................................................. 3 s.h.
   c. EIS 202, 301, 303 (2 s.h.), 304 (1), 305, 401 ................................. 13 s.h.
   d. ENG 360 .......................................................................................... 2 s.h.
   e. SPED 210 and 390 ........................................................................... 4 s.h.
   f. STCH 480 ....................................................................................... 12 s.h.

#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) any major's discipline-specific global issues course; 4) an approved Study Abroad program; or 5) CHEM 342 (Teacher Education option).

*University General Education course. 10–16 s.h. may count toward the Natural Sciences/Mathematics requirement.
†CHEM 401 fulfills the Writing Instruction in the Discipline (WID) graduation requirement for the Chemistry non-teaching option. CHEM 422 fulfills the Writing Instruction in the Discipline (WID) graduation requirement for the Biochemistry option and Pharmacy option. CHEM 482 fulfills the Writing Instruction in the Discipline (WID) graduation requirement for the Science/Chemistry—Teacher Education option.

Bachelor of Science—Forensic Chemistry

All students seeking the Bachelor of Science in Forensic Chemistry must complete I, II, III, and IV below, and the foreign language/global issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 122 s.h.

I. University General Education and College of Arts and Sciences Curriculum Requirements (p. 83) .................................................................................. 55 s.h.

II. Core Courses ......................................................................................... 20 s.h.
   CHEM 201*, 202*, 331, 332, 341

III. Specialty Courses ................................................................................. 28 s.h.
   CHEM 370 or 374 .................................................................................. 4 s.h.
   CHEM 401† or 422† ................................................................................. 4 s.h.
   CHEM 485 or 490 .................................................................................. 3 s.h.
   CHEM 416, 421, 442, 451, 452, 492 ......................................................... 17 s.h.

IV. Other Requirements ............................................................................. 39–42 s.h.
   A. MATH 133*, MATH 134*, STAT 171* .................................................. 11 s.h.
   B. PHYS 211*, 212 or 124, 125 .............................................................. 8–10 s.h.
   C. CS 114 or higher level CS course ...................................................... 3 s.h.
   D. LEJA 101, and 242 or 305 ................................................................. 6 s.h.
   E. BOT 200* and ZOOL 200 ................................................................. 8 s.h.
   F. Choose one of the following: ......................................................... 3–4 s.h.
      ANTH 405, BIOL 350, GEOL 110*, MICR 200

#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) any major's discipline-specific global issues course; or 4) an approved Study Abroad program.

*University General Education course. 16 s.h. may count toward the Natural Science/Mathematics requirement.
†CHEM 401 or 422 fulfills the Writing Instruction in the Discipline (WID) graduation requirement.
Minors

Minor in Chemistry .......................................................... 20–21 s.h.
1. Core Courses: CHEM 201, 202, and 330 or 331 .................... 13 s.h.
2. Any two courses from: CHEM 332, 341, 342, 370/374, 375, 421,
   463 ................................................................................. 7–8 s.h.

Minor in Forensic Chemistry ............................................. 20–21 s.h.
1. Core Courses: CHEM 201, 202, 330, 440 .............................. 17 s.h.
2. Select one of the following: ................................................ 3–4 s.h.
   a. CHEM 485—internship at a state laboratory with placement approval by minor
      advisor.
   b. One course selected from: ANTH 405, BIOL 330, CHEM 342, CHEM 421, MICR
      200, MICR 434, ZOOL 430

Note: This minor is not open to students majoring in Chemistry.

Minor in Forensic Science ................................................... 19–20 s.h.
1. Core Courses: CHEM 101, 102, 221, 440 .............................. 16 s.h.
2. Select one of the following options: ....................................... 3–4 s.h.
   a. CHEM 485—internship at a state laboratory with placement approval by minor
      advisor.
   b. One course selected from: ANTH 405, BIOL 330, CHEM 342, MICR
      200, MICR 434, ZOOL 430

Note: This minor is not open to students majoring in Chemistry.

Pre-Professional Programs

Pre-professional programs in Chemical Engineering and Pharmacy are available. See Pre-
Professional Programs (p. 314) for a detailed description of the requirements.

Certification by the American Chemical Society

Western Illinois University is approved by the American Chemical Society for
undergraduate professional training in Chemistry and Biochemistry. Students who are
pursuing the B.S. in Chemistry may qualify for certification by completing the following
coursework:

Certification in Chemistry
1. CHEM 201, 202, 331, 332, 333, 341, 374, 375, 401, 416, 421, and 442
2. Elect one course from CHEM 490/491/475
3. PHYS 211 and either 212 or 213

Certification in Biochemistry
1. CHEM 201, 202, 331, 332, 341, 374, 375, 401, 421, 422, 429, 442, 490/491/475
2. PHYS 211 and 213

Recommended High School Subjects for Students Planning to Major in
Chemistry
1. English: four years
2. Mathematics: four years
3. Chemistry: one year
4. Physics: one year
Chemistry

The First-Year Course in Chemistry

1. Students requiring two or more years of Chemistry should take CHEM 201 and 202.
2. Students requiring only one year of Chemistry or Forensic Science minor should take CHEM 101 and 102.
3. Students without one year of Chemistry in high school are required to take CHEM 100 before taking CHEM 101 or 201.

Course Descriptions

CHEMISTRY (CHEM)

Illinois law requires that safety goggles must be worn in all laboratory classes (Senate Bill 1190). Students enrolled in Chemistry laboratory courses are required to purchase safety goggles.

100 Introduction to Chemistry. (3) For those students who have completed less than the equivalent of one year of high school Chemistry. Introduces the fundamental concepts of Chemistry, including matter, atomic structure and periodicity, stoichiometry, some descriptive Chemistry. Prerequisites: one year high school algebra or MATH 099N. 3 hrs. lect.

101 General Chemistry I. (4) (General Education/Natural Sciences) A survey for students who do not plan to take Chemistry beyond the 100 level. Application of the general principles of inorganic and organic chemistry to biological, environmental, and applied sciences. Prerequisites: one year of high school algebra or MATH 099N, and either one year of high school Chemistry or CHEM 100. 3 hrs. lect.; 2 hrs. lab. IAI: P1 902L.

102 General Chemistry II. (4) (General Education/Natural Sciences) A continuation of CHEM 101. Prerequisite: CHEM 101. 3 hrs. lect.; 3 hrs. lab.

150 Analytical Chemistry. (4) (General Education/Natural Sciences) A course intended to inform the student of the role of science in modern society. Lectures treat the fundamentals of chemical composition, the impact of industrial products on the environment, energy, and drugs, and the importance of consumer information. 3 hrs. lect.; 2 hrs. lab. IAI: P1 905L.

201 Inorganic Chemistry I. (4) (General Education/Natural Sciences) Designed for science and pre-engineering majors. Fundamental physicochemical principles and quantitative relationships including the mole concept, periodic properties of the elements, atomic structure, chemical bonding, and thermochemistry. Laboratory emphasizes quantitative analysis. Prerequisites: MATH 100 and either one year of high school Chemistry or CHEM 100. Corequisite: either MATH 101, 102, 106, 123, or 128, or math course requiring one of these as a prerequisite. 3 hrs. lect.; 3 hrs. lab. IAI: CHM 911.

202 Inorganic Chemistry II. (4) (General Education/Natural Sciences) A continuation of CHEM 201. Includes a study of solutions, acids and bases, equilibria, electrochemistry, and chemistry of the main group elements and the transition elements. Laboratory emphasizes qualitative analysis, quantitative measurements, and syntheses. Prerequisite: CHEM 201. 3 hrs. lect.; 3 hrs. lab. IAI: CHM 912.

221 Elementary Biochemistry. (4) An elementary course intended to teach the structure, properties, function, and metabolism of biological molecules with emphasis on macromolecules. Intended for Biology and Family and Consumer Sciences majors. Prerequisite: CHEM 102. 3 hrs. lect.; 3 hrs. lab.

263 Introduction to Pharmacology. (3) This course introduces the students to the basic concepts of pharmacology and the major categories of pharmacologic agents, and explores the myths and facts about vitamins, nutritional supplements, and common herbal medicines. Prerequisites: either BIOL 101 or ZOOL 200 or ZOOL 330; and either CHEM 102 or CHEM 330.

264 Pharmacy Methods. (3) This course is designed as an aid for students who plan a career in Pharmacy. The course describes methods used in Pharmacy, including receiving and processing prescriptions, drug calculations, dosage and formulations, Pharmacy law, and inventory control. Prerequisite: CHEM 263 or permission of the instructor.

330 Elements of Organic Chemistry. (5) A one-semester introduction to organic chemistry. Coverage includes nomenclature of compounds, study of selected reactions and mechanisms, spectroscopy and study of biologically relevant molecules such as carbohydrates, amino acids, and proteins. Does not count toward Chemistry major. Prerequisite: CHEM 202 (C grade or better). 4 hrs. lect.; 3 hrs. lab.

331 Organic Chemistry I. (5) A study of nomenclature, preparations, reactions, and reaction mechanisms of the functional groups of aliphatic and aromatic compounds. Prerequisites: CHEM 202 (C grade or better). 4 hrs. lect.; 3 hrs. lab.

332 Organic Chemistry II. (4) Further study of organic chemistry including spectroscopic methods. Laboratory includes synthetic methods, mechanistic studies, chromatography, and an introduction to qualitative analysis. Prerequisite: CHEM 331 or CHEM 330 (C grade or better). 3 hrs. lect.; 3 hrs. lab. IAI: CHM 914.

333 Advanced Organic Laboratory. (1) Designed to supplement the laboratory portion of CHEM 332. Prerequisite: concurrent registration or credit in CHEM 332. 3 hrs. lab.

341 Analytical Techniques. (3) An extension of the fundamental techniques used in CHEM 201 and 202 with emphasis on the analytical process, methods of separation, and methods of measurement. Prerequisite: CHEM 202. 2 hrs. lect.; 3 hrs. lab.

342 Fundamentals of Environmental Chemistry. (4) (Global Issues) An examination of the chemistry of the geosphere, hydrosphere, and atmosphere with emphasis on the interactions between them and the impact of technology upon the natural environment. Prerequisite: CHEM 102 or 202. 3 hrs. lect.; 3 hrs. lab.

363 Rational Drug Design. (3) The course emphasizes the process of drug development, identification of drug targets, and their introduction into clinical practice. Basic principles of target identification and validation, chemical libraries and screening, receptor mechanisms and receptor targeting, ligand-based drug design are discussed. Prerequisite: CHEM 332.

370 Elementary Physical Chemistry. (4) Designed primarily for students who wish an introduction to physical chemistry and its biological applications. Prerequisite: CHEM 202. 3 hrs. lect.; 3 hrs. lab.
374 Physical Chemistry I. (4) Designed primarily for Chemistry majors who wish a rigorous treatment of physical chemistry. Prerequisite: CHEM 202, one year of Physics, and one year of calculus. 3 hrs. lect.; 3 hrs. lab.

375 Physical Chemistry II. (4) A continuation of CHEM 374. Prerequisite: CHEM 374. 3 hrs. lect.; 3 hrs. lab.

390 Junior Project Laboratory. (1–2, repeatable for different projects to 2) Enrollment only with permission of department.

401 Inorganic Chemistry III. (4) Chemistry of transition elements and nontransition elements and their compounds; nomenclature, stereochemistry, symmetry, bonding, solids, and acid-base theories. Laboratory involves synthesis and physicochemical measurements of selected compounds. Writing Instruction in the Discipline (WID) course. Prerequisites: CHEM 332 and CHEM 370 or 374. 3 hrs. lect.; 3 hrs. lab.

416 Chemical Literature. (1) An introduction to searching chemical research literature. Prerequisite: 18 s.h. of Chemistry. 1 hr. lect.

421 Biochemistry. (4) The chemistry of major cellular constituents and their metabolism. Prerequisite: CHEM 330 or 332. 3 hrs. lect.; 3 hrs. lab.

422 Advanced Biochemistry. (4) A continuation of CHEM 421 emphasizing the regulation of biosynthetic pathways and gene expression. Laboratory includes analysis of biological molecules by GC, HPLC, UV spectroscopy, and electrophoresis. Writing Instruction in the Discipline (WID) course. Prerequisite: CHEM 421. 3 hrs. lect.; 3 hrs. lab.

429 Biochemistry Topics. (3) Topics include current research including protein chemistry, enzyme kinetics and mechanisms; and methods used in biochemistry and molecular biological research. Students will apply the techniques to team research projects. Current techniques and standards of the art instrumentation are used. Prerequisite: CHEM 421. 1 hr. lect.; 6 hrs. lab.

440 Elementary Forensic Techniques. (4) Applications of chemical principles to analysis of crime scene physical evidence including serology, drugs, explosive residues, arson debris, papers and inks, paint, and DNA fingerprinting. State-of-the-art techniques and instrumentation are used. Prerequisite: CHEM 221 or 330 or permission of instructor. 3 hrs. lect.; 3 hrs. lab.

442 Analytical Chemistry. (4) Theory and practice of analytical chemistry with emphasis on selected instrumental techniques. Prerequisite: CHEM 341 and one semester of Physical Chemistry. 3 hrs. lect.; 6 hrs. lab.

451 Applications of Forensic Chemistry. (3) Designed primarily for forensic majors. In-depth applications of physico-chemical principles to analysis of physical evidence from criminal investigations, including explosive residues, arson debris, hairs, fibers, glass, paint, papers, inks, and soil. State-of-the-art techniques and instrumentation are used. Cannot be applied toward the Chemistry minor. Prerequisites: CHEM 332, 341, 370, or 374, or consent of instructor. 2 hrs. lect.; 3 hrs. lab.

452 Forensic Toxicology and DNA Analysis. (4) Designed primarily for forensic majors. A continuation of CHEM 451. Applications of pharmacological, toxicological, and molecular biological principles to analysis of commonly encountered abused and toxic substances. Topics will include serology and DNA analysis. State-of-the-art techniques and instrumentation are used. Cannot be applied toward the Chemistry minor. Prerequisite: CHEM 451. Prerequisite or Corequisite: CHEM 421. 3 hrs. lect.; 3 hrs. lab.

463 Advanced Pharmacology. (3) This course introduces the students to the chemical aspects of drug-receptor interactions, pharmacokinetics, and pharmacodynamics of major categories of pharmacologic agents. Not open to students who have credit for PSY 444. Prerequisites: CHEM 421 and either ZOOL 331 or ZOOL 430; or NURS 310 and permission of the instructor.

485 Internship in Chemistry. (3–8, repeatable to maximum of 8) An on-the-job experience in a government or industrial laboratory. To familiarize students with working environments—laboratory procedures and instrumentation they will encounter in a job situation. A formal written report is required. Prerequisites: CHEM 332, 370 or 375, 442, junior or senior standing in Chemistry, or permission of department chairperson. Graded S/U only.

490 Senior Project Laboratory. (1–4, repeatable to 4) Laboratory research under the direction of a Chemistry faculty member. The work will include the use of the chemical literature in independent research programs. A formal written report of the investigation undertaken is required. Corequisite or Prerequisite: CHEM 492. Prerequisite: one semester of Physical Chemistry or permission of the department.

491 Honors Thesis in Chemistry. (1–2, repeatable to 2) A thesis prepared under the direction of one or more faculty members.

492 Safety Practices in Chemistry Research. (1) The course is designed to train students in safety techniques and practices commonly used in laboratory research. A combination of lecture and demonstrations are used to describe MSDS, PPE, federal regulations, safe handling of hazardous reagents, and isotopes. Prerequisite: CHEM 101 or 201 or permission of instructor.

(3) Science in Context. (3) Study of secondary teaching methods (Grades 6–12) from the standpoints of theory and practice, curriculum objectives and standard implementation, materials, and evaluation and assessment. Included are demonstrations, discussions, lectures, classroom participation, and field observations. Prerequisites: major in Science/Chemistry—Teacher Education option and EIS 301. Corequisite: EIS 303.

469 Pre-Licensure Clearance. (1) Students pursuing teacher licensure are required to take this course in the semester they plan to be fully accepted in the Teacher Education Program (TEP). Students must meet established departmental criteria for admittance to TEP. Graded S/U.

489 Pre-Student Teaching Clearance. (0) Students pursuing teacher licensure are required to take this course prior to their student teaching semester. Students must meet established criteria for departmental clearance to student teach. Prerequisites: Full admittance to the Teacher Education Program (TEP). Graded S/U.

490 Student Teaching. See STCH 490.

482 (Cross-listed with BIOL 482 and PHYS 482) Science in Context. (3) Interdisciplinary course designed for science majors pursuing secondary teacher licensure. Students will explore science as inquiry, the unifying principles of science, and the role of social contexts and ethics in science. Writing Instruction in the Discipline (WID) course. Open only to students with credit in BIOL 482 or PHYS 482. Prerequisites: senior standing in Science/Chemistry—Teacher Education option, or permission of instructor; ENG 280.
Communication

Chairperson: Dr. Peter Jorgensen
Office: Memorial Hall 302
Telephone: (309) 298-1507; Fax: (309) 298-2369
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Faculty: Averbeck, Bailey, Carpenter, Dallinger, Hawkinson, Hill, Hogg, Jorgensen, Lauer, Macchi, Mathison, McEwan, Menken, L. Miczo, N. Miczo, Miller, Pfafman, Ridle, Young, Zanolla.

Academic Advisors: Grimm (Macomb), Wheeler (Quad Cities).

Communication is a dynamic and varied discipline, offering majors a broad range of career opportunities and pursuits. The major focuses on the primary areas of organizational communication, persuasive communication, interpersonal communication, and rhetorical communication to ground students in theoretical and applied knowledge of the key role that communication plays in all aspects of human interaction. The discipline routinely prepares students to enter any number of diverse professions from event planner to sales, college recruiter to business management, training and development to politics. Students of Communication receive fundamental training in and exposure to the infinite number of contexts in which humans interact with and influence one another. This knowledge base then provides them with an understanding of message processes that will serve them on an ongoing basis, both professionally and personally.

The Department of Communication offers a Bachelor of Arts degree in Communication. Students select two areas of emphases from course sequences in interpersonal communication, organizational communication, persuasion, and rhetoric. (Quad Cities students will be expected to complete the interpersonal and organizational sequences.) A Minor in Communication is also available. A full-time academic advisor assists students in planning their programs of study.

GradTrac is available to Communication majors. See page 77 for information about GradTrac.

Honors Curriculum—Academically qualified students in this department are welcome to complete an honors curriculum in University Honors, Upper Division Honors, or Lower Division Honors. All Honors students must complete the one-hour honors colloquium (G H 299). Lower Division Honors includes General Honors coursework. Upper Division Honors includes honors work in the major. University Honors combines Upper and Lower Division Honors. For more information about honors curricula, see page 98 or visit the Centennial Honors College website at wiu.edu/Honors.

Degree Programs

Bachelor of Arts—Communication

All students seeking the Bachelor of Arts in Communication must complete I, II, III, IV, V, and VI below, and the foreign language/global issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 120 s.h. Current WIU students must be in good standing (2.0 GPA or higher) to declare a major in Communication.

I. University General Education Curriculum (p. 69) .......................................................... 43 s.h.

II. Core Courses .................................................................................................................. 15 s.h.
   COMM 130, 247, 309, 310, 311

III. Directed Electives
   A. Students must choose two emphases (1, 2, 3, 4) ......................................................... 12 s.h.
      1. Organizational Communication: COMM 343 and 413†
      2. Interpersonal Communication: COMM 344 and 410†
      3. Persuasion: COMM 356 and 456†
      4. Rhetoric: COMM 312 and 441†
B. Communication Electives ............................................................................................................. 9 s.h.
To be selected from Communication courses with a minimum of 6 s.h. at the upper division level.

IV. Directed Electives in University General Education Humanities .............................................. 6 s.h.
V. Any Approved Minor ..................................................................................................................... 16–20 s.h.
VI. Open Electives .......................................................................................................................... 15–18 s.h.

#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) a Communication (COMM) global issues course; or 4) an approved Study Abroad program.
†Completion of two of the following courses fulfills the Writing Instruction in the Discipline (WID) graduation requirement: COMM 410, 413, 441, 456.

Minors

Minor in Communication .................................................................................................................... 18 s.h.
1. COMM 130 and 247 ..................................................................................................................... 6 s.h.
2. Select three of the following: COMM 312, 343, 344, 356 ..................................................... 9 s.h.
3. COMM Electives from courses numbered 300 or higher ....................................................... 3 s.h.

Course Descriptions

COMMUNICATION (COMM)

130 Introduction to Human Communication. (3) (General Education/Humanities) Introduction to the various approaches and sub-fields which comprise speech communication, with focus on theoretical foundations of contemporary human communication theory.

241 Introduction to Public Speaking. (3) (General Education/Communication Skills) Preparation and delivery of informative and persuasive speeches. Students apply concepts of critical listening, audience adaptation, organization/support of ideas, appropriate style, and effective delivery. Not open to students with credit for COMM 242. Accelerated section available. IAI: C2 300

242 Fundamentals of Public Speaking. (3) (General Education/Communication Skills) Preparation and delivery of informative and persuasive speeches. Students apply concepts of critical listening, audience adaptation, organization/support of ideas, appropriate style, and effective delivery completed in an online format. Not open to students with credit for COMM 241.

247 Argumentation. (3) A theoretical and practical course investigating source, structure, and nature of argument, reasoning, critical thinking, and validation of evidence. Prerequisite: COMM 241 or consent of instructor.

254 Great Speeches. (3) (General Education/Humanities) An analysis of representative speeches that have significantly influenced the course of human events.

305 Interviewing. (3) Theory of interviewing and its purposes in various communication settings. Practical applications of the principles of interviewing.

309 Communication Theory. (3) A survey of communication theories. This course will also address the process of theory building and the role of communication theory across major paradigms guiding communication research. Prerequisite: COMM 130 with a grade of C or higher.

310 Qualitative Research Methods in Communication. (3) A survey of the qualitative research methods used in communication studies. Qualitative research design, data collection, analysis, and interpretation are addressed. Prerequisites: COMM 130 with a grade of C or higher; ENG 180 and 280.

311 Quantitative Research Methods in Communication. (3) An introduction to designing and evaluating communication research. Prerequisites: COMM 130 with a grade of C or higher; ENG 180 and 280.

312 Rhetorical Criticism. (3) This course introduces students to theories and methods of rhetorical criticism that enable them to function as effective consumers of public discourse. Case studies of significant rhetorical acts from political speeches, movies, advertisements, visuals, and music are used to introduce important concepts. Students will develop an understanding of how rhetoric functions to influence attitudes, values, and behaviors in our public culture. Prerequisite: COMM 130.

315 (Cross-listed with WS 316) Gender and Communication. (3) This course examines gender and gender-role differences and similarities in verbal and nonverbal communication and surveys several contexts in which sex differences in human communication occur. Not open to students with credit in WS 316. Prerequisite: COMM 130.

330 Language and Communication. (3) This survey course explores the historical and contemporary functions of language in communication. The course will examine theories of language, meaning, and communication, with emphasis on contemporary language research and controversies surrounding language and meaning in society. Prerequisite: COMM 130.

341 Small Group Communication. (3) Examination of significant factors which affect the behavior and effectiveness of social and task groups. Study of group behavior research.

343 Organizational Communication. (3) Survey of the major communication functions in organizations and their relationship to personnel, administrative, technological, and social factors. Prerequisites: COMM 130, ENG 180 and 280.

344 Interpersonal Communication. (3) Theory and concepts relevant to face-to-face interaction. Focus
Communication

on the content of communication in relationships and the role of communication in creating and defining relationships. Prerequisites: COMM 130; ENG 180 and 280.

345 Computer-Mediated Communication. (3) Exploration of communication technology. Focus on and examination of competent communication technology use in a variety of contexts. Analysis of problematic issues of CMC including accuracy, trust, privacy, and identity. Prerequisite: COMM 130.

356 Persuasion. (3) Examination of the elements affecting people's opinions and decisions. Focuses on three general categories of variables: source, message, and audience characteristics. Prerequisite: COMM 130.

360 Communication Practicum. (1–8, repeatable to 8) Provides practicum experience for the student in communication. Prerequisite: consent of instructor and department chairperson.

377 Nonverbal Communication. (3) Introduces basic codes, properties, and principles of nonverbal communication. Multidisciplinary content approached from scientific perspective rather than intuitive and experiential judgments. Designed to improve the communication effectiveness and understanding of the communication process. Prerequisite: COMM 130.

381 Intercultural Communication. (3) (Global Issues) An introduction to the study of intercultural communication, with an emphasis on the application of communication approaches that increase intercultural understanding. Topics include interpersonal/intercultural theory and applications, globalization, cultural differences, and contemporary issues in language across cultures. Prerequisite: COMM 130.

400 Senior Honors Thesis Research. (5) Bibliographic and other preliminary work in preparation for a senior honors thesis (see COMM 401). Students will produce a final, graded project for this course. This course may not be taken concurrently with COMM 401. Prerequisites: ENG 180 and 280; COMM 310 or 311; students must be in good standing in the Centennial Honors College and must be juniors or first-semester seniors majoring in Communication.

401 Honors Thesis. (3) Students will write a senior honors thesis. This course may not be taken concurrently with COMM 400. Prerequisites: COMM 400; ENG 180 and 280; students must be in good standing in the Centennial Honors College and must be juniors or first-semester seniors majoring in Communication.


410 Advanced Interpersonal Communication. (3) Study of theory, concepts, and methodology relevant to communication in close relationships. Examination of the dynamics and management of interaction within these contexts. Writing Instruction in the Discipline (WID) course. Prerequisites: COMM 130 with a grade of C or higher; COMM 311 with a grade of C or higher; COMM 344; ENG 180 and 280.

413 Advanced Organizational Communication. (3) Study of communication in small groups and organizational settings. Examination of field, survey, and experimental studies contributing to the understanding and improvement of group and organization communication. Writing Instruction in the Discipline (WID) course. Prerequisites: COMM 130 with a grade of C or higher; COMM 311 with a grade of C or higher; COMM 343; ENG 180 and 280.

414 Communication Technologies in Professional Speaking. (3) Preparation and delivery of speeches and presentations in professional settings utilizing advanced rhetorical principles and advanced communication technologies. Prerequisites: ENG 180 and 280; COMM 241.

418 Independent Research in Communication. (1–6, repeatable to 6) Individual reading or research under supervision of the faculty. Open to juniors and seniors who have demonstrated competence in broadcasting, communication, rhetoric, public address, or the speech-language-hearing sciences. Prerequisites: ENG 180 and 280; consent of instructor and department chairperson.

425 Health Communication. (3) This course will survey a number of topics relevant to both the institutional settings of medicine (e.g., doctor-patient interaction, media campaigns) as well as the interpersonal ramifications of illness (e.g., social support). Prerequisite: COMM 130 or permission of instructor.

428 Family Communication. (3) This course will investigate communication processes in the context of the family environment. Specifically, it will examine communication’s role in and its influence on family relational processes. Prerequisite: COMM 130 or permission of instructor.

430 Communication Training and Development. (3) This course explores the knowledge and skills necessary to engage in effective communication training and development in organizations and/or consulting in the field of communication. Prerequisite: COMM 311.

441 Rhetoric and Public Culture. (3) The study of rhetoric’s power to shape and sustain public culture. Students learn how rhetoric influences civic and cultural life and execute an independent project examining the rhetorical strategies, argumentative approaches, and cultural significance of an influential rhetorical text. Writing Instruction in the Discipline (WID) course. Prerequisites: COMM 241 and 312; ENG 180 and 280.

456 Persuasive Campaigns. (3) Study of the design and execution of persuasive campaigns. Writing Instruction in the Discipline (WID) course. Prerequisites: COMM 130 with a grade of C or higher; COMM 311 with a grade of C or higher; COMM 241 and 356; ENG 180 and 280.

480 Special Topics in Communication. (1–3, repeatable to 6, for different topics, with permission of department chair) This course deals with selected topics of interest in communication such as nonverbal communication, intercultural communication, and family communication. Prerequisites: ENG 180 and 280; completion of at least 12 s.h. in Communication.

496 Communication Internship. (1–12, repeatable to 12) Directed work assignments in private or public sectors in communication areas. Students may count up to 3 s.h. of COMM 496 toward the Communication major. Prerequisites: Junior standing; 12 s.h. of Communication courses completed; ENG 180 and 280; permission of internship coordinator and department chairperson; a GPA of 2.25 in major courses taken as well as an overall GPA of 2.25. Graded S/U only.
The Department of Communication Sciences and Disorders offers a Bachelor of Science degree in Communication Sciences and Disorders. Undergraduates in Communication Sciences and Disorders study speech and language development; anatomy and physiology of speech and hearing; speech and hearing science; speech, language, and hearing disorders; and evaluation and treatment procedures.

Most undergraduates plan to apply to graduate school and pursue careers as speech-language pathologists or audiologists. The undergraduate program in Communication Sciences and Disorders provides the foundation for graduate work in either speech-language pathology or audiology. For students who plan to seek employment immediately after graduation, the major provides a solid background in disability, typical and atypical communication, professional report writing, and scientific thinking, all of which are useful in many professional settings.

The department also offers a minor in Communication Sciences and Disorders, which would complement coursework in related fields, such as Psychology and Social Work. Students majoring in fields such as Computer Science with an interest in artificial intelligence or voice recognition might find a minor in Communication Sciences and Disorders useful in understanding the science behind human communication.

GradTrac is available to Communication Sciences and Disorders majors. See page 77 for information about GradTrac.

**Honors Curriculum**—Academically qualified students in this department are welcome to complete an honors curriculum in University Honors, Upper Division Honors, or Lower Division Honors. All Honors students must complete the one-hour honors colloquium (G H 299). Lower Division Honors includes General Honors coursework. Upper Division Honors includes honors work in the major. University Honors combines Upper and Lower Division Honors. For more information about honors curricula, see page 98 or visit the Centennial Honors College website at wiu.edu/Honors.

**Degree Programs**

**Bachelor of Science—Communication Sciences and Disorders**

All students seeking the Bachelor of Science in Communication Sciences and Disorders must complete I, II, III, IV, and V below, and the foreign language/global issues requirement for the major*. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.

I. University General Education Curriculum (p. 69) ................................................................. 43 s.h.

II. Core Courses .......................................................................................................................... 45 s.h.
   CSD 100, 121, 122, 210, 211, 212, 312, 383, 385, 386, 390, 472, 481†, 482, 494

III. Any Approved Minor* ........................................................................................................... 16–20 s.h.

IV. Open Electives* ..................................................................................................................... 11–15 s.h.

V. Other...................................................................................................................................... 14 s.h.
   A. PSY 100
   B. STAT 171
   C. One of: BIOL 100, 101, 204; ZOOL 200
   D. One of: PHYS 100, 114, 115, 211; CHEM 101, 102, 150, 201, 202

**NOTE:** 3 s.h. of Category A and 10 s.h. of Categories B–D may count toward the University General Education Curriculum requirement.
Communication Sciences and Disorders

#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; or 3) any major’s discipline-specific global issues course; or 4) an approved study abroad program.

†CSD 481 fulfills the Writing Instruction in the Discipline (WID) graduation requirement.

*Categories III and IV must provide a minimum of 31 s.h. A range of semester hours is listed for each of these categories because the breakdown depends on the student’s choice of minor.

Minors

Minor in Communication Sciences and Disorders ................................................................. 18 s.h.
1. CSD 100 and 210................................................................. 6 s.h.
2. CSD 211 or 212.............................................................................. 3 s.h.
3. Select 9 s.h. from the following:.................................................. 9 s.h.
   CSD 312, 383, 385, 386, 390, 472, 481, 482, 494, or other courses with the approval of advisor.

Course Descriptions

COMMUNICATION SCIENCES AND DISORDERS (CSD)

010N Remedial Speech. (2) Intended for those students who wish to correct personal speech problems. Does not count toward graduation. Graded S/U only.


100 Introduction to Communication Sciences and Disorders. (3) Overview of the major areas of the field including speech-language development and pathologies and audiology. Orientation to career opportunities and professional affairs. Opportunity to observe clinical procedures.

121 Sign Language I. (3) Introduction to sign language with special focus on topics dealing with the Deaf community’s culture, heritage, and language.

122 Sign Language II. (3) An intermediate course that builds on introductory signs, focuses on supplemental areas of sign language including profession-specific signs, and American Sign Language (ASL). Prerequisite: CSD 121 or permission of instructor.

210 Basic Anatomy of the Speech and Hearing Mechanism. (3) Study of the anatomy, physiology, and neurology of the human speech and auditory mechanisms. Consideration of the processes of respiration, phonation, resonance, and audition.

211 Speech Science. (3) Introduction to the acoustical nature of speech and orientation to the basic instrumentation used in measurement and analysis.

212 Phonetics. (3) Study of the articulatory and acoustical nature of speech sounds used in English and other phonetic-phonemic phenomena. Instruction in using the International Phonetic Alphabet for transcription. Some attention to dialectal differences.

312 Normal Development of Speech and Language. (3) Study of the development of speech and language from birth through six years of age.

383 Neuroscience for Speech, Language, and Hearing. (3) Overview of the neuro-anatomy and neuro-physiology related to speech, language, and hearing. Emphasis will be placed on both the central and peripheral nervous systems. Prerequisite: CSD 210.

384 Introduction to Fluency and Voice Disorders. (3) Fluency and vocal pathologies, including nature, etiology, and remediation. Consideration of stuttering, cluttering, deviant voice, cleft lip/palate, and other orofacial anomalies. Prerequisites: CSD 210 and 211, or consent of instructor.

385 Developmental Communication Disorders. (3) Study of the characteristics, etiology, assessment, and treatment of developmental communication disorders. Topics will include speech sound disorders, cranio-facial disorders, autism, fluency, developmental syndromes, and child language disorders. Prerequisites: CSD 212 and 312.

386 Acquired Communication Disorders. (3) Study of the characteristics, etiology, assessment, and treatment of acquired communication disorders. Topics will include aphasia, apraxia, dysarthria, voice disorders, and dementia. Prerequisite: CSD 383.

390 Audiometry and Hearing Disorders. (3) The study of the problem of hearing loss, diagnosis, and audiological testing. Prerequisite: CSD 210, 211, or consent of instructor.

400 Senior Honors Thesis Research. (3) Bibliographic and other preliminary work in preparation for a senior honors thesis (see CSD 401). Students will produce a final, graded project for this course. This course may not be taken concurrently with CSD 401. Prerequisites: ENG 180 and 280; students must be in good standing in the Centennial Honors College and must be second-semester juniors or first-semester seniors majoring in Communication Sciences and Disorders.

401 Honors Thesis. (3) Students will write a senior honors thesis. This course may not be taken concurrently with CSD 400. Prerequisites: CSD 400; ENG 180 and 280; students must be in good standing in the Centennial Honors College and must be seniors majoring in Communication Sciences and Disorders.

418 Independent Research in Communication. (1–6, repeatable to 6) Individual reading or research under supervision of the faculty. Open to juniors and seniors who have demonstrated competence in speech-language-hearing sciences. Prerequisites: ENG 180 and 280; consent of instructor and department chairperson.

472 Scientific Thinking in Communication Sciences and Disorders. (3) Overview of the scientific method and interpretation of research literature in the field of communication sciences and disorders. Emphasis will also be placed on the use of evidence based practice in the fields of audiology and speech-language pathology. Prerequisites: ENG 280 and STAT...
171 and either junior or senior standing in CSD of permission of instructor.

481 Evaluation Procedures in Speech-Language Pathology. (3) Consideration of the general role of evaluation in speech and language therapy with intensive study of diagnostic tests and procedures used to assess communication disorders. Writing Instruction in the Discipline (WID) course. Prerequisites: ENG 180 and 280; CSD 390.

482 Clinical Methods in Speech-Language Pathology. (3) Study of the clinical management of communication disorders with particular emphasis on intervention methods such as developing treatment plans and monitoring treatment progress. Interviewing and counseling skills will also be addressed. Prerequisites: CSD 385 and 386.

488 Clinical Practicum in Speech-Language Pathology. (1, repeatable to 3) Supervised clinical practice with children and adults having speech or language disorders. Students must meet academic and observation hour requirement. Prerequisites: CSD 385 and 386; 30 clinical observation hours; minimum GPA of 3.0 in CSD coursework.

494 Aural Rehabilitation. (3) History and development of methods of speech reading and auditory training. Multisensory approach to rehabilitation emphasized including specific procedures for handling impaired students in the classroom. Prerequisites: CSD 390; ENG 180 and 280.

499 Clinical Practicum in Audiology. (1, repeatable to 3) Supervised clinical practice in the Speech-Language-Hearing Clinic with children and adults having hearing disorders. Students must meet academic and clinic observation hour requirements. Prerequisites: CSD 390; 30 clinical observation hours; minimum GPA of 3.0 in CSD coursework.
Computer Sciences

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Website: wiu.edu/computersciences

Faculty: Amaravadi, Andrew, Calkins, Clayton, Covert, DeVolder, Druckenmiller, Ehrlich, George, Kim, LaFlam, B. Lee, I. Lee, Leff, Mangalaraj, Maskarinec, J. A. McQuillan, J. M. McQuillan, Neumann, Philip, Siever, Thurman, Wasmundt, Woolley, Zhao.

Since its commercial introduction in the 1940s, the computer has wrought major changes in business, industry, government, and science, and with the possible exception of television, no other recent invention has so completely altered society as a whole. The student choosing to major in Computer Science, Information Systems, or Network Technologies is entering a dynamic career area filled with challenge and unlimited opportunities for individual growth.

The School of Computer Sciences offers a comprehensive curriculum. All students are expected to complete a core sequence in which they acquire the fundamental skills in computing or information systems and mathematics. Students may select advanced courses from a wide variety of specialized areas within Computer Science, Information Systems, or Network Technologies. Current offerings permit the student to become involved with a broad spectrum of business and scientific applications, software, and data base design, or the more theoretical basis of computing. The undergraduate degree programs offer course sequences leading to the Bachelor of Science in Computer Science, Bachelor of Science in Information Systems, and Bachelor of Science in Network Technologies.

GradTrac is available to Computer Science (Business and Traditional) and Network Technologies majors. See page 77 for information about GradTrac.

Honors Curriculum—Academically qualified students in this School are welcome to complete an honors curriculum in University Honors, Upper Division Honors, or Lower Division Honors. All Honors students must complete the one-hour honors colloquium (G H 299). Lower Division Honors includes General Honors coursework. Upper Division Honors includes honors work in the major. University Honors combines Upper and Lower Division Honors. For more information about honors curricula, see page 98 or visit the Centennial Honors College website at wiu.edu/Honors.

Integrated Baccalaureate and Master's Degree Program—Two integrated baccalaureate and master's degree programs are available for the Bachelor of Science in Computer Science: Master of Science in Computer Science and Master of Business Administration. An integrated degree program provides the opportunity for outstanding undergraduates to earn both degrees in five years. Please refer to the Graduate Studies catalog for details about the integrated program.

Degree Programs

Bachelor of Science—Computer Science

The program for the bachelor's degree shall contain the required departmental core of 24 s.h., a depth component of 12 s.h., UNIX or COBOL, and Departmental Electives chosen in consultation with the departmental advisor.

The School of Computer Sciences offers two options of courses designed to meet the career paths of its students; each student will choose an option after consultation with the advisor and with the approval of the School.

The Computer Science major requires a minor from one of the other disciplines on campus. Those students wishing to pursue the Business option must choose a minor from a business discipline in the College of Business and Technology or a cognate minor constructed from business courses approved by the School advisor and director.
Students choosing the Traditional Computer Science option can choose any minor or an approved cognate minor.

All students seeking the Bachelor of Science in Computer Science must complete I, II, and III.A or III.B below, and the foreign language/global issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.

I. University General Education Curriculum (p. 69) ................................................................. 43 s.h.
   (To include MATH 133—Traditional Option or MATH 137—Business Option)

II. Core Courses ......................................................................................................................... 21 s.h.
   CS 214, 250, 310, 351, 355, 491†, 492†

III. Options of Study (select A or B)

A. Computer Science (Traditional)
   1. Depth Courses .......................................................... 12 s.h.
      Choose four of the following: CS 400, 410, 420, 460, 465, 470
   2. CS 371 ........................................................................ 3 s.h.
   3. Departmental Electives .................................................. 9 s.h.
      Choose from NET 375 or any CS course except CS 101, 102, 111, 225, 302, 305, 315, 455, 483, 484, and 488.
   4. Other
      MATH 255, 311, and STAT 276............................................. 9 s.h.
   5. Minor ........................................................................ 16 s.h.
   6. Open Electives ............................................................... 7 s.h.

B. Business Option
   1. Depth Courses .......................................................... 12 s.h.
      Choose four of the following: CS 400, 410, 420, 460, 465, 470
   2. CS 220, 230 .................................................................. 6 s.h.
   3. Departmental Electives .................................................. 6 s.h.
      Choose from NET 375 or any CS course except CS 101, 102, 111, 225, 302, 305, 315, 455, 483, 484, and 488.
   4. Other
      MATH 255 and STAT 276..................................................... 6 s.h.
   5. Minor ........................................................................ 16 s.h.
   6. Open Electives ............................................................... 10 s.h.

#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) any major's discipline-specific global issues course; or 4) a Study Abroad program preapproved by the School.
†CS 491 and CS 492 fulfill the Writing Instruction in the Discipline (WID) graduation requirement.

A minimum cumulative grade point average of 2.00, both in Computer Science courses and overall, should be achieved by the junior year. These grade point averages must be maintained for graduation as a Computer Science major.

Bachelor of Science—Information Systems

All students seeking the Bachelor of Science in Information Systems must complete I, II, III, IV, V, and VI below, and the foreign language/global issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.

I. University General Education Curriculum (p. 69) ................................................................. 43 s.h.
   (To include MATH 133 or 137, STAT 171, and IS 325)

II. Core Courses ......................................................................................................................... 24 s.h.
   CS 214, 250; IS 324 or CS 484; IS 340, 341, 342, 462, 467

III. Directed and Departmental Electives ..................................................................................... 21 s.h.
   A. Directed IS Electives ................................................................. 9 s.h.
      Choose 3 courses from IS 343, 355, 405, 410, 415
B. Departmental Electives ................................................................. 12 s.h.
    Choose 4 courses from CS 114 or any 300-level course or above in Computer Science (CS), Network Technologies (NET), or Information Systems (IS) (except CS 302, 315, 420, 470, 483, 484; IS 324, 325)

IV. Other .......................................................................................... 9 s.h.
    BCOM 320‡, DS 303, MATH 255

V. Minor ............................................................................................. 16 s.h.
    Select any business minor

VI. Open Electives ............................................................................. 7 s.h.

Bachelor of Science—Network Technologies

The Network Technologies major requires a minor from one of the other disciplines on campus (except Computer Science).

All students seeking the Bachelor of Science in Network Technologies must complete I, II, III, IV, V, and VI below, and the foreign language/global issues requirement for the major*. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.

I. University General Education Curriculum (p. 69)................................. 43 s.h.
    (To include STAT 171 and MATH 137 and either POLS 101 or POLS 122)

II. Core Courses .................................................................................. 24 s.h.
    CS 214, 250, 310, 395; NET 321, 322, 432, 434

III. Directed Electives ........................................................................... 21 s.h.
    Choose seven of the following; NET 375, 422, 436, 490, 495, 499; CS 114, 320, 371, 400, 410, 415, 470; IS 342, 410

IV. Other .................................................................................................. 12 s.h.
    POLS 300, BCOM 320‡, IS 344, MATH 255

V. Minor ................................................................................................ 16 s.h.

Note: Network Technologies majors may not minor in Computer Science.

VI. Open Electives .............................................................................. 4 s.h.

#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) any major’s discipline-specific global issues course; or 4) a Study Abroad program preapproved by the School.

‡Completion of BCOM 320 fulfills the Writing Instruction in the Discipline (WID) graduation requirement.

Minors

Minor in Computer Science ................................................................. 18 s.h.

Traditional
1. CS 114, 214, 250 ........................................................................... 9 s.h.
2. Computer Science Electives .......................................................... 9 s.h.

Note: A total of 6 s.h. must be at the 300 level or above.

Microcomputer Applications
1. CS 101, (114 or 220 or 488), (301 and 483), or (302 and 315)................. 12 s.h.
2. Computer Science Electives .......................................................... 6 s.h.

Note: A total of 6 s.h. must be at the 300 level or above.
Minor in Information Systems ................................................................. 21 s.h.
1. CS 114, 214; IS 324, 340, 341, 342 .................................................. 18 s.h.
2. Select remaining hours from upper division IS courses ..................... 3 s.h.

Minor in Network Technologies ............................................................ 18 s.h.
1. CS 114, 214; NET 321, 322 .......................................................... 12 s.h.
2. Choose any two from: NET 375, 422, 436; CS 320, 395 ..................... 6 s.h.

Course Descriptions

COMPUTER SCIENCE (CS)

101 Introduction to Computers I. (3) Covers computer hardware and computing concepts; introduction to word processing, spreadsheets, database, electronic communications, and presentation software. Cannot be applied to the Computer Science major. Credit cannot be given for more than one of CS 101, 111, or 203.
IAI: AG 913; BUS 902

102 Introduction to Computers II. (3) Covers advanced word processing, presentation graphics, database software, integration of software, and software needs analysis. Will contain a team project. Cannot be applied to the Computer Science major. Prerequisite: CS 101 or equivalent.

111 Introduction to Computers for Teachers. (3) Designed for elementary and secondary teacher education. Covers basic computer literacy, electronic communication, introduction to the World Wide Web, basic word processing, and spreadsheet-based grade books. Cannot be applied to the Computer Science major. Credit cannot be given for more than one of CS 111, or 203. Prerequisite: permission of Teacher Licensure Officer.

114 Introduction to Computer Science. (3) Introduction to computer algorithms, problem specification, correctness, computer structure, sets, truth tables, functions, and iteration. Presentation of basic principles of a current programming language. Credit cannot be given for CS 114 after or in the same semester as credit is given for CS 214. Credit cannot be given for CS 114 and CS 211 or CS 212 or CS 201.

211 Principles of Computer Science I. (2) Introduction to computer algorithms, problem specification, correctness, computer structure, ethics, sets, functions, iteration, and recursion. Credit cannot be given for both CS 211 and CS 201. Corequisites: CS 212 and MATH 100 or equivalent.
IAI: CS 911 if CS 212 also completed.

212 Basics of Java. (1) Will present the basic principles of the Java language including types, program structure, iteration, decision statements, single dimensioned variables, classes, objects, and methods. Credit cannot be given for both CS 212 and CS 201. Corequisite: CS 211 or equivalent.
IAI: CS 911 if CS 211 also completed.

214 Principles of Computer Science. (3) Introduction to computer program design, testing, documentation, simple data structures, references, sorting, searching, and algorithm development. Credit cannot be given for both CS 214 and CS 202. Prerequisite: MATH 100.
Corequisites: MATH 128, 3 hrs. lect.; 1 hr. lab. 
IAI: CS 912.

220 Introduction to COBOL. (3) Structured programming methods in COBOL. Introduction to file concepts and file processing.

225 Programming for Engineering and Science. (3) Fundamental principles, concepts, and methods of computing, with emphasis on applications in the physical sciences and engineering. Basic problem solving and programming techniques: fundamental algorithms and data structures; use of computers in solving engineering and scientific problems. Cannot be used towards a major in Computer Science. Prerequisite: MATH 133.

230 External Files. (3) To introduce concepts and techniques to create and maintain sequential, indexed, and relative files using Virtual Storage Access Methods (VSAM) and Access Method Service utilities (IDCAMS). Prerequisite: CS 220 or equivalent.

250 (Formerly CS 350) Data Structures I. (3) Review of basic structures; object-oriented techniques; analysis, comparison, and design of algorithms for data structure processing; sorting, searching methods. Prerequisites: CS 214 with a grade of C- or better and MATH 128 or equivalent.

301 Advanced Microcomputer Systems with Spreadsheet Applications. (3) This course covers advanced spreadsheet techniques including microprogramming. Also covered are on-line information systems, package installation, and other advanced application techniques. Credit cannot be given for both CS 301 and CS 302. Prerequisite: CS 101 or 203.

302 Spreadsheet and Database Applications. (3) Covers both spreadsheet and database applications from a business perspective. Emphasis will be placed on working with formulas, formatting, charting, query construction, form generation, report generation, and the integration of these applications. Cannot be applied towards the Computer Science major. Credit cannot be given for both CS 301 and CS 302. Credit cannot be given for both CS 483 and CS 302. Prerequisite: CS 101 or equivalent.

305 Introduction to Computer Forensics. (3) An introduction to computer forensics. The course will cover a range of computer hardware and forensics software tools on current and past operating systems. Cannot be applied toward the Computer Science major. Prerequisite: CS 101 or equivalent.

310 Computer Organization I. (3) Numeric representation, logical gates, latches, adder design; architectural components: ALU, bus, IO devices, memory organization; instruction set design and tradeoffs, addressing techniques. Prerequisites: CS 214.

315 E-Commerce Technology. (3) Concepts, design, and applications related to electronic commerce. Course is designed for nonmajors, especially those who will manage or operate an E-Commerce system in a business environment. Cannot be applied toward the Computer Science major. Prerequisite: CS 101 or an introductory programming class.

320 (Formerly CS 440) Ethical, Social and Legal Issues in the Digital World. (3) (Global Issues) Study of challenges and implications of computer technology for users and IT professionals. Topics include global perspectives on ethical, social, and legal issues in software quality, freedom of expression, privacy, intellectual property, hacking, and computer crime. BGS online writing course. Prerequisite: junior standing.

351 Data Structures II. (3) Advanced data structures with emphasis on non-linear data structures. Strategies for constructing algorithmic problem solutions. Analyzing the time and space efficiency of algorithm
Computer Sciences

implementations. Prerequisite: CS 250 with a grade of C- or better and (MATH 255 or MATH 341).

355 Automata and Computability Theory. (3) An introduction to the modern theory of computing: automata theory, formal languages, and effective computability. Topics covered include finite automata and regular languages, pushdown automata and context-free languages; Turing machines and general computability; undecidability and the halting problem. Prerequisites: junior standing and (MATH 255 or MATH 341).

371 UNIX L. (3) An introduction to the UNIX environment. Includes shell commands, scripting, regular expressions, SED, process manipulation, forks, threads, shared memory, semaphores, and sockets. Prerequisite: CS 250 or Corequisite: CS 250.

380 Survey of Programming Languages. (3) Comparative study of programming languages. Applications and features of common languages in terms of data definitions, structures, storage. Language implementations of common algorithms. Prerequisite: CS 214 or 230.

395 Computer Privacy and Security. (3) Methods of protecting data in computer and communications systems from unauthorized disclosure or modification while maintaining availability for authorized users. Modern cryptographic methods: symmetric and public key cryptography, message digests, digital signature and certificates. Secure protocols: firewalls, VPNs and IDS. Prerequisite: CS 214 or consent of School.

396 Honors Seminar. (3, repeatable once) Intended for Computer Science honors students. Topic varies with each offering of the course with no topic being repeated in any four-year period. Prerequisite: Honors Program participant of consent of School.

400 Computer Organization II. (3) Computer systems analysis and design, interconnection structures, memory, input/output processors, machine instructions sets, microprogramming, CPU structures, control units, parallel processing, computer architectures and systems. Prerequisites: CS 214 and 310.

410 Operating Systems. (3) Overview of the concepts/ theory of operating systems with emphasis on process management, memory management, file management, scheduling, device management, and synchronization. Prerequisites: CS 310 and 250.

412 Graphical User Interface Programming. (3) Development of programs that use multiple windows, dialog boxes, mouse input, interapplication communication using API calls, object-oriented frameworks and application builders. Prerequisite: CS 250.

415 E-Commerce Systems Development. (3) Tools and technologies related to electronic commerce system development will be covered. Emphasis will be placed on developing the infrastructure and exploring the emerging technical issues in support of E-Commerce. Prerequisite: CS 250.

420 Computer Communication and Networks. (3) Survey of the operational features of telecommunications systems, computer networks, and distributed-processing systems. Considerations for the design of real-time systems. Credit cannot be given for both CS 420 and (CS 484 or IS 324). Cannot be applied toward the Network Technologies major. Prerequisite: CS 351.

425 Server-Side Web Development. (3) Significant development of server-side web applications using server-side architecture and a current scripting language. Prerequisite: CS 351 or (CS 250 and IS 415) or (CS 250 and NET 422).

455 Computer System Security. (3) Survey of major areas of computer system security. Emphasis on detection and prevention. Hardware and software discussed. Cannot be applied to the Computer Science major. Prerequisite: CS 101 or equivalent.

460 Artificial Intelligence Methods. (3) Survey of major AI applications areas. Introduction to basic techniques in automatic problem solving, pattern recognition, natural language processing, robotics. Prerequisite: CS 351.

465 Computer Graphics. (3) Introduction to computer-generation of graphs and pictures, using both character and pixel graphics methods, in two and three dimensions. Animation techniques, CAD methods. Computer lab projects. Prerequisite: CS 351.

470 Database Systems. (3) Survey of data models with emphasis on the relational model. Data normalization. Query languages and query optimization. Design and security considerations. Exposure to commercial database management systems. Credit cannot be given for both CS 470 and (CS 483 or IS 342). Prerequisite: CS 351 or NET 432.

473 Computer Simulation. (3) Introduction to computer simulation techniques and programming languages, GPSS and SIMSCRIPT. Prerequisite: CS 250.

483 Microcomputer Systems with Database Applications. (3) Concepts and design of commercial computer and telecommunications networks. Course is designed for nonmajors, especially those who will manage or operate networks in a business environment. Cannot be applied to the Computer Science major. Credit cannot be given for both CS 483 and (CS 302 or CS 470 or IS 342). Prerequisite: CS 101.

484 Network and Data Communications Concepts. (3) Concepts and design of commercial computer and telecommunications networks. Course is designed for nonmajors, especially those who will manage or operate networks in a business environment. Cannot be applied toward the Computer Science major. Credit cannot be given for both CS 484 and (IS 324 or CS 420). Prerequisite: CS 101 or CS 114 or CS 214 or (CS 211 and CS 212).

486 Mobile Application Development. (3) Development of applications for mobile computing devices. Topics include mobile platforms and languages; application design for small screens; battery and resource management; debugging and testing techniques; and application distribution ecosystems. Prerequisite: CS 250 or permission of instructor.

488 Introduction to Programming with Visual Basic. (3) Introduction to the principles of programming for Windows in Visual Basic. Principles include event-driven programming, control structures, data types and structures, properties, events, methods of controls, and forms. Cannot be applied toward the Computer Science major. Prerequisite: CS 101 or ET 105, or equivalent.

491 Software Engineering I. (3) This course will cover the design principles of large software systems. Emphasis will be on proper requirement analysis, software design, resource requirements, maintenance, prototypes, team participation, and the software engineering life cycle. Writing Instruction in the Discipline (WID) course. Writing Instruction in the Discipline (WID) course. Prerequisites: CS 351, 355; ENG 280; and at least 85 s.h.; and consent of School.

492 Software Engineering II. (3) This course is a continuation of CS 491. This course will cover the project management, implementation, testing, and maintenance of a large software system. Emphasis will be on teamwork and industrial standards for software development. Writing Instruction in the Discipline (WID) course. Prerequisite: CS 491.

495 Computer Science Internship. (1-12, repeatable to 12) Credit for work experience in a research, governmental, or business organization. Internship project report required. Only 3 s.h. can be used for the
An introduction to business management tools and techniques necessary to plan and manage a company's transformation. Topics include IT security policy development with risk management, threat assessment, and business continuity planning. Prerequisites: IS 341 and 342, or consent of School.

Prerequisites: IS 341 and 342. Prerequisites: IS 324, 340; CS 214. This course on global social networks, including services, capabilities, and limitations of communication networks. The course will focus on the use of communication networks in a global organizational context. Prerequisite: CS 101 or CS 114 or CS 214 or (CS 211 and CS 212).

This course examines the role, implications, and practical operations of virtual communities and social networks in a global and cross-cultural environment. Prerequisites: at least one course in each of Category III and Category IV of the General Education Curriculum.

Develop a thorough understanding of what information systems are, their technical foundations, where they are used in organizations, and how they are developed. Prerequisites: IS 341 and 342. This course on global social networks, including virtual communities, places emphasis on fundamental information technology, facilitation methods, and practical operations of virtual communities and social networks in a global and cross-cultural environment. Topics covered relate to both computer and systems architecture and communication networks, with a focus on services and capabilities that IT infrastructure solutions enable in an organizational context.

This course provides an introduction to data communication networks. The course will focus on the services, capabilities, and limitations of communication networks in a business organizational context. Credit cannot be given for both IS 324 and CS 349 or CS 420. Prerequisites: CS 101 or CS 114 or CS 214 or (CS 211 and CS 212).

An introduction to enterprise management tools and techniques necessary to plan and manage a company's telecommunications and network functions. Topics include telecommunications management and network administration basics; telecommunications planning and project management; and operations and acquisition management. Prerequisites: IS 324 or permission of School director.

This course examines implications and challenges of operational security in global IT organizations, and reviews legal, social, and ethical issues related to security management. Topics include security policies, risk management, threat assessment, and business continuity planning. Prerequisites: IS 341 and 342, or consent of School.

This course explores the design, selection, implementation, and management of enterprise IT solutions. The focus is on IT applications and infrastructure and their fit within business organizations. Prerequisites: IS 341 and 342, or consent of School.

This course provides an introduction to data communication networks. The course will focus on the services, capabilities, and limitations of communication networks in a business organizational context. Credit cannot be given for both IS 324 and CS 349 or CS 420. Prerequisites: at least one course in each of Category III and Category IV of the General Education Curriculum.

Develop an understanding of the theoretic and practical issues related to the application of IT in support of Web IT Systems development and management. Emphasis will be placed on developing the infrastructure and exploring the emerging technical and managerial issues in support of Web IT Systems. Prerequisites: IS 341 and 342.

For Information Systems majors only. Prerequisites: IS 341 and senior standing, with written permission of School director.

Credits are based on experience, on- or off-campus, in an organization involving computerized information systems. Intern will be supervised by a faculty coordinator and an executive in the business firm. Reports of work experience are submitted to the coordinator periodically. Final report required. For Information Systems majors only. Prerequisites: IS 341, 342, and junior or senior standing, with written permission of School director. Graded S/U only.

Provides a project option within the Information Systems Honors program. Project directed by a faculty member in the School of Computer Sciences. Prerequisite: Senior IS Honors Program participant or consent of the School of Computer Sciences.

INTRODUCTION TO BUSINESS MANAGEMENT TOOLS AND TECHNIQUES NECESSARY TO PLAN AND MANAGE A COMPANY'S TRANSFORMATION. TOPICS INCLUDE TELECOMMUNICATIONS MANAGEMENT AND NETWORK ADMINISTRATION BASICS; TELECOMMUNICATIONS PLANNING AND PROJECT MANAGEMENT; AND OPERATIONS AND ACQUISITION MANAGEMENT. PREREQUISITES: IS 324 OR PERMISSION OF SCHOOL DIRECTOR.

INFORMATION SYSTEMS (IS)

215 IT Infrastructure. (3) An introduction to IT infrastructure issues in Information Systems. Topics covered relate to both computer and systems architecture and communication networks, with a focus on services and capabilities that IT infrastructure solutions enable in an organizational context.

This course provides an introduction to data communication networks. The course will focus on the services, capabilities, and limitations of communication networks in a business organizational context. Credit cannot be given for both IS 324 and CS 349 or CS 420. Prerequisites: at least one course in each of Category III and Category IV of the General Education Curriculum.

340 Introduction to Information Systems. (3) Develop a thorough understanding of what information systems are, their technical foundations, where they are used in organizations, and how they are developed. Prerequisites: IS 341 and 342. This course on global social networks, including virtual communities, places emphasis on fundamental information technology, facilitation methods, and practical operations of virtual communities and social networks in a global and cross-cultural environment. Topics covered relate to both computer and systems architecture and communication networks, with a focus on services and capabilities that IT infrastructure solutions enable in an organizational context.

This course on global social networks, including virtual communities, places emphasis on fundamental information technology, facilitation methods, and practical operations of virtual communities and social networks in a global and cross-cultural environment. Topics covered relate to both computer and systems architecture and communication networks, with a focus on services and capabilities that IT infrastructure solutions enable in an organizational context. Credit cannot be given for both IS 324 and CS 349 or CS 420. Prerequisites: at least one course in each of Category III and Category IV of the General Education Curriculum.

342 Enterprise Database Management. (3) A study of the theory and application of database management systems including their design, development, and management. Credit cannot be given for both IS 342 and CS 349 or CS 470. Prerequisites: IS 324, 340, CS 214.

343 Strategic Systems. (3) The role, implications, and relevance of Information Technology (IT) in managing businesses; management issues concerning IT strategy, planning, and competitive advantage; process innovation and re-engineering; and organizational transformation. Prerequisites: IS 341 and 342, or permission of School director.

344 Telecommunications Planning Management. (3) An introduction to business management tools and techniques necessary to plan and manage a company's telecommunications and network functions. Topics include telecommunications management and network administration basics; telecommunications planning and project management; and operations and acquisition management. Prerequisites: IS 324 or permission of School director.

355 Information Assurance. (3) This course examines implications and challenges of operational security in global IT organizations, and reviews legal, social, and ethical issues related to security management. Topics include security policies, risk management, threat assessment, and business continuity planning. Prerequisites: IS 341 and 342, or consent of School.

405 Business Intelligence and Decision Support Systems. (3) This course focuses on the features, uses, and design strategies for IT-enabled managerial decision support. Data-oriented techniques for business intelligence and corporate decision making are emphasized. Prerequisites: IS 341 and 342, or consent of School.

410 Enterprise Architecture. (3) This course explores the design, selection, implementation, and management of enterprise IT solutions. The focus is on IT applications and infrastructure and their fit within business organizations. Prerequisites: IS 341 and 342, or consent of School.

415 Web IT Systems Development and Management. (3) This course will cover tools and technologies related to Web IT Systems development and management. Emphasis will be placed on developing the infrastructure and exploring the emerging technical and managerial issues in support of Web IT Systems. Prerequisites: IS 341 and 342.

460 Independent Study in Information Systems. (1–3, repeatable to 3) Independent study with written report on a problem mutually selected by student and instructor. For Information Systems majors only. Prerequisites: IS 341 and senior standing, with written permission of School director.

462 IS Project Management and Development. (3) Study of the issues and challenges in managing information systems' development projects. Students will also identify, develop, and implement a solution to an information systems' problem. Prerequisites: IS 341 and 342.

466 Topics in Healthcare Informatics. (3, repeatable to 6) Topics include the study of healthcare information systems and their use in healthcare and clinical practice as well as in healthcare research and education. Prerequisites: IS 341 and 342.

467 Topics in Enterprise Systems. (3) This course is designed to provide an understanding of the theoretic and practical issues related to the application of Enterprise Systems within organizations with a focus in the integration of information and organizational forms and processes across functional areas using unified systems. Prerequisites: IS 341 and 342.

470 Internship in Information Systems. (3–12, repeatable to 12) Work experience, on- or off-campus, in an organization involving computerized information systems. Intern will be supervised by a faculty coordinator and an executive in the business firm. Reports of work experience are submitted to the coordinator periodically. Final report required. For Information Systems majors only. Prerequisites: IS 341, 342, and junior or senior standing, with written permission of School director. Graded S/U only.

497 Senior Honors Project. (3–6, repeatable to 6) Provides a project option within the Information Systems Honors program. Project directed by a faculty member in the School of Computer Sciences. Prerequisite: Senior IS Honors Program participant or consent of the School of Computer Sciences.
321 Local Area Network Management. (3) An examination of local area network topologies, protocols, and operating systems. Topics will include the OSI 7 layer network model; packet switching, Ethernet, wireless LANs, and LAN Security. Prerequisite: CS 114 or 214.

322 Wide Area Network Management. (3) An examination of wide area network topologies, protocols, and architectures. Topics will include an overview of the Internet, switching technologies, packet switching networks, and the network architecture layers. Prerequisites: NET 321.

375 Systems Administration. (3) Administration of server systems, configuring users, groups, and devices, software management, backups, network services configuration, server security and performance, scripts for server management. Prerequisite: CS 214.

422 Web Technologies. (3) An examination of the Web and its current development technologies. Topics will include HTML, XML, scripting, Web databases, and Web services. Prerequisite: NET 321.

432 Network Performance Analysis. (3) Introduces the basic concepts of computer network performance evaluation, modeling of traffic flows, network queues, delay, and loss models. Topics will also include performance evaluation of multiple access methods, measurement, and simulations of network performance. Prerequisites: NET 322; MATH 137, 255; STAT 171.

434 Distributed Systems. (3) Covers the principles of distributed systems and their design. Topics will include the characteristics and constraints of distributed algorithms, security, and reliability issues of distributed systems. Prerequisite: NET 322; CS 250.

436 Advanced Network Security. (3) An examination of advanced network security issues. Topics will include advanced security models, encryption, intrusion detection, recovery, certificates, authentication, and biometrics. Prerequisites: NET 322 and CS 395.

490 Network Technologies Seminar. (1–3, repeatable to 6, 3 per semester) Special topics treating areas of Network Technologies and/or applications. Prerequisites: junior standing and consent of School.

495 Network Technologies Internship. (1–12, repeatable to 12) Work experience in a research, government, or business organization. Internship project report required. Only 3 s.h. can be used for the major. Prerequisites: 15 s.h. of Network Technologies major courses and School approval. Graded S/U only.

497 Senior Honors Project. (3–6, repeatable to 6) Provides a project option within the Network Technologies Honors program. Project directed by a faculty member in the School of Computer Sciences. Prerequisite: Senior NET Honors Program participant or consent of the School of Computer Sciences.

499 Independent Study. (1–3, repeatable to 6, 3 per semester) Individual study or research in the area of Network Technologies under the supervision of a School faculty member. Project report required. Prerequisites: junior standing and consent of the School.
Counselor Education

Chairperson: Dr. Rebecca Newgent
Office: WIU-Quad Cities, Room 277, 3561 60th St., Moline IL 61265
Telephone: (309) 762-1876; Fax: (309) 762-6989
E-mail: RA-Newgent@wiu.edu
Website: wiu.edu/counselored

Faculty: Alexander-Albritton, Newgent, Nikels, O’Ryan, Stoner-Harris.
Adjunct Faculty: Macias, Partridge.

The Department of Counselor Education offers graduate degree programs for students interested in pursuing careers in the counseling profession.

Course Descriptions

COUNSELOR EDUCATION (CN)

241 Career and Personal Development. (2)
This course emphasizes self-exploration leading to understanding and enhancing the student’s own career and personal development. Students receive exposure to methods of learning about careers, job hunting strategies, and effective ways of presenting themselves. Through internal and external exploration activities, students receive assistance in academic and career decision making.

433 Special Problems in Counseling. (1, repeatable for different titles) Designed to provide a group of students an opportunity for further professional growth and to apply problem solving approaches in dealing with specific educational problems. Prerequisite: junior or senior standing, or permission of instructor. Graded S/U only.
Curriculum and Instruction

Chairperson: Dr. Anne Gregory
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E-mail: C-I@wiu.edu
Website: wiu.edu/curriculum


The primary purpose of the Elementary, Early Childhood, and Special Education programs is to prepare candidates to become educational practitioners who engage in informed action that is grounded in knowledge and reflection; who are deeply committed to the highest standards of professional practice; who are able to adapt to emerging social, economic, and cultural landscapes; who are skilled in the use of technological tools that promote teaching and learning; and who are committed to empowering all learners. The programs provide students with a foundation of general studies, a scope and sequence of carefully designed professional courses emphasizing exploratory, experiential, student-centered teaching and learning, and extensive experiences observing and working with children in a variety of classroom settings. Field experiences begin early in each program and gradually increase through the senior year, culminating in a minimum of 12 weeks of student teaching.

The Department of Curriculum and Instruction offers two degree programs: the Bachelor of Science in Education with a major in Elementary Education (with options in Elementary Education and Early Childhood Education) and the Bachelor of Science in Education with a major in Special Education.

The Elementary Education option leads to Illinois state licensure in grades kindergarten through nine in self-contained classroom situations. Students may choose to earn an additional endorsement which will enable them to teach in departmentalized situations at the middle school level. The Early Childhood Education option leads to licensure for teachers to work with children from birth through grade three. Graduates of this program are qualified to teach in birth to three programs, preschool, and prekindergarten programs for children with special needs, and kindergarten through third grade classrooms.

Students who successfully complete the Special Education major will qualify for licensure as a Learning Behavior Specialist I. Instructional time in the major typically begins in the freshman year and increases through the senior year. Students participate in the assessment and instruction of children with special needs in a variety of classroom settings in the local schools. Sixteen weeks of student teaching are required with the time distributed equally between the elementary and secondary levels. Upon graduation, students will qualify to teach exceptional children K–age 21 as LBS I teachers. Students are urged to contact the Special Education advisor in Horrabin Hall 91 to obtain assistance in planning their programs to meet licensure requirements. All majors must be accepted into the Teacher Education Program (TEP) and must pass all TEP and departmental requirements to continue in the program. Students may complete a dual licensure program for Special Education and Elementary Education.

Honors Curriculum—Academically qualified students in this department are welcome to complete an honors curriculum in University Honors, Upper Division Honors, or Lower Division Honors. All Honors students must complete the one-hour honors colloquium (G H 299). Lower Division Honors includes General Honors coursework. Upper Division Honors includes honors work in the major. University Honors combines Upper and Lower Division Honors. For more information about honors curricula, see page 98 or visit the Centennial Honors College website at wiu.edu/Honors.
Elementary Education and Early Childhood Selection/Retention Policy

There are two levels of students in the Elementary Education (ELED) and Early Childhood Education (ECH) programs: Pre-ELED/Pre-ECH students and ELED/ECH students.

Pre-ELED/Pre-ECH students: All students who have been accepted into the University and who wish to major in either the Elementary Education or Early Childhood Education program.

- Pre-ELED/Pre-ECH students at WIU may become ELED/ECH students after full acceptance to the Teacher Education Program (TEP), and with a cumulative GPA of 2.75 and a 2.75 GPA in the major.
- All students seeking an option in Elementary Education are required to successfully complete the following courses before becoming an ELED student: ELED 110, 170, 270; EIS 201, 202; IDT 285; LLA 313; MATH 106, 206; KIN 360.
- All students seeking an option in Early Childhood Education are required to successfully complete the following courses before becoming an ECH student: IDT 278, 285; LLA 311; MATH 106, 206; ECH 271, 273, 274.
- Pre-ELED/Pre-ECH students must establish and maintain a minimum 2.50 cumulative and major GPA to enroll in a freshman- or sophomore-level field experience.
- The department Selection/Retention Committee will hear appeals from Pre-ELED/Pre-ECH students who are seeking enrollment in courses who have below a 2.50 GPA but not less than a 2.30 GPA.

Transfer Students: All grades on the transfer transcript will count in the calculation of the 2.75 GPA to determine eligibility to become an ELED/ECH/SPED major and enroll in upper-division courses and field experiences.

For additional information about Teacher Education requirements, see the Teacher Education section (p. 341).

Degree Programs

Bachelor of Science in Education—Elementary Education Option or Early Childhood Education Option

All students seeking the Bachelor of Science in Education with an option in Elementary Education must complete I, II, and III.A below, and the foreign language/global issues requirement for the major#. All students seeking the Bachelor of Science in Education with an option in Early Childhood Education must complete I, II, and III.B below, and the foreign language/global issues requirement for the major#. Students are to meet the University General Education and state licensure requirements, and doing so requires close articulation with their academic advisor. The minimum semester hour requirement for the baccalaureate degree is 120 s.h. Teacher Education will require additional hours.

\textit{In accordance with the Illinois State Board of Education licensure rules, all candidates seeking teacher licensure are required by Western Illinois University to obtain a grade of “C” or better in all directed General Education courses, all core courses, and all courses in the option. Note C- is below a C.}

I. University General Education Curriculum (p. 69) .............................................................. 44 s.h. (including ARTH 180, GEOG 110, HIST 105 or 106, MATH 106*, MUS 190, POLS 122) (Elementary Education students: 8 s.h. of science which must include at least one Biological and one Physical Science course, one of which must be a lab course) (Early Childhood Education students: a Biological and a Physical Science course, one of which must be a lab)

II. Core Courses .................................................................................................................. 19 s.h. C&I 476, EIS 202, IDT 285, KIN 360, MATH 206*, RDG 383?, SPED 210

III. Options of Study (select A or B)
A. Elementary Education
Additional Licensure/Accreditation Requirements .................................................. 58 s.h.
ELED 110, 170 (1 s.h.), 270 (1 s.h.), 370 (1 s.h.), 371 (1 s.h.), 410, 470 (4 s.h.); LLA 313;
RDG 384†, 433; SCED 364, 464; SSED 365, 495; MATH 364, 367; EIS 301, 305 401;
SPED 390; Student Teaching (12 s.h.)

B. Early Childhood Education
Additional Licensure/Accreditation Requirements .................................................. 64 s.h.
ECH 271, 273, 274, 351, 353, 355, 356, 380 (1 s.h.), 381 (1 s.h.), 410, 474, 480 (3
s.h.); RDG 382†, 432; CSD 312; LLA 311; IDT 278; MATH 362; SCED 352; SSED 354;
Student Teaching (12 s.h.)

#The foreign language/global issues graduation requirement may be fulfilled by
successfully completing one of the following: 1) an intermediate foreign language
requirement; 2) a General Education global issues course; or 3) SSED 495.
*The sequence MATH 106/206 may count as 3 s.h. of General Education/Mathematics
credit for Elementary Education, Early Childhood Education, Bilingual/Bicultural Education,
and Special Education majors only.
†RDG 383 and RDG 384 fulfill the Writing Instruction in the Discipline (WID) graduation
requirement for the Elementary Education option. RDG 382 and RDG 383 fulfill the
Writing Instruction in the Discipline (WID) graduation requirement for the Early Childhood
Education option.

Bachelor of Science in Education—Special Education

All students seeking the Bachelor of Science in Education with a major in Special Education
must complete I, II, III, and IV below, and the foreign language/global issues requirement
for the major#. The minimum semester hour requirement for the baccalaureate degree is
120 s.h. Teacher Education will require additional hours.

In accordance with the Illinois State Board of Education licensure rules, all candidates
seeking teacher licensure are required by Western Illinois University to obtain a grade of “C”
or better in all directed General Education courses, all core courses, and all courses in the
option. Note C- is below a C.

I. University General Education Curriculum (p. 69) .................................................. 43 s.h.
   (including MATH 106*, a Biological and a Physical Science—one of which must be a
   lab, POLS 122, HIST 105 or 106, GEOG 110)

II. Core Courses ........................................................................................................... 41 s.h.
   SPED 200, 250, 280, 300, 320, 360, 370†; 400†, 405, 415, 417, 420, 430, 440, 445, 460

III. Content Requirements ......................................................................................... 25 s.h.
   IDT 278, 285; MATH 206*, 364; RDG 383, 384, 433; SCED 364; SSED 365

IV. Professional Education ......................................................................................... 20 s.h.
   A. EIS 202, 301, 401 .............................................................................................. 8 s.h.
   B. Student Teaching: STCH (K–6), (7–12) ......................................................... 12 s.h.

#The foreign language/global issues graduation requirement may be fulfilled by
successfully completing one of the following: 1) an intermediate foreign language
requirement; 2) a General Education global issues course; or 3) SSED 495.
*The sequence MATH 106/206 may count as 3 s.h. of General Education/Mathematics
credit for Elementary Education, Early Childhood Education, Bilingual/Bicultural Education,
and Special Education majors only.
†SPED 370 and SPED 400 fulfill the Writing Instruction in the Discipline (WID) graduation
requirement.

Students who wish to work toward licensure in both Special Education and Elementary
Education may do so as a Special Education major. Dual licensure students take all
required Special Education courses as well as additional elementary content classes.
**Course Descriptions**

**CURRICULUM AND INSTRUCTION (C&I)**

403 Middle Level Education. (4) Philosophical development of the middle school will be analyzed as well as the advisory role of the middle school teacher for health and social services. Developmentally appropriate curriculum and instructional methods including content area reading instruction and techniques for blending subject matter content relevant to the early adolescent are provided. A minimum grade of C is required of Teacher Education majors. Prerequisites: EIS 301 or at least one methods course; fully accepted into Teacher Education Program (TEP).

467 Parent/Community Involvement. (3) Techniques for working with and involving families/community, including conferencing skills, newsletters, home-visits, parent education, volunteers, meetings, and other ways to develop open communication and parental and community support. A minimum grade of C is required of Teacher Education students. Restricted: departmental permission. Prerequisite: fully accepted into Teacher Education Program (TEP).

**EARLY CHILDHOOD (ECH)**

271 Early Childhood Education. (3) History and philosophy of early childhood education, recent trends, programs, and techniques for education of children, birth through eight years. A minimum grade of C is required of Teacher Education majors.

273 Understanding the Young Child. (3) Social context in which child functions, development within family, social institutions, Pre- and post-natal forces, effects upon child, techniques for dealing with them. A minimum grade of C is required of Teacher Education majors. Restricted: early childhood program or departmental permission.

274 The Young Child as a Learner. (3) The child's acquisition of language, intellectual, and personality development. Relationship between child's growth and development, his/her activities outside and within social institutions. A minimum grade of C is required of Teacher Education majors. Restricted: early childhood program or departmental permission.

351 Science and Math for Young Children in Regular and Inclusive Settings: Birth to Preschool. (4) Methods and content for planning, implementing, and assessing science and math curriculum for young children, birth to preschool. A minimum grade of C is required of Teacher Education majors. Prerequisites: ECH 271, 273, 274; fully accepted into Teacher Education Program (TEP). Corequisite: ECH 380.

353 Methods for Teaching Social Studies & Creative Expression in Regular and Inclusive Settings: Birth to Preschool. (4) Methods and content for planning, implementing, and assessing social studies and creative expression curriculum when teaching young children, birth to preschool age. A minimum grade of C is required of Teacher Education majors. Prerequisites: ECH 271, 273, 274; fully accepted into Teacher Education Program (TEP). Corequisite: ECH 380.

355 Organization and Administration of the Preprimary Learning Environment. (2) Principles and practices of classroom design, scheduling, curricular integration, and material selection in preprimary settings. A minimum grade of C is required of Teacher Education majors. Prerequisites: ECH 271, 273, 274; fully accepted into Teacher Education Program (TEP).

356 The Learning Environment: Kindergarten and the Primary Grades. (2) Principles and practices of classroom design, scheduling, curricular integration, and material selection in kindergarten and the primary grades. A minimum grade of C is required of Teacher Education majors. Prerequisites: ECH 271, 273, 274; fully accepted into Teacher Education Program (TEP).


381 Field Work in Early Childhood Education II. (1–3, repeatable to 6) Clinical experience in primary grade early childhood settings. Students explore and apply learning theories and practices as they observe and participate in daily classroom activities/instruction. Transportation not furnished. Prerequisites: ECH 271, 273, 274, 380, departmental permission, fully accepted into Teacher Education Program (TEP). Graded S/U only.

410 Senior Seminar in Early Childhood. (1) Provides students with an opportunity for reflection, discussion, and professional reading related to their student teaching experience. Prerequisite: ECH 380. Corequisites: STCH 459 and 460. Graded S/U only.

474 Early Childhood Assessment. (3) Intensive investigation of informal and formal assessment strategies including basic principles of measurement and evaluation, to plan educational experiences, communicate with parents, identify children in need of specialized services, and evaluate programs for young children from birth through eight years of age. The administration of some assessment instruments is required. A minimum grade of C is required of Teacher Education majors. Restricted: early childhood program or departmental permission. Prerequisites: ECH 271, 273, 274, 380, fully accepted into Teacher Education Program (TEP).

480 Field Work in Early Childhood Education III. (1–4, repeatable to 6) Clinical experience in pre-primary and primary grade early childhood classrooms. Students explore and apply learning theories and practices as they observe, participate, and teach daily in the classroom. Transportation not furnished. Prerequisites: ECH 271, 273, 274, 380, 381, departmental permission, fully accepted into Teacher Education Program (TEP). Graded S/U only.

**EDUCATION (EDUC)**

239 Pre-Teacher Education Program Admittance. (0, repeatable with no maximum) Students pursuing teacher licensure are required to take this course in the semester they plan to fully accepted in the Teacher Education Program (TEP). Students must meet established departmental criteria for admittance to TEP. Graded S/U.

339 Pre-Student Teaching Clearance. (0) Students pursuing teacher licensure are required to take this course prior to their student teaching semester. Students must meet established criteria for departmental clearance to student teach. Prerequisites: Full admittance to the Teacher Education Program (TEP). Graded S/U.

469 Pre-Licensure Clearance. (0) Students pursuing teacher licensure are required to take this course in the semester they student teach. Students must meet criteria established by the department in order to be recommended for licensure. Prerequisite: departmental clearance to student teach. Corequisite: Student Teaching (STCH). Graded S/U.
Curriculum and Instruction

ELEMENTARY EDUCATION (ELED)

110 Seminar in Elementary Education. (1) Provides students with an opportunity for early identification and professional involvement with their major. Examines characteristics of elementary educators and schools. Investigates specific areas of interest and expertise for elementary education majors and includes development of a personal philosophy of education. Required for all freshmen, sophomores, and transfers. Graded S/U only.

170 Classroom Observation/Seminar in Elementary Education. (1, repeatable to 2) Observation of an elementary or middle level classroom with accompanying seminars focused on exploration of organization and delivery of classroom instruction. Prerequisite or Corequisite: ELED 110. Graded S/U only.

270 Elementary Education Field Work Seminar II. (1–2, repeatable to 4) Clinical experience in an elementary or middle level classroom with accompanying seminars focused on exploration of individual characteristics of learners and professional standards for teachers. Transportation not furnished. Prerequisites or Corequisites: ELED 110 and 170. Graded S/U only.

370 Field Work in Elementary Education I. (1–3, repeatable with no maximum) Supervised practicum of educational experiences in elementary school programs. Students explore and apply learning theories as they tutor one or more elementary or middle grade students. Transportation not furnished. Prerequisites: Fully accepted into Teacher Education Program (TEP) and departmental permission. Graded S/U only.

371 Field Work in Elementary Education II. (1–3, repeatable to 6) Clinical experience in elementary/middle level classrooms. Students explore and apply learning theories and practices as they observe and participate in daily classroom instruction. Transportation not furnished. Prerequisites: ELED 110, 170, 270, 370, departmental permission, fully accepted into Teacher Education Program (TEP). Graded S/U only.

410 Senior Seminar in Elementary Education. (1) Provides students with an opportunity for reflection, discussion, and professional reading related to their student teaching experience. Prerequisites: fully accepted into Teacher Education Program (TEP) and ELED 470. Corequisites: STCH 459, 460, 461, or 462. Graded S/U only.

445 Honors/Seminar in Elementary Education. (2, not repeatable) Reading, research, writing, and discussion on educational topics to be announced in advance. Normally, a service learning project and a seminar presentation will be required. Prerequisites: ELED 170 or ECH 273; enrollment in the Centennial Honors College.

470 Senior Field Work/Seminar in Elementary Education. (1–4, repeatable to 6) Supervised practicum in an elementary or middle level classroom with accompanying seminars. Preservice teachers work closely with mentor teachers in planning and implementing instruction, including curriculum integration of technology, guiding student learning, and evaluating student progress in the elementary school curriculum. Transportation not furnished. Prerequisites: ELED 370, fully accepted into Teacher Education Program (TEP), and departmental permission. Graded S/U only.

LITERATURE LANGUAGE ARTS (LLA)

311 Literature for Young Children. (3) A survey of literature for children birth through grade three. Selecting books in various genres through critical analysis and evaluation is emphasized. A minimum grade of C is required of Teacher Education majors. Prerequisite: 2.50 cumulative GPA.

313 Children's Literature. (3) Survey of literature for children preschool through grade 6 with emphasis on critical analysis and evaluation of books in various genres. A minimum grade of C is required of Teacher Education majors. Prerequisite: 2.50 cumulative GPA.

443 (Cross-listed with ENG 443) Creative Uses of Literature for Children and Young Adults. (3) Presents the development of effective programs in informal and formalized interpretive experiences for children and young adults, emphasizing individual creativity and sources for materials. Not open to students with credit for ENG 443. Prerequisite: LLA 313.

READING (RDG)

382 Literacy Development; Birth through Preschool. (3) Methods and content for fostering and assessing literacy development in children from birth through the preschool years, adopting these methods to meet the individual needs of diverse groups of children, and applying these methods in child care and preschool settings. A minimum grade of C is required of Teacher Education majors. Writing Instruction in the Discipline (WID) course. Prerequisites: ECH 271, 273, 274; LLA 311; fully accepted into Teacher Education Program (TEP).

383 Literacy Instruction in the Early Grades. (3) Introduction to developmentally appropriate methods for teaching and assessing reading, writing, speaking, and listening in early elementary classrooms, adapting these methods to meet the individual needs of diverse groups of children, and applying these methods in a classroom. A minimum grade of C is required of Teacher Education majors. Writing Instruction in the Discipline (WID) course. Prerequisites: LLA 313 or departmental approval; RDG 383; fully accepted into Teacher Education Program (TEP).

384 Literacy Instruction in the Intermediate Grades. (3) A focus on methods of literacy instruction and assessment appropriate for intermediate/middle level classrooms, with adaptations to meet the individual needs of diverse groups of children and opportunities to apply these methods in a classroom. A minimum grade of C is required of Teacher Education majors. Writing Instruction in the Discipline (WID) course. Prerequisites: LLA 313 or departmental approval; RDG 383; fully accepted into Teacher Education Program (TEP).

387 Literacy Instruction in Content Areas. (2) This course develops an understanding of principles of reading, writing, and oral communication instruction needed to scaffold comprehension of content area texts. It includes a focus on academic language and the identification of language demands embedded in instruction. Not open to Elementary, Early Childhood, Bilingual/Bicultural, or Special Education majors. A minimum grade of C is required of Teacher Education majors. Prerequisite: RDG 231 or EIS 301, grade of C or better in all prerequisite courses.

432 Introduction to Corrective Reading in the Early Childhood Years. (3) Methods and content for assessing and instructional procedures for correcting the reading and writing difficulties of primary-aged children in the regular classroom setting. A minimum grade of C is required of Teacher Education majors. Prerequisites: RDG 382, 383, and LLA 317 or 313; fully accepted into Teacher Education Program (TEP).

433 Introduction to Corrective Reading. (3) A course emphasizing group and individual identification and instructional procedures for corrective reading in the elementary school. A minimum grade of C is required of Teacher Education majors. Prerequisites: EIS 301; LLA 313, RDG 383, and RDG 384, or departmental
Curriculum and Instruction

SOCIAL STUDIES EDUCATION (SSED)

352 Methods for Teaching Social Studies in the Primary Grades. (3) Methods and content for planning, implementing, and assessing social studies curriculum when teaching children in the primary grades. A minimum grade of C is required of Teacher Education majors. Prerequisites: ECH 271, 273, 274; fully accepted into Teacher Education Program (TEP).

365 Teaching Our Heritage. (3) Develops the conceptual base for teaching the understanding of our heritage including the role of cultural diversity, change over time, place, government, production, and distribution. A minimum grade of C is required of Teacher Education majors. Prerequisites: ECH 271, 273, 274; fully accepted into Teacher Education Program (TEP).

SPECIAL EDUCATION (SPED)

200 Introduction to Special Education. (3) Historical foundations of Special Education including litigation, legislation, models, theories, and philosophies. Introduction to professional ethics, conduct, and professional growth and reflection. A minimum grade of C is required of Teacher Education majors. Prerequisite: SPED 280.

210 (Formerly SPED 310) The Exceptional Learner. (2) A survey of the characteristics of individuals with diverse mental, physical, behavioral, learning, or communication needs. This course emphasizes the identification and education of exceptional learners. For non-majors only. A minimum grade of C is required of Teacher Education majors.

250 Language Development and Exceptional Individuals. (2) Normal language development from birth through age 21, children's progression through language development stages at differing rates, and the effects of disabilities on language development. Course will include effects of cultural and linguistic diversity on language development. A minimum grade of C is required of Teacher Education majors. Prerequisite: SPED 280.

280 Field Work in Special Education. (1, repeatable to 2) Educational experiences acquired in practical service situations. Repeatable in different settings with permission. Graded S/U only. Corequisite: SPED 200.

300 Characteristics of the Learner. (3) Development of cognitive, emotional, physical, social, and communication skills of students with disabilities. Practices that support the intellectual, social, and personal growth of all students. A minimum grade of C is required of Teacher Education majors. Prerequisite: SPED 280.

320 Learning Environment. (3) Exploration of individual and group motivators and behavior management techniques. Strategies for creating learning environments that promote positive social interaction and active engagement in learning. A minimum grade of C is required of Teacher Education majors. Prerequisite: SPED 280.

350 Collaborative Relationships and Transition. (3) Factors that promote effective communication and collaboration with individuals, parents, families, and school and community personnel. Elements of effective transition of students with disabilities across age span. A minimum grade of C is required of Teacher Education majors. Prerequisite: SPED 300.

360 Health Issues of Special Needs Students. (2) An introduction to health issues of children with disabilities. Includes basic knowledge of common medical conditions, treatment, effects on physical, cognitive, emotional, social, and educational behaviors; basic skills for physical accommodation; and roles and responsibilities in identifying, assessing, and providing services. A minimum grade of C is required of Teacher Education majors. Prerequisites: SPED 200 and 300, or permission of instructor.

370 Assessment. (4) Assessment processes and strategies to support instructional planning for
students with disabilities. Writing Instruction in the Discipline (WID) course. A minimum grade of C is required of Teacher Education majors. Prerequisites: SPED 280, 320; ENG 180 and 280; fully accepted into the Teacher Education Program (TEP).

383 Field Work in Special Education. (1) Pre-student teaching clinical experiences in Special Education under supervision of a department instructor and a certified Special Education teacher. A minimum grade of C is required of Teacher Education majors.

390 Differentiating Instruction for Learners with Special Needs. (2) Introduces and provides practice in using various strategies, including Universal Design for Learning, collaboration, Response to Intervention, and Positive Behavior Interventions and Supports, to help general educators serve learners with special needs in their classrooms. Not open to Special Education majors. A minimum grade of C is required of Teacher Education majors. Prerequisites: EIS 305 or equivalent, a reading/literacy course, and a methods course in the major; grade of C or better in all prerequisite courses.

400 Planning for Instruction. (3) Instructional planning, design, and adaptations to support the learning of students with disabilities. Writing Instruction in the Discipline (WID) course. A minimum grade of C is required of Teacher Education majors. Prerequisite: SPED 370.

405 Moderate to Severe Disabilities. (3) Assessment techniques and planning for the unique learning, social, behavioral, health, and transition needs of students with moderate to severe disabilities will be addressed. A minimum grade of C is required of Teacher Education majors. Prerequisite: SPED 370 with a grade of C or better.

415 Behavior Seminar. (2) Prepares teacher candidates to make data-driven decisions to proactively address and modify student behaviors across school settings. A minimum grade of C is required of Teacher Education majors. Prerequisite: SPED 370 with a grade of C or better. Corequisite: SPED 430 or 445.

417 Collaboration and Co-Teaching. (2) Factors and processes that promote effective communication and collaboration between school professionals, between the school and families, and school and community services are addressed. Theories and practice in models of co-teaching are included. A minimum grade of C is required of Teacher Education majors. Prerequisite: SPED 370; fully accepted into the Teacher Education Program (TEP).

420 Instructional Delivery—Pre-K–Elementary Level. (3) Instructional strategies to encourage inquiry, problem solving, and critical thinking. Best practices in providing access to general curriculum for Pre-K–Elementary students with disabilities through inclusion or modified curriculum. A minimum grade of C is required of Teacher Education majors. Prerequisites: RDG 384; SPED 400, 460.

430 Fieldwork in Special Education: Elementary. (3) Clinical experiences in planning, implementation, and assessment of instruction with students with disabilities in the elementary grades. A minimum grade of C is required of Teacher Education majors. Prerequisites: RDG 384; SPED 400, 460.

440 Instructional Delivery—Secondary Level. (3) Research-based practices to encourage critical thinking skills and access to the general curriculum for secondary students with disabilities. Transition planning and instruction for students with mild to moderate disabilities. A minimum grade of C is required of Teacher Education majors. Prerequisites: SPED 420 and 430; or permission of instructor.

445 Fieldwork in Special Education: Secondary. (3) Clinical experiences in the planning, implementation, and assessment of instruction with students with disabilities in secondary settings. A minimum grade of C is required of Teacher Education majors. Prerequisites: SPED 420 and 430; or permission of instructor.

460 Fieldwork in Special Education. (1) Experience in the planning, implementation, and assessment of developmentally appropriate instruction of students with disabilities in different settings. A minimum grade of C is required of Teacher Education majors. Prerequisites: SPED 370.
Dietetics, Fashion Merchandising and Hospitality

Chairperson: Dr. Mary W. Mhango
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Faculty: Abdelbary, Boston, Bruer Hess, Cassady, Creasey, Greathouse, Kanauss, Kaul, Keist, Longley, McArthur, Shupe, Smith, Timmons.

The Department of Dietetics, Fashion Merchandising and Hospitality offers the Bachelor of Science degree program in Family and Consumer Sciences. Students may select one of three options: Dietetics, Fashion Merchandising, or Hotel/Restaurant Management. The department prepares its graduates for a wide range of careers, including management positions for corporations, hospitals, retail businesses, hotels, restaurants, and government agencies, as well as graduate study.

The Dietetics option provides quality education that prepares students with the technical, human, and conceptual skills for entry level positions in a variety of food and nutrition settings. The Dietetics program is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), located at the headquarters of the Academy of Nutrition and Dietetics at 120 Riverside Plaza, Suite 2000, Chicago, IL 60606; telephone (800) 877-1600. Graduation is based on completion of requirements of the accredited Dietetics option requirements and fulfillment of University requirements.

The Fashion Merchandising option prepares students with the skills and knowledge for a broad range of careers in the fashion industry. The curriculum is designed to give students opportunities to apply retail, basic design, and computer skills to marketing and management functions in retail organizations, display/visual departments, or mail corporate offices. Field trips, guest speakers, fashion productions, travel studies, and Study Abroad programs enhance the comprehensive curriculum and contribute to a strong foundation in retail customer service in a variety of positions. Opportunities to participate in study tours to New York and abroad, professional career days, advisory council seminars, regional student organizations, and/or completing an internship abroad exist for all students.

The Hotel/Restaurant Management option helps students develop foundational knowledge and skills appropriate for the hospitality industry. Students are provided numerous opportunities to focus on contemporary issues affecting the hospitality industry from strategic management and marketing perspectives. The curriculum allows students to develop leadership skills, problem solving abilities and critical thinking skills, and to engage in day-to-day activities associated with management of a hospitality entity. Opportunities to participate in domestic and international study tours, advisory council seminars and local, state, and national professional meetings, and to complete an internship program exist for all students.

Honors Curriculum—Academically qualified students in this department are welcome to complete an honors curriculum in University Honors, Upper Division Honors, or Lower Division Honors. All Honors students must complete the one-hour honors colloquium (G H 299). Lower Division Honors includes General Honors coursework. Upper Division Honors includes honors work in the major. University Honors combines Upper and Lower Division Honors. For more information about honors curricula, see page 98 or visit the Centennial Honors College website at wiu.edu/Honors.

Degree Programs

Bachelor of Science—Family and Consumer Sciences

All students seeking the Bachelor of Science in Family and Consumer Sciences must complete I, II, and III.A, III.B, or III.C below, and the foreign language/global issues requirement for the major*. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.
I. University General Education Curriculum (p. 69) .............................................. 43 s.h.

II. Core Courses ........................................................................................................... 7 s.h.
FCS 190, 290, 490†

III. Options of Study (select A, B. or C)
A. Dietetics* (Comprehensive)
1. Special Courses ....................................................................................................... 54 s.h.
   FCS 109**, 151, 152, 153, 209, 250, 251, 253, 300, 301, 304, 305, 306, 307, 400, 404,
   405, 406, 407, 408, 409, 467
2. Other ..................................................................................................................... 41 s.h.
   MICR 200 ........................................................................................................ 4 s.h.
   BIOL 100**OR 101** ............................................................................................ 4 s.h.
   CHEM 101**, 102**, 221**# ............................................................................ 12 s.h.
   ECON 231** ........................................................................................................ 3 s.h.
   HRM 353 ............................................................................................................ 3 s.h.
   MGT 349 ............................................................................................................ 3 s.h.
   KIN 290, 291 .................................................................................................... 6 s.h.
   PSY 100** .......................................................................................................... 3 s.h.
   STAT 171**OR SOC 232**#or DS 203**# ..................................................... 3 s.h.
   FR/GER/SPAN 224** (recommended)
*Students with a career objective of becoming a registered dietitian must
complete a program of study which meets the accredited Didactic Program
in Dietetics at WIU. (These program competencies must be met prior to the
application to an accredited dietetic internship.)
**May count toward the University General Education Curriculum requirement.
**#Does not count toward the University General Education Curriculum
requirement.

B. Fashion Merchandising (Comprehensive)
1. Special Courses ....................................................................................................... 44 s.h.
2. Directed Electives .................................................................................................... 9 s.h.
   Select 9 s.h. from the following list of courses (6 s.h. from upper division): FCS
   171, 172, 276, 278, 373, 376, 377, 378, 471, 472, 473, 474, 477
3. Other ..................................................................................................................... 6 s.h.
   HRM 353 ............................................................................................................ 3 s.h.
   MGT 349 ............................................................................................................ 3 s.h.
4. Open Electives ....................................................................................................... 11 s.h.

C. Hotel/Restaurant Management (Comprehensive)
1. Special Courses ....................................................................................................... 49 s.h.
   FCS 109*, 150, 151, 152, 153, 250, 251, 253, 254, 255, 300*, 353, 354, 359, 451, 453,
   454, 458, 459
2. Directed Electives .................................................................................................... 6 s.h.
   Select 9 s.h. from the following courses: FCS 159, 256, 257, 356, 357, 358, 452, 455,
   456
3. Other ..................................................................................................................... 9 s.h.
   HRM 353 ............................................................................................................ 3 s.h.
   MGT 349 ............................................................................................................ 3 s.h.
   RPTA 110* ....................................................................................................... 3 s.h.
4. Open Electives ....................................................................................................... 6 s.h.
*May count toward the University General Education Curriculum requirement.
#The foreign language/global issues graduation requirement may be fulfilled by
successfully completing one of the following: 1) an intermediate foreign language
requirement; 2) a General Education global issues course; or 3) FCS 300 (for Dietetics and
Hotel/Restaurant Management options) or FCS 375 (for Fashion Merchandising option).
†FCS 490 fulfills the Writing Instruction in the Discipline (WID) graduation requirement.
**Dietetics, Fashion Merchandising and Hospitality**

**Minors**

**Minor in Family and Consumer Sciences** ................................................................. 16 s.h.
- Department Electives: Courses to be selected through consultation with the Dietetics, Fashion Merchandising and Hospitality advisor.

**Minor in Fashion Merchandising** ................................................................. 17 s.h.
1. FCS 170, 270, 272 ......................................................................................... 8 s.h.
2. Select 9 s.h. from the following courses: .................................................... 9 s.h.

**Minor in Hospitality Management** .............................................................. 16–18 s.h.
1. Select 10–12 s.h. from the following courses: ............................................. 10–12 s.h.
   - FCS 150, 151, 159*, 253, 254, 255, 256, 257, 359
2. Select 6 s.h. from the following courses: ..................................................... 6 s.h.
   - FCS 300, 354, 358**, 452, 455, 456

*Required of students who do not have adequate work experience in the hospitality industry. Student should complete this course early in their program.

**Minor in Nutrition** ................................................................................... 18 s.h.
1. FCS 109, 209, 305, 404 ............................................................................. 13 s.h.
2. Select 5 s.h. from the following courses: ..................................................... 5 s.h.
   - FCS 300, 303, 306, 400, 405, 408, 450 (Sports Nutrition), 450 (Weight Management), 450 (Healthy Cooking)

**Course Descriptions**

**FAMILY AND CONSUMER SCIENCES (FCS)**

**109 Introduction to Nutrition.** (3) (General Education/Human Well-Being) Basic principles of human nutrition related to maintenance of optimum nutritional status.

**121 Introduction to Life Span Development.** (3) (General Education/Human Well-Being) Growth and development of the individual throughout the life span and family life cycle within the context of the family and community. Purchase of a remote clicker required for in-class quizzes; available at the University Union Bookstore.

**150 Introduction to Hospitality Management.** (2) A review of the history, growth, and development of hospitality services including an exploration of career opportunities in contemporary hospitality operation.

**151 Principles of Safety, Security and Food Sanitation in Hospitality Operations.** (2) Basic principles of sanitation, safety, and security in food, beverage, and lodging operations. Recommended to be taken concurrently with FCS 152 and 153, or permission of instructor.

**152 Principles of Food Preparation.** (2) Study of the principles of food selection, basic preparation techniques and methods, evaluation, and safety. Prerequisite or Corequisite: FCS 151. Corequisite: FCS 153.

**153 Principles of Food Preparation Lab.** (1) Practice and application of selected principles of food selection, basic preparation techniques and methods, evaluation, and safety of food products. Prerequisite or Corequisite: FCS 151. Corequisite: FCS 152. 3 hrs. lab.

**159 Hospitality Practicum.** (3) A course designed to give students practicum experience in the hospitality industry. Prerequisite: FCS 150.

**170 Introduction to Fashion Merchandising.** (3) Introduction to the merchandising of fashion through the study of fashion vocabulary, the fashion process, fashion publications, and career opportunities.

**171 Basic Clothing Construction Techniques.** (3) A broad range of sewing techniques and problems applied to a variety of projects for the individual. 2 hrs. lect.; 2 hrs. lab. (Additional lab supplies to be purchased.)

**172 Apparel Accessories.** (3) Historical and contemporary review of fashion accessories in the apparel industry. Analysis of product design, materials, history, and merchandising techniques of fashion accessories.

**190 Introduction to Professional Practices.** (1) This course is designed to introduce FCS majors to program expectations specific to their careers. Students will be exposed to a variety of resources to aid them in their studies.

**209 Intermediate Nutrition.** (3) Presents an intermediate-level overview of the digestion and metabolism of the macronutrients. Reviews descriptive and analytic research methods and basic statistics. Prerequisite: FCS 109.

**250 Quantity Food Production and Service.**
- (2) Planning, production, and service of foods in a commercial/institutional food service operation. Prerequisites: FCS 151 with successful ServSafe certification, 152, and 153. Corequisite: FCS 251.

**251 Quantity Food Production and Service Laboratory.** (1) Practice and application of planning, procurement, production, and service of foods in a commercial/institutional food service operation. Corequisite: FCS 250.

**253 Systems Procurement.** (2) Food markets, regulations, purchasing, procedures, specifications, and standards for procurement of food and equipment. Prerequisites: FCS 152 and 153.
Dietetics, Fashion Merchandising and Hospitality

254 Operation of Lodging Property Systems. (3) Introduction to building systems and facilities for hospitality operations. Prerequisite: FCS 150.

255 Front Office Management. (3) A study of the flow of activities and functions in today's lodging operations. Topics include comparison of manual, machine-assisted, and computer-based methods for each front desk function. Prerequisite: FCS 150. Activities outside of class and field trips are required.

256 Bar and Beverage Management. (3) Principles of beverage science, mixology; bar and beverage management including controlling personnel, purchasing, inventory, and equipment; and legal issues related to clientele. Prerequisites: FCS 150 and 21 years of age. Field trips will be required.

257 Introduction to Club Management. (3) This course introduces students to the role of the food service manager in private clubs. The information presented includes the role of the food service manager in dealing with boards of directors and private club operations. Prerequisite: FCS 150.


271 Textile Science Laboratory. (1) Laboratory experience to supplement/reinforce lecture material (FCS 270). Introduction to textile fibers, yarns, structures, and finishes related to performance, selection, and care of textile products. Prerequisites: Fashion Merchandising Option and FCS 170. Corequisite: FCS 270. (Additional lab supplies to be purchased.)

272 Basic Design Concepts for Merchandising. (3) Explore the visual aspect of fashion products using principles and elements of design. Prerequisite: FCS 170. 2 hrs. lect.; 2 hrs. lab. (Additional lab supplies to be purchased.)

273 Social and Psychological Aspects of Apparel. (3) A study of clothing as related to its socio-psychological theories. Cultural, economic, social, and psychological aspects of apparel are discussed. Prerequisite: FCS 170.

274 Fashion Merchandising Systems. (3) Provides an overview of basic math functions used in the fashion merchandising industry. Prerequisite: FCS 170.

275 Historical Costume—Pre-Twentieth Century. (3) A theoretical approach to historic dress from antiquity through nineteenth century; examining dress in the context of social, economical, political, and artistic development. Prerequisite: FCS 170.

277 Historical Costume—Twentieth Century. (3) A theoretical approach to twentieth century historic dress examined in the context of social, economical, political, and artistic development. Prerequisite: FCS 170.

278 Merchandising Practicum. (3) Expose students to the fashion related retail environment. Prerequisite: FCS 170. 3 hrs. lect.; 4 hrs. lab.

290 Consumer Services. (3) Study of global, domestic, and organizational consumer services, skill standards, and factors that impact quality service characteristics in the dietetics, fashion merchandising, and hospitality industries. Prerequisites: FCS 190 and sophomore standing, or permission of instructor.

300 Food and Culture. (3) General Education/ Multicultural Studies) (Global Issues) Overview of the socio-cultural aspects of food and habits. The study of the cultural influences on food in different global societies including nourishment, health beliefs and practices, religion, cross-cultural communication, and health status outcomes. Prerequisites: at least one course in each of Category III and Category IV of the General Education Curriculum.

301 Food Science Theory and Applications. (3) Basic food science principles and applications in the field of dietetics. Prerequisites: CHEM 101, FCS 109, 152, and 153; and junior standing, or permission of instructor. 2 hrs. lect.; 3 hrs. lab.

303 Child Nutrition and Health. (3) Nutritional needs and problems of children. Development of food service and nutrition component in infant and preschool programs. Designed for child-care directors. Some activities outside of class may be required.

304 Nutrition Informatics. (2) An analysis of the scientific basis of the dietetics profession with emphasis on the use of technology for locating professional literature to make ethical evidence-based decisions for treatment. Prerequisites: FCS 209; STAT 171 or SOC 232 or DS 263.

305 Nutrition Throughout the Life Span. (4) Nutritional needs during the life cycle. Sociological, physiological, psychological, and technological factors influencing food patterns during the life cycle. Prerequisite: FCS 109. Activities outside of class may be required.


307 Dietetic Field Study. (1) Field study to take students as a group outside of the Macomb area to bring their didactic program to a range of observations included in dietetic practice. Prerequisites: junior standing or permission of the instructor. There will be a $50 fee for this class.

321 Preparation for Marriage and Family. (3) Study of factors associated with marital happiness and success including mate selection, changing roles in marriage through the life cycle, and adjustment to conflicts.

331 Consumer Economics. (3) Inter-relationship of environments and the consumer. Consumer wants, marketing, buying practices, labels, standards, and protective legislation which affect the consumer. Prerequisites: 3 s.h. of Economics; junior standing or permission of the instructor. There will be a $50 fee for this class.


354 Hospitality Promotions. (3) Study of marketing concepts, methods, and techniques used in the hospitality industry with emphasis on event promotion, customer retention, research, and data analysis. Prerequisite: FCS 255.

356 Catering. (2) Principles of catering management including staffing, recipe and menu development, procurement, production, presentation and service, and cost analysis. Prerequisites: FCS 250 and 251. 1 hr. lect.; 3 hrs. lab.

357 Professional Experience in Food Service/ Lodging Operations. (1–3, repeatable to 3) Daily operation and management of a department in a selected establishment including marketing, supervision, financial management, and evaluation. Prerequisites: FCS 250 and 251.

358 Hospitality Management Travel Studies. (1–6, repeatable to 6) Tours to domestic and international properties, facilities, and agencies which are related to the hospitality industry. Prerequisites: FCS 250, 254, 255, and junior standing.

359 (Formerly FCS 258) Legal Aspects in Hospitality Management. (3) Survey of laws applied in the hospitality industry. Prerequisites: FCS 250, 254, 255, and junior standing.
hospitality establishment. Prerequisites: FCS 250 and 254.


372 Visual Merchandising. (3) Practical application of visual merchandising practices and techniques as related to fashion retail organizations, interiors, and its merchandise. Prerequisite: FCS 272. 2 hrs. lect.; 2 hrs. lab. Additional lab supplies to be purchased.

373 Fashion Promotion. (3) A practical approach to promotion techniques in the fashion industry. Prerequisites: FCS 372 and junior standing.

374 Buying. (3) A study of fashion retail buying, practices, and procedures. Computer technology will be a part of this course. Prerequisites: FCS 275 and 274. Field trips and production work are required.

375 Diversity of Dress. (3) General Education/ Multicultural Studies) (Global Issues) An exploration of diverse cultures through dress and adornment. Prerequisites: At least one course in each of Category III and Category IV of the University General Education Curriculum or permission of instructor.

377 Fashion Merchandising Travel Study. (3) Tours to domestic and international properties, facilities, and agencies related to the fashion industry. Prerequisites: FCS 272, 273, 274, and junior standing.


400 Herbas. (1) This course provides a foundation of knowledge concerning common herbal supplements and their interactions with nutrients. Prerequisite: FCS 109.

404 Nutrition Assessment. (3) Methods of screening and assessment of nutritional status including clinical, biochemical, and anthropometric measurements. Prerequisite: FCS 209.

405 Nutrition Science II. (3) Biochemical and physiological basis of nutrients in metabolism and their interrelations. Research methodology used in nutrition. Prerequisite: FCS 306.

406 Medical Nutrition Therapy. (4) A study of the physiological and biochemical basis for using therapeutic diets. Prerequisite: FCS 404. 3 hrs. lect.; 2 hrs. lab.

407 Dietetics Communications and Education. (3) Dietetics communication and education theories and applications. Counseling theories and methods of changing food behavior. Prerequisites: FCS 209 and junior standing.

408 Community Nutrition. (3) Community nutrition programs in the United States. Development and evaluation of community nutrition programs. Prerequisite: FCS 209. Activities outside of class are required.

409 Dietetics Practicum. (1) Practicum provides students with the opportunity to experience various aspects of dietetics including clinical, foodservice management, and community nutrition in a practical setting. Prerequisites: FCS 307 and senior standing, or permission of the instructor.

426 Parenting. (3) Principles and philosophies relevant to the process of parenting with emphasis on changing roles and responsibilities, child rearing decisions, and diverse parenting perspectives. Prerequisite: FCS 121 or 321, or permission of the instructor.

450 Professional Workshops in Family and Consumer Sciences. (1–3) These courses are intended to meet the needs of Family and Consumer Sciences majors and minors and others interested in the field and are offered in the following topic areas:

1) Healthy Cooking
2) Sports Nutrition
3) Weight Management

451 Food Service Systems Management. (3) An exploration of theories, principles, and functions of management as they apply to food service operations. Emphasis placed on qualitative and quantitative evaluations of food service operations. Prerequisites: FCS 353, MGT 349, and senior standing.

452 Wines of the World. (2) In-depth study of wine producing areas of the world and foods that are specifically paired with those vintages. The course includes international to local vineyards and their unique wine products. Industry accepted tasting method presented. Prerequisites: FCS 150 or permission of department advisor, and 21 years of age.

453 Lodging Systems Management. (3) An exploration of theories, principles, and functions of management as they apply to lodging service operations. Emphasis on strategic planning and strategic management of lodging systems operations. Prerequisites: FCS 353 and MGT 349.

454 Seminar in Hospitality Management. (3, repeatable to 6 on different topics and issues) Review and discussion of technological, operational, and human advancement in hospitality services. Emphasis on communications, human resource development, research, and quality control in the hospitality industry. Prerequisite: FCS 451 or 453.

455 (Cross-listed with RPTA 455) Casino Operations. (3) Description of basic casino operations and principles of casino marketing, mathematics of casino games, and utility analysis of gaming motivation and gaming addictions. Exploration of career opportunities in the gaming industry. Historical background and impact of gaming on hospitality industry. Not open to students with credit in RPTA 455. Prerequisites: FCS 150, FCS 353 or RPTA 322 or RPTA 323.

456 Independent Study in Hospitality Management. (1–3) This course is available to students interested in topics not currently part of the curriculum. Students should consult the advisor or department chair about interest(s). Prerequisites: senior standing and permission of the instructor and department chair.

458 Pre-Internship in Hospitality Management. (1) Development of personal professional documents and portfolio. Investigating possible internships and securing an internship. To be taken the semester before the internship. Prerequisites: FCS 250, 251, 254, 255, 290, and junior standing.

459 Hospitality Management Internship. (0) Supervised field experience for application of theory and skills in an agency or property approved by the department. Forty clock hours per semester hour are required. Prerequisites: FCS 456; senior standing; GPA of 2.5 in four of the five specific courses: FCS 353, 354, 451, 453, or 454; site approved by the department; approval of internship coordinator or department chair. Graded S/U only.

467 Management in Dietetics. (4) Senior level dietetics/food management including financial
principles, facility management, reimbursement for services, entrepreneurism, and application of marketing and information management to foodservice systems. 

Prerequisite: FCS 304.

470 Fashion Merchandising Technologies. (3) An exploration of task management and technological applications in the fashion industry. Prerequisites: FCS 374 and junior standing. 2 hrs. lect.; 3 hrs. lab.

471 Social Responsibility in the Fashion Industry. (3) An exploration of social responsibility including sustainability, labor standards and working conditions through product development processes of retail, distribution, and consumption in the fashion industry. Prerequisites: FCS 375 and junior standing.

472 Advanced Visual Merchandising. (3) Visual merchandising practices and techniques applied to merchandise, store design, and store layout using industry software. Prerequisites: FCS 372 and junior standing.

473 Fashion Merchandising Entrepreneurship. (3) A practical approach to researching and developing a fashion retail business plan. Prerequisites: FCS 470 and junior standing.

474 Fashion Multi-Channel Retailing. (3) An overview and analysis of multi-channeling as a retail model and its impact on the fashion industry. Prerequisites: FCS 374 and junior standing.

476 Global Issues Affecting Fashion Merchandising. (3) A critical analysis of merchandising principles and practices as applied to the textile and apparel complex in a global context with emphasis on economic, political, environmental, cultural, and societal issues; geographic distribution, trade theory; trade data; and technological developments. Prerequisites: FCS 371, 372, 374; junior standing; and permission of instructor.

477 Fashion Merchandising Theory and Research. (3) A study of fashion merchandising theory and quantitative and qualitative methods and analytical concepts in apparel research. Prerequisites: FCS 476, MGT 349, and junior standing.

478 Fashion Merchandising Pre-Internship. (1) Preparation for the internship including resume writing, investigation of site opportunities, interviewing, and overview of the internship program. To be taken the semester before the internship. Prerequisite: FCS 476.

479 Internship in Fashion Merchandising. (6) Supervised field experience for application of theory and skills in an agency or business approved by the department. 40 clock hours per semester hour is required. Prerequisites: FCS 478; senior standing; GPA of 2.5 in FCS 370, 371, 372, 374, 470, and 476; site approved by the department; approval of internship coordinator or department chair. Graded S/U only.

490 Integration of Principles into Professional Practice. (3) Integration of principles of interpersonal and professional behavior, cultural diversity, global economy, and change theory as it relates to professional practices in Family and Consumer Sciences. Writing Instruction in the Discipline (WID) course. Prerequisites: FCS 290, ENG 280, and senior standing.
Economics holds a unique position in the academic curriculum. It is a quantitative social science offering a unique insight into the solution of many social problems. At the same time, Economics is essential to an understanding of the business world and has many practical applications in management and financial decision-making. Students find Economics a versatile discipline that uses social science methodologies to solve interesting social and business problems.

Two undergraduate majors in Economics are available. The Bachelor of Arts in Economics is a general Economics degree offered in the College of Arts and Sciences. This degree is not reviewed for accreditation by AACSB International. Students majoring in the Bachelor of Arts in Economics can minor in Decision Sciences, Finance, Political Science, or other suitable areas. The Bachelor of Business in Economics, available in the College of Business and Technology and reviewed and accredited by AACSB International, is a comprehensive program to prepare students for the business world. A minor is optional. Consult the directed electives in Economics for options to a minor. Students have access to the same Economics classes in both programs.

Economics is a flexible degree with many career options available to majors. The department has identified five primary areas of study and designed emphases (a set of complementary courses intended to focus a student’s preparatory coursework) for these different career paths in Economics. Each emphasis includes courses both in Economics and from other disciplines that will enhance preparation for a particular career objective. Emphases are offered in General Economics, Monetary Economics, Public Policy, Quantitative Economics, International Economics, Pre-Law, and Business Economics; students are required to choose two emphases. The requirements for each emphasis are listed in detail under each degree program.

The department also offers courses and minors in Decision Sciences and Economics.

GradTrac is available to Economics majors (B.A. and B.B.). See page 77 for information about GradTrac.

Honors Curriculum—Academically qualified students in this department are welcome to complete an honors curriculum in University Honors, Upper Division Honors, or Lower Division Honors. All Honors students must complete the one-hour honors colloquium (G H 299). Lower Division Honors includes General Honors coursework. Upper Division Honors includes honors work in the major. University Honors combines Upper and Lower Division Honors. For more information about honors curricula, see page 98 or visit the Centennial Honors College website at wiu.edu/Honors.

Integrated Baccalaureate and Master’s Degree Program—An integrated baccalaureate and master’s degree program is available for the Bachelor of Arts in Economics: Master of Arts in Economics. Two integrated baccalaureate and master’s degree programs are available for the Bachelor of Business in Economics: Master of Arts in Economics and Master of Business Administration. An integrated degree program provides the opportunity for outstanding undergraduates to earn both degrees in five years. Please refer to the Graduate Studies catalog for details about the integrated program.
Economics and Decision Sciences

Degree Programs

Bachelor of Arts—Economics

All students seeking the Bachelor of Arts in Economics must complete I, II, III, and IV below, and the foreign language/global issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.

I. University General Education and College of Arts and Sciences Curriculum
   Requirements (p. 83) .......................................................... 60 s.h.
   (To include STAT 171 and any General Education Mathematics course or equivalent)

II. Core Courses ................................................................. 15 s.h.
    ECON 197, 231*, 232*, 330 or 332, 331, 381, 497

III. Directed Electives ......................................................... 18 s.h.
     Students must choose two emphases from A, B, C, D, E, F, and G with 9 s.h. in each
     chosen emphasis; a minimum of 12 total hours must be in ECON/DS.
     A. Monetary Economics: ECON 325, 328, 425, 471, 487, 496+; DS 490; AGEC 447, 457,
        458; FIN 341, 371, 441, 471
     B. Public Policy: ECON 310, 315, 328, 350, 351, 390, 410, 430, 432, 440, 445, 460, 465,
        487, 496+; DS 490; AGEC 460; POLS 300, 302, 393
     C. Quantitative Economics: ECON 445, 481, 487, 496+; DS 303, 423, 435, 490; MATH
        311, 333, 341; STAT 276
     D. International Economics: ECON 351, 420, 425, 470, 471, 487, 496+; DS 490; BL 484;
        AGEC 337; INAG 310; MGT 485; MKTG 317; SCM 411
        AGEC 447, 457, 458
     F. Pre-Law: ECON 310, 328, 350†, 410, 432, 445; LEJA 212, 312, 441; POLS 319, 411;
        PHIL 120, 140
     G. General Economics: Select 9 s.h. of 300- or 400-level Economics courses

IV. Other Requirements
    A. BCOM 320† or ECON 350† .................................................. 3 s.h.
    B. Any Minor .................................................................. 16 s.h.
    C. Open Electives .............................................................. 14 s.h.

#The foreign language/global issues graduation requirement may be fulfilled by
   successfully completing one of the following: 1) an intermediate foreign language
   requirement; 2) a General Education global issues course; 3) any major's discipline-specific
   global issues course; or 4) an approved study abroad program.

*6 s.h. may count toward the University General Education requirement.
†BCOM 320 or ECON 350 fulfills the Writing Instruction in the Discipline (WID) graduation
   requirement.
+ECON 496 credit may be applied to specific emphases depending on the seminar topic.

Bachelor of Business—Economics

All students seeking the Bachelor of Business in Economics must complete I, II, III, IV, V, and VI below, and the foreign language/global issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.

Pre-Economics students who have earned 60 hours, but are ineligible to declare a business
major will be limited to a maximum of 29 hours of business courses (see Limit on Business
Credits, page 90) and may be removed from business courses.

I. University General Education Curriculum (p. 69) .................................................. 43 s.h.

II. Business Core Courses† (p. 91) ................................................................. 33 s.h.
    ECON 197, 330 or 332, 331, 497; CS 302 or DS 490

IV. Directed Electives

174
Students must choose two emphases from A, B, C, D, E, F, and G with 9 s.h. in each chosen emphasis; a minimum of 12 total hours must be in ECON/DS.

A. Monetary Economics: ECON 325, 328, 425, 471, 487, 496+; DS 490; AGEC 447, 457, 458; FIN 341, 371, 441, 471

B. Public Policy: ECON 310, 315, 328, 350, 351, 390, 410, 430, 432, 440, 445, 460, 465, 487, 496+; DS 490; AGEC 460; POLS 300, 302, 393

C. Quantitative Economics: ECON 445, 481, 487, 496+; DS 303, 423, 435, 490; MATH 311, 333, 341; STAT 276

D. International Economics: ECON 351, 420, 425, 470, 471, 487, 496+; DS 490; BL 484; AGEC 337; INAG 310; MGT 485; MKTG 317; POLS 331; SCM 411


F. Pre-Law: ECON 310, 328, 350, 410, 432, 445; LEJA 212, 312, 441; POLS 319, 411; PHIL 120, 140

G. General Economics: Select 9 s.h. of 300- or 400-level Economics courses

V. Open Electives ............................................................................................................. 17 s.h.

VI. Other .......................................................................................................................... 15 s.h.*

Natural Sciences/Mathematics: MATH 137 and STAT 171
Social Science: ECON 231 and 232; PSY 100 or SOC 100

#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) any major’s discipline-specific global issues course; or 4) an approved Study Abroad program.

†BCOM 320 (Business Core, see p. 91) fulfills the Writing Instruction in the Discipline (WID) graduation requirement.

*15 s.h. may count toward the University General Education requirement.

+ECON 496 credit may be applied to specific emphases depending on the seminar topic.

Minors

Minor in Decision Sciences .............................................................................................. 18 s.h.
1. DS 305 or ECON 487; DS 423, 435, and 490 (3 s.h.) .................................................. 12 s.h.
2. Select remaining hours from ECON 332, 425; FIN 331; MGT 425; MKTG 329; OM 352; SOC 232, 332; PSY 223, 323; or other courses approved by department ................................................................. 6 s.h.

Minor in Economics .......................................................................................................... 18 s.h.
1. ECON 231, 232 ........................................................................................................... 6 s.h.
2. Economics Electives: 9 s.h. of upper division coursework is required ................................................................. 12 s.h.

Course Descriptions

DECISION SCIENCES (DS)

203 Introduction to Statistics for Decision Making. (3) A survey of statistical methods useful for business. Topics include descriptive statistics, probability, probability distribution, statistical inference, analysis of variance, regression, and contingency tables. Not open to students who have completed or are currently enrolled in STAT 171. Prerequisite: WIU placement in STAT 171, or MATH 100, or equivalent (C grade or better).

303 Applied Business Forecasting and Regression Analysis. (3) A survey of the basic methods and techniques that are available for business forecasting including moving average and exponential smoothing techniques; classical decomposition; and simple, multiple, and time series regression techniques. Prerequisite: STAT 171.

423 (Formerly DS 304) Management Science Techniques and Business Analytics. (3) An introduction to management science/operations research techniques. Students are introduced to theory and applications of linear, integer, goal, and dynamic programming models; transportation, assignment, network and inventory models; PERT/CPM, capital budgeting, and decision theory. Prerequisite: STAT 171 or equivalent.

435 (Formerly DS 305) Applied Data Mining for Business Decision-Making. (3) This course provides an introduction to data mining methods for business applications. Students will learn the basics of data selection, preparation, statistical modeling, and analysis aimed at the identification of knowledge fulfilling organizational objectives. Prerequisite: STAT 171 or consent of instructor.

460 Independent Study in Decision Sciences. (1–3, repeatable to 3) Independent research on topics in
Economics and Decision Sciences

Decision Sciences mutually selected by student and instructor. Prerequisites: DS 303 and senior standing, with written permission of department chairperson.

490 (Formerly DS 390) Statistical Software for Data Management and Decision Making. (3, repeatable to 6 for different titles) This course provides students with the concepts of basic computing, and policy tools to achieve the society's goals. Students will gain experience with statistical software packages, such as SAS or SPSS, and their applications. Methods of data preparation and validation, analysis, and reporting will be covered. Prerequisites: STAT 171 or equivalent, or PSY 223, or SOC 232, or POLS 284, or permission of department chairperson.

ECONOMICS (ECON)

100 Introduction to Economics. (3) (General Education/Social Sciences) Introduction to Economics with emphasis on application to contemporary social issues. Core concepts include price theories, money and banking, national income accounts, economic fluctuations and growth, and international economics, with special applications in criminal activity, health care, and environmental quality. Not open to students who have already completed both ECON 231 and 232. IAI: S3 900.

170 The Global Economic Environment. (3) An introduction to exchange rates, balance of payments, trade barriers, trade agreements and economic unions, relevant international institutions, ethical considerations in international dealings and related topics. Impacts on U.S. consumers and firms will be emphasized.

197 Skill Development. (0) All undergraduate majors must begin their skill development program and portfolio during their first semester as a major. Prerequisite: first semester B.A. or B.B. Economics major. Graded S/U only.

231 Principles of Macroeconomics. (3) (General Education/Social Sciences) An introduction to aggregate economics—monetary and banking institutions, national income theory, business cycles, government finance and taxation, and the international trade. IAI: S3 901.

232 Principles of Microeconomics. (3) (General Education/Social Sciences) This course focuses on industrial and labor organizations, supply and demand, profit maximization under varying conditions of competition, and factor pricing. IAI: S3 902.

310 Economics and Law. (3) An introduction into the economic analysis of the basic areas of law including property, contracts, torts, criminal law, and civil law. The purpose of the course is to examine legal rules using economic concepts and methods. Prerequisite: one of the following courses—ECON 100, 231, 232; or permission of instructor.

315 Economics of Sport. (3) The application of economic tools and concepts to the business of sport. Emphasis on economic incentives as they apply to professional sports teams and leagues as well as public policy issues impacting professionals and college athletics. Prerequisite: ECON 100 or 231 or 232.

325 Money, Banking and Credit. (3) An introduction to the monetary aspects of society, with stress on the role of commercial banks and the Federal Reserve System in our economy. Prerequisite: ECON 231.

328 American Economic History. (3) A study of the development of various economic institutions in the United States with special emphasis on the changing structure and performance of the economy from the colonial period to the present.

330 Intermediate Microeconomic Theory. (3) Theory of producer and consumer choice; theory of prices and output determination under varying degrees of competition; theory of factor pricing and income distribution. Prerequisite: ECON 232.

331 Intermediate Macroeconomics. (3) An analysis of the determinants of inflation rates, unemployment, interest rates, and international trade. Theories of cycles of recession and recovery and policies to achieve the society's goals are examined with particular emphasis on stabilizing the economy. Prerequisite: ECON 231.

332 Managerial Economics. (3) Economic theory and analysis designed for business administration students. Economics majors interested in careers in business are encouraged to take this course. Prerequisites: ECON 231 and 232.

350 Economics of Poverty and Discrimination. (3) (General Education/Multicultural Studies) Application of economic tools and concepts to the nature and causes of poverty with an emphasis on discrimination. Analyzes both economic characteristics of the poor and the public policies intended to alleviate poverty and discrimination. Writing Instruction in the Discipline (WID) course. Prerequisites: ECON 100 or 231 or 232; ENG 180 and 280.

351 Global Economic Poverty Issues. (3) (General Education/Multicultural Studies) (Global Issues) Economic principles will be utilized to define, examine, and analyze the scope and breadth of underlying poverty-related policy issues in both developing and developed countries. BGS online writing course. Prerequisites: junior standing or 3 s.h. of ECON credit.

360 Economics and Urban Problems. (3) The development and application of economic analysis to problems of the urban economy. Areas of emphasis include land-use patterns, municipal finance, transportation, crises in public services, impact of industrialization on the local economy, and housing market problems. Prerequisites: ECON 231 and 232.

381 Economic Problem Solving. (3) An overview of problem-solving methods utilized in many upper-division Economics courses. Students review the techniques and general approaches to solving both microeconomic and macroeconomic problems. Prerequisites: ECON 231 and 232, any MATH course which satisfies the University General Education requirement.

390 Introduction to Health Economics. (3) Application of basic Economics to the health care industry. Issues surrounding the economic relationships among providers, insurers, and consumers of health care are examined in terms of market structure, economic motives, financial costs, and social costs and benefits. Prerequisite: ECON 100 or 231 or 232.

408 Economics for Decision-Makers. (3) This course develops the macro- and microeconomic concepts most useful to decision-makers. Topics covered include measures of aggregate economic activity, unemployment, inflation, business cycles, monetary policy, fiscal policy, international trade, market demand and supply, and alternate market structures. (Not open to students who have taken ECON 231 or 232. Cannot be used to meet the requirements for the B.A. or B.B. in Economics, a minor in Economics, or to meet the requirements in any B.B. degree. This course is designed for the Pre-MBA minor.) Prerequisite: junior standing and STAT 171 with a C or better.

410 Economics of Crime and Punishment. (3) Uses economic principles and statistical methods to analyze trends in crime, the economic approach to modeling crime, the economic impacts from criminal behavior, as well as to evaluate various policies in criminal justice. Prerequisite: 3 s.h. of ECON credit; DS 303 or LEIA 303, or permission of instructor.

420 Economic Development. (3) A study of less developed countries; problems such as population growth, urbanization, agricultural transformation,
unemployment, education and training, and capital formation are addressed. Solutions to these problems are examined and evaluated based on feasibility and practicality. A multi-disciplinary approach is used. 

**Prerequisites:** ECON 232.

425 Money Markets, Capital Markets, and Monetary Theory. (3) An institutional and theoretical study of money and capital markets in conjunction with monetary policy. **Prerequisite:** ECON 231.

430 (Cross-listed with AGEC 430) Environmental Economics. (3) This interdisciplinary course examines economic issues involving the interactions between humans and the environment. The course addresses conflicts in land, air, and water use and the role of assigned property rights and public policies in resolving environmental problems. Not open to students with credit in AGEC 430. **Prerequisite:** ECON 232 or AGRI 220.

432 Public Finance. (3) Studies the role of government in promoting a system of effective markets. Includes analyses of the causes and implications of market inefficiencies, the economic rationale for government intervention in markets, and the criteria used for public investment decisions. **Prerequisites:** ECON 330 or 331.

433 Honors Readings in Economics. (1–3, repeatable to 3) **Prerequisite:** consent of the instructor. **Graded S/U only.**

440 Labor Theory. (3) Understanding labor market dynamics using theory and empirical methods. Topics of focus include labor supply and demand, labor force composition and trends, human capital, wage differentials, migration, minimum wage, trade unions, and occupational licensure. **Prerequisite:** ECON 232 or consent of the instructor.

445 Game Theory and Economic Behavior. (3) Analysis and solution of non-cooperative games toward a deeper understanding of economic behavior. Applications include auction design, bargaining, firm market entry games, information economics, and prisoner's dilemma type games in general. **Prerequisites:** ECON 232, and MATH 137 or ECON 381, or permission of instructor.

451 History of Economic Thought. (3) A study of the origins and development of economic thought to mid-twentieth century. Includes the mercantilist, physiocratic, classical, historical, and marginalist schools. **Prerequisite:** ECON 232.

460 Urban and Regional Economic Analysis. (3) A study of the economics literature on urban and regional economic development theories and techniques. Particular attention is paid to economic policies to stimulate employment and foster income growth. Various measurement techniques for monitoring economic development are examined. **Prerequisite:** ECON 232.

465 Economics of Energy. (3) A study of primary and secondary sources of energy as they affect the levels of production and consumption in the economy. A general survey of the economic and regulatory problems of coal, petroleum, natural gas, and nuclear industries (including those of utilities) and brief discussion of the problems and prospects of alternative sources of energy in the context of national energy policies and individual decision-making. **Prerequisite:** ECON 231 or 232, or consent of the instructor.

470 International Trade. (3) (Global Issues) A study of the theoretical and institutional aspects of international trade; effect of trade and factor movements on economic welfare; problems of international disequilibrium, and the search for economic stability and growth through international cooperation. **Prerequisite:** ECON 232.

471 International Monetary Economics. (3) A study of exchange rate determination; monetary and fiscal policy in an open economy; balance of payments crises; the choice of exchange rate systems; international debt and global financial imbalances. **Prerequisites:** ECON 231 or permission of instructor.

481 Mathematical Economics. (3) Introduction to the mathematics most frequently used by economists: basic set theory, linear algebra, differentiation, comparative statics, optimization, constrained optimization, and linear programming. **Prerequisite:** ECON 381 (C grade or better), or passing department placement exam.

487 (Formerly ECON 387) Econometrics. (3) Extensions of the single equation regression model, estimation, and testing; multicollinearity, heteroskedasticity, and errors in variables; maximum likelihood estimation and binary response models; simultaneous equation models and estimation. Interpretation and application of econometric models and methods is emphasized. **Prerequisite:** MATH 137 or ECON 381, ECON 232, DS 303; or permission of instructor.

494 Internship. (1–12, repeatable to 12) Supervised employment experience with an approved employee/sponsor. Only 3 hours per semester can be included in the major. For internships that are two semesters or more in length, and with approval of the department chair, a maximum of 6 hours may be included in the major. **Prerequisites:** ECON 231, 232, one intermediate theory course, and permission of the department chairperson. **Graded S/U only.**

495 Current Economic Issues. (3) **Prerequisite:** ECON 231, 232, 330, 331; senior Economics major status.

496 Seminar in Economics. (1–3, repeatable for different topics to 9) Each offering in the series provides students with an opportunity for intensive study in specialty topics within Economics. **Prerequisites:** ECON 231 and 232, or consent of instructor.

497 Senior Knowledge Assessment. (0) All majors are required to submit a completed skill development portfolio and complete the knowledge assessment examination prior to graduation. **Prerequisites:** senior standing; B.A. or B.B. Economics major. **Graded S/U only.**

499 Individual Research in Economics. (1–3, repeatable to 3) **Prerequisites:** junior status and permission of the instructor. **Graded S/U only.**
Educational and Interdisciplinary Studies

Interim Chairperson: Dr. Gloria Delany-Barmann
Office: Horrabin Hall 115
Telephone: (309) 298-1183; Fax: (309) 298-2786
E-mail: GA-Delany-Barmann@wiu.edu
Website: wiu.edu/eis

Faculty: Cody, Davis, G. Daytner, K. Daytner, Delany-Barmann, Gunzenhauser, Hyde, LaPrad, Lindner, Mansfield, Miretzky, Montalvo, Paciotto, Schoper, Sellen, Stevens, Williams.

Adjunct Faculty: Bracey, Johnson

Pre-Service Teacher Education

The Department of Educational and Interdisciplinary Studies offers the professional education sequence of coursework required of Teacher Education candidates. The sequence includes EIS 202 “Multicultural and Social Foundations of Education,” EIS 301 “Cognition, Development, and Motivation in Academic Settings,” EIS 305 “Measurement and Assessment of Learning in Academic Settings,” and EIS 401 “Educational Law and Policy.” Preservice field experiences for most secondary education programs are also provided by the department. Basic graduate support courses in history and philosophy of education, educational research, educational assessment, sociology of education, classroom management, and educational psychology are offered for students seeking teacher licensure at the post-baccalaureate level.

Bilingual/Bicultural Major

Qualified bilingual/ESL teachers are in high demand throughout the state and nation. The Department of Educational and Interdisciplinary Studies offers an undergraduate major in Bilingual/Bicultural Education (Spanish language). Students completing the program also complete all requirements to qualify for elementary licensure. Students will be granted approval for ESL through the Illinois State Board of Education.

In addition, the department offers two graduate degrees—M.S.Ed. in Educational and Interdisciplinary Studies and M.S. in College Student Personnel.

Central advising for bilingual/elementary majors is maintained in Horrabin Hall 91. Secondary majors should consult with the secondary education advisor in Horrabin Hall 91, as well. For further information, contact Dr. Gloria Delany-Barmann, program coordinator, in the Department of Educational and Interdisciplinary Studies.

Honors Curriculum—Academically qualified students in this department are welcome to complete an honors curriculum in University Honors, Upper Division Honors, or Lower Division Honors. All Honors students must complete the one-hour honors colloquium (G H 299). Lower Division Honors includes General Honors coursework. Upper Division Honors includes honors work in the major. University Honors combines Upper and Lower Division Honors. For more information about honors curricula, see page 98 or visit the Centennial Honors College website at wiu.edu/Honors.

Degree Programs

Bachelor of Science in Education—Bilingual/Bicultural Education

All students seeking the Bachelor of Science in Education with a major in Bilingual/Bicultural Education must complete I, II, and III below, and the foreign language/global issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.*In addition to completing their Bilingual/ESL endorsement, students will also complete licensure requirements for Elementary Education.

In accordance with the Illinois State Board of Education licensure rules, all candidates seeking teacher licensure are required by Western Illinois University to obtain a grade of “C”
or better in all directed General Education courses, all core courses, and all courses in the option. Note C- is below a C.

I. University General Education Curriculum (p. 69) ........................................................................................................................................... 44 s.h. 
   (including ANTH 110, ARTH 180, GEOG 110, HIST 105 or 106, MATH 106**, MUS 190, POLS 122, a Biological Science lab, a Physical Science lab)

II. Core Courses ................................................................................................................................................................................................................................. 18 s.h. 
   EIS 427, 430, 435, 453, 457, 458

III. Additional Licensure Requirements 
   A. Additional Bilingual Field Experience: EIS 303 ............................................................................................................................................. 2 s.h. 
   B. Additional Bilingual Licensure Requirements**...................................................................................................................................... 9 s.h. 
      SPAN 325 or 326; SPAN 320†or 327; SPAN 449
   C. Additional Elementary Education Licensure Requirements ...................................................................................................................... 45 s.h. 
      ELED 470 (3); LLA 315; KIN 360; SPED 210, 390; IDT 285; MATH 206**, 364, 367; 
      RDG 383†, 384†, 433; SCED 364, 464; SSED 365, 495
   D. Pre-Professional Education: EIS 202, 301, 305, 401 ........................................................................................................................................... 10 s.h. 
   E. Required Study Abroad with minimum of 12 s.h. University credit .............. 0–12 s.h. 
      EIS 361 or Study Abroad courses that substitute for coursework required for the major. These courses will depend upon university setting.
   F. Student Teaching (16 weeks) ......................................................................................................................................................... 12 s.h.

#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) any major’s discipline-specific global issues course; or 4) an approved Study Abroad program. 
*Because the student will be qualifying for both a license and endorsement, and meeting the requirements of two state-approved programs, the total will exceed 120 s.h. 
**The sequence MATH 106/206 may count as 3 s.h. of General Education/Mathematics credit for Elementary Education, Early Childhood Education, Bilingual/ Bicultural Education, and Special Education majors only. 
***Based upon proficiency level, students may need to complete additional coursework. 
†RDG 383, RDG 384, and SPAN 320 fulfill the Writing Instruction in the Discipline (WID) graduation requirement.

Course Descriptions 

EDUCATIONAL AND INTERDISCIPLINARY STUDIES (EIS) 

Courses transferred to Western Illinois University from other institutions need to be evaluated for equivalency. Evaluation forms are available in Horrabin Hall 99. Courses from two-year institutions are not accepted as satisfying 300/400 level courses.

202 (Formerly EIS 302) Multicultural and Social Foundations of Education. (3) A study of the social, linguistic, and cultural factors that affect the educational experiences, practices, and environments in America. This course broadens students’ understanding of the diverse pluralistic nature of the contexts that either enhance or negate one’s educational experience. Field experience—10 hours required. A grade of C or above must be earned for teacher licensure.

301 Cognition, Development, and Motivation in Academic Settings. (3) An introduction to the state of knowledge in contemporary educational and developmental psychology as related to academic settings. Topics include cognitive processing, motivation, and physical, social, and emotional development. A grade of C or above must be achieved in EIS 301 for teacher licensure. Prerequisite: A grade of C or above in EIS 202, the equivalent transfer course, or junior standing.

303 Classroom Management and Field Work in Academic Settings. (2–3) Introduction to understanding and analyzing the learning environment as it relates to classroom and behavior management. Students will participate in supervised practicum in off-campus educational settings (public, private, or title programs) as part of professional preparation in Teacher Education. C grade or above is required. Transportation not provided. Prerequisite: 2.50 cumulative and major GPAs; EIS 301 with a grade of C or better; and satisfactory compliance of a fingerprint background investigation prior to the start of the field experience. (See EIS 301 above for additional prerequisites.)

304 Field Work in Educational and Interdisciplinary Studies. (1, repeatable to 2) The second supervised practicum in off-campus PK–12 educational settings as part of professional preparation in Teacher Education. C grade or above is required. Transportation not provided. Prerequisites: Full acceptance into the Teacher Education Program (TEP) and must have completed EIS 303 with a grade of C or better. Candidates are required to have already completed a methods course or be concurrently enrolled in a methods course at the time of enrollment in EIS 304.

305 Measurement and Assessment of Learning in Academic Settings. (2) An introduction to the language and principles of assessment, measurement theory, and assessment-related issues (reliability, validity, etc.) within education grounded in a cognitive theoretical framework that views assessment as the integration of observation, interpretation, and cognition.
A grade of C or above must be achieved in EIS 305 for teacher licensure. Prerequisites: C or better in EIS 202, SPED 210, and EIS 301.

361 Field Study Abroad. (1–12) Field study project in international setting. The student submits a written report and fulfills other requirements set up by the instructor. Prerequisite: Bilingual/Bicultural Education major.

401 Educational Law and Policy. (2) An analysis of formal legal and ethical problems that will allow students to critique contemporary debates in educational policy, law, and ethics. The course will examine the tension between competing philosophical theories and the construction and function of educational policy. A grade of C or above must be earned for Teacher Education. Prerequisite: full acceptance into Teacher Education Program (TEP); a grade of C or better in EIS 301.

405 Classroom Management. (2) Study of classroom management models applied to educational settings. Organization and management to facilitate learning. Legal policies, procedures, and strategies for dealing with behavior, disruption, and conflict resolution. Prerequisite: prior or concurrent pre-student teaching instructional field experience, concurrent student teaching, or graduate status.

427 Foundations of Education for Culturally and Linguistically Diverse Populations. (3) An introduction to the historical, political, social, and educational issues that have contributed to policy regarding public school services for language minority populations. Clinical experience of 15 hours required.

430 Methods and Materials for Teaching in Bilingual Programs. (3) Acquaints students with methodology and materials, with instruction in the preparation of audio and visual teaching aids, lesson plans, behavioral objectives, and the inquiry teaching methods for the bilingual/ESL classroom. Portion of content presented in Spanish. Clinical experience—15 hours required. A grade of C or higher must be earned for Teacher Education.

435 Cultural Studies of Second Language Learners in the Classroom. (3) The study of historical and contemporary social and cultural issues affecting selected ethnic groups, with particular emphasis on the impact of culture, learning, and schooling on second language learners in U.S. schools. Clinical experience—15 hours required.

440 Sociolinguistics. (3) Exploration of foundational work in the field of sociolinguistics and current issues in the field. This course will emphasize the culture-language interface at the level of social relationships with special emphasis on educational settings. Prerequisite: ANTH 110 or EIS 202 or equivalent.

453 Assessment of Bilingual and ESL Students. (3) Selection, administration, and interpretation of measurement instruments. Description of testing; multicultural, bilingual, ESL, language competency tests; language proficiency/achievement testing; linguistic/cultural aspects of intelligence testing; assessment in classroom. Clinical experience of 20 hours required.

457 Methods and Materials of Teaching English Language Learners. (3) Analysis of language learning processes of bilingual children. The appropriate order for learning basic skills in two languages will be discussed and techniques of teaching English as a second language will be introduced and practiced. Clinical experience—15 hours required. A grade of C or higher must be earned for Teacher Education.

458 Linguistics for the Teacher of English Language Learners. (3) The study of linguistics applied to teaching limited-English-speaking students. Includes English and non-English phonology, syntax, analysis, and application of linguistic theory. Clinical experience—20 hours required.

499 Special Problems in Education. (1–4, repeatable with no maximum) An independent study of a theoretical or applied problem in education. An opportunity for the undergraduate to broaden understanding and skills in the profession through research and experience.

COLLEGE STUDENT PERSONNEL (CSP)

445 The University and the Student. (2) Studies the mores, membership influence, commitment, expression, and governance of the college community, characteristics of a college student, and the relationship of these to personal, social, and intellectual development.

450 Workshop in Residence Student Development. (2) Examines factors affecting student growth and development in the university community, current problems facing students, and the use of group processes and leadership training in solving problems and facilitating community awareness.
Interim Chairperson: Dr. Gloria Delany-Barmann  
Office: Horrabin Hall 81  
Telephone: (309) 298-1070; Fax: (309) 298-2080  
E-mail: educationalleadership@wiu.edu  
Website: wiu.edu/edleadership  


The Department of Educational Leadership offers graduate programming for students interested in earning a Master of Science in Education (M.S.Ed.), an Educational Specialist (Ed.S.), or a Doctorate in Educational Leadership (Ed.D.) degree. The M.S.Ed. degree leads to licensure as school principal, and the Ed.S. degree leads to certification as school superintendent.
The Bachelor of Science in Engineering is an ABET-accredited multidisciplinary engineering degree designed to prepare graduates for professional practice and leadership in the 21st Century. Students take core classes in mechanical design, materials, electronics, robotics, thermo-fluid dynamics, structural design, quality control and engineering management, and complete a senior capstone design experience with industrial partners. Electives are offered in the senior year in Mechanical Engineering, Civil Engineering, Materials Engineering, Quality/Manufacturing Engineering, Robotics/Automation Engineering, and Engineering Management. The Engineering degree was designed to be flexible enough to accommodate most engineering disciplines. Therefore, students interested in other engineering disciplines should consult with an Engineering advisor. See our Engineering FAQs at our website.

This multidisciplinary approach to engineering prepares graduates to provide cross-discipline design solutions and leadership for the wide range of demands encountered by today’s practicing engineers in consulting offices, manufacturing businesses, industrial companies, and government agencies. The program provides the intellectual foundation for lifelong learning and successful careers in a world where the body of knowledge is doubling every 18 months.

Engineering students can complete the entire Engineering program at the new Quad Cities Riverfront Campus. Students can also complete the first two years at the Macomb campus (or at a community college), then take their junior and senior Engineering courses at the Quad Cities Riverfront Campus.

The Engineering program emphasizes innovation, hands-on laboratories, small, intimate classroom settings (never more than 25 students), mentoring by faculty, and thinking-outside-the-box solutions.

The School of Engineering is the only public engineering degree program in the Quad Cities region, and as such, provides our students many unique opportunities to work with industry through paid internship programs and senior design projects. Please see our website for details.

Additionally, students can participate in many entrepreneurial high-technology development projects through the Quad Cities Manufacturing Laboratory at the Rock Island Arsenal and the Midwest Intellectual Property Institute in Moline.

The Bachelor of Science in Engineering degree requires completion of 123 semester hours and can be finished in four years, depending on the student’s preparation in mathematics. Entrepreneurial Engineering, Innovation, Leadership…are the hallmarks of this program!

Transfer Students

There are two primary paths for transfer students to enter the program: 1) transfer from a two- or four-year institution, or 2) through the Linkages program, where students co-register with WIU Engineering and a partner college.

Transfer students seeking admission to the Engineering program must satisfy general University admissions requirements. Advanced placement credit for 18 hours of select lower-division Engineering courses from a community college or from a non-ABET accredited Engineering program will be provisionally granted providing the following is true: 1) the student earned a minimum grade of “C” or above (2.0 on a 4.0 scale) for completed courses that are deemed equivalent as determined by the School of Engineering,
2) the courses conform with IAI standards, and 3) the student completes 9 semester hours of 300-level Engineering courses with a “C” or above in his/her first semester at WIU. Final advanced placement credit will be granted upon proof of passing the Fundamentals of Engineering Exam. Please contact the School of Engineering with any questions.

Students seeking transfer credit for required Engineering core courses, MATH 133 and 134, and PHYS 211 and 213 must have earned a grade of C or better in all such courses to receive full credit (see degree requirements).

Degree Programs

Bachelor of Science—Engineering

All students seeking the Bachelor of Science in Engineering must complete I, II, III, and IV below, and the foreign language/global issues requirement for the major*. The minimum semester hour requirement for the baccalaureate degree is 123 s.h.

I. University General Education Curriculum (p. 69) ................................................................. 43 s.h.

II. Core Courses^ ................................................................. 51 s.h.
    ENGR 105, 211, 212, 220, 251, 271, 300, 310, 320, 331, 340, 351, 360, 370, 470, 490†, 491.

III. Directed Electives ................................................................. 9 s.h.
    Students must take a minimum of 9 s.h. from ENGR/ET/MGT/CS 300-400 level courses

IV. Other Requirements*................................................................................... 30 s.h.
    1. MATH 133^, 134^, 231, 333 ................................................................. 15 s.h.
    2. CHEM 201; PHYS 211^, 213^; plus one additional Chemistry or Physics
       course ........................................................................................................ 15 s.h.
    3. Pass the Fundamentals of Engineering Exam (NCEES)

#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) any major’s discipline-specific global issues course; or 4) an approved Study Abroad program.
†ENGR 490 fulfills the Writing Instruction in the Discipline (WID) graduation requirement.
*10 s.h. may count toward the University General Education requirement.
^Engineering majors must complete each ENGR core course, MATH 133 and 134, and
PHYS 211 and 213 (or the equivalent transfer courses) with a grade of C or better.

Course Descriptions

ENGINEERING (ENGR)

105 (Cross-listed with ET 105) Engineering Graphics. (3) An introduction to drafting including
shape description, geometric construction, orthographic and isometric drawing, sectioning, dimensioning, and
applied descriptive geometry. Basic dimensioning, tolerancing, and pictorial drawings will be covered. An
introduction to computer based drafting. Not open to students with credit for ET 105. 2 hrs. lect.; 2 hrs. lab.
IAI: EGR 941; IND 911.

211 Engineering Statics. (3) The first course in Engineering Mechanics for engineers; mechanics of
forces and force systems, static equilibrium, forces in structures and machines, friction, centroids, moments
of inertia, radii of gyration, and virtual work are examined. Not available to students who are currently
enrolled in or base completed PHYS 310 or PHYS 312. Prerequisites: MATH 133, PHYS 211. 3 hrs. lect.

212 Engineering Dynamics. (3) Kinematics, Newton’s laws of motion, work-energy and impulse-momentum
relationships, and vibrations applied to engineering systems. Not available to students who are currently
enrolled in or base completed PHYS 311 or PHYS 312. Prerequisite: ENGR 211. 3 hrs. lect.

220 Computational Methods for Engineers. (3) Programming basic numerical methods using MATLAB
for engineering applications. Matrix algebra, order of convergence, root finding, quadrature, solution of
linear and nonlinear equations, eigenvalue problems, numerical integration, differentiation, ordinary
differential equations, error analysis, and problem solving related to engineering applications. Prerequisite:
PHYS 211. Prerequisite or Corequisite: MATH 333. 2 hrs. lect.; 2 hrs. lab.

251 Strength of Materials. (3) Introduction to stress and deformation analysis of basic structural materials
subjected to axial, torsional, bending, and pressure loads. Prerequisite: ENGR 211 or PHYS 310. 2 hrs. lect.;
2 hrs. lab.

271 Engineering Electrical Circuits. (3) An introductory electrical circuits course for all engineering
disciplines; provides comprehensive coverage of electronic theory, fundamentals, practices, and analysis
and problem solving strategies for DC and AC circuitry, and RLC networks. Includes use of engineering
software to simulate and analyze. Prerequisites: MATH 231 and PHYS 213. 2 hrs. lect.; 2 hrs. lab.

300 Engineering Thermodynamics. (3) First and second laws of thermodynamics, equations of state
for liquids and gases, heat and work transfer, phase equilibrium and change, mass and energy balance.
Engineering

for control volumes, availability, exergy, power and refrigeration cycles; strategies for solving engineering problems. Prerequisite: MATH 231. 3 hrs. lect.

310 Fluid Dynamics. (3) Introduction to the concepts and applications of fluid mechanics and dimensional analysis with an emphasis on fluid behavior, internal and external flows, analysis of engineering applications of incompressible pipe systems, and external aerodynamics. Prerequisite: ENGR 300. 3 hrs. lect.; 1 br. lab.

320 Mechanical Design. (3) Mechanical design including an overview of the design process, engineering mechanics, failure prevention under static and variable loading, bearings, transmission elements, lubrication, and characteristics of the principal types of mechanical elements. Includes use of engineering software to simulate and analyze. Prerequisites: ENGR 105 and 251. 3 hrs. lect.

330 Engineering Economics. (3) This course will explain and demonstrate the principles and techniques of engineering economic analysis as applied in different fields of engineering. This course includes economic alternatives for engineering projects, decision making, analysis tools, and simulations. Prerequisites: ECON 231 and junior standing. 3 hrs. lect.

331 Engineering Project Management. (3) Concepts, steps, and techniques required to select, organize, manage, and deliver a successful technical or engineering project. Includes concepts in managing innovation and change, entrepreneurial engineering, engineering management, and ethical responsibilities of engineers. Prerequisites: junior standing in Engineering or permission of instructor. 3 hrs. lect.

340 Manufacturing Engineering. (3) A comprehensive overview of the manufacturing process. Key concepts include production system structure and design, manufacturability, quality control, and the techniques, tools, and methods that organizations use to improve overall performance while meeting customer cost, performance, and delivery requirements. Prerequisites: junior standing as an Engineering student; MATH 133 or MATH 137; and permission of School. 3 hrs. lect.

345 (Cross-listed with ET 345) Quality Engineering. (3) The study of statistical process control of manufacturing processes to include control charts, process capability studies, hypothesis testing, experiments, and trouble shooting of processes. Not open to students with credit for ET 345. Prerequisite: junior standing. 3 hrs. lect. IAI: IND 914.

351 Engineering Material Science. (3) This course covers the use of materials in engineering designs including structures of polymers, metals, and ceramics; processes such as heat treatment and solidification; failure mechanisms in service and design techniques to avoid failures; and strategies for material selection. Prerequisite: ENGR 251. 3 hrs. lect.

360 Structural Analysis. (3) Modeling, analysis, and requirements for static design of trusses, frames, cable, and other common structural shapes including an introduction to light weight structures, use of computer analysis methods and other tools. Prerequisite: ENGR 351. 3 hrs. lect.

370 Micro-Electronics I, Circuit Analysis and Design. (3) An electronics course for interdisciplinary engineers dealing with the design, analysis, and strategies for using OpAmps, semiconductor devices in both analog and digital power electronics, communications systems, sensor systems, and electric power applications as part of a Mechatronic System. Prerequisite: ENGR 271. 2 hrs. lect.; 2 hrs. lab.

410 Intermediate Thermo-Fluid Dynamics. (3) Differential equation form of the conservation of mass, momentum, and energy applied to internal flows, boundary layers, lift-drag, and open channel flows. Applications include turbomachinery, gas-vapor mixtures, psychrometrics, combustion, and compressible flow. Prerequisite: ENGR 310. 2 hrs. lect.; 2 hrs. lab.


453 Geotechnical Design. (3) An introduction to soil mechanics and foundation design. Topics covered include: grain-size analysis, soil classification, compaction, seepage, soil stresses, consolidation, slope stability, lateral earth pressure, bearing capacity, settlement, and design of retaining walls; use of modern engineering software. Prerequisite: ENGR 360. 2 hrs. lect.; 2 hrs. lab.

460 Steel Design. (3) Design of structural steel elements using the LRFD (load and resistance factor design) methodology to resist the action of axial, shear, bending, and combined stresses; includes stability of structural elements and connections, and use of modern engineering software in design. Prerequisite: ENGR 360. 2 hrs. lect.; 2 hrs. lab.

461 Concrete Design. (3) This course covers the analysis and design of reinforced concrete members using current design standards including design of concrete members for flexure, shear, and axial forces; serviceability criteria; bond and development length considerations; use of modern engineering software in design. Prerequisite: ENGR 360. 2 hrs. lect.; 2 hrs. lab.

470 Mechatronics I. (3) Mechatronics is the integration of mechanical, electrical, computer control, and systems dynamics design engineering. This course brings together all previous instruction in structures, mechanisms, electronics, programming, and design and makes use of modern integrated software to design a mechatronic system. Prerequisites: ENGR 212, 220, 320, and 370. 2 hrs. lect.; 2 hrs. lab.

471 Microelectronic Circuits II. (3) This course covers analysis and design of microelectronic devices and circuits with industrial applications. Devices and circuits will include digital and analog, logic, and other integrated circuits. Prerequisite: ENGR 470. 3 hrs. lect.; 1 br. lab.

472 Mechatronics II. (3) This course is a continuation of ENGR 470 and involves the design, fabrication, and demonstration of a novel practical mechatronic system. Prerequisite: ENGR 470. 2 hrs. lect.; 2 hrs. lab.

473 Industrial Controls. (3) This course will emphasize basic to advanced knowledge of methods used in industry to deliver, control, and monitor electrical devices. Course content will focus upon understanding and creating wire diagrams, selection of electrical devices and programmable logic devices applications. Prerequisite: ENGR 470. 2 hrs. lect.; 2 hrs. lab.

481 Finite Element Analysis. (3) The finite element method and its application to engineering problems: truss and frame structures, linear elasticity, plane stress and plane strain, axisymmetric elements, isoparametric formulation, heat conduction, transient analysis; use of commercial software; overview of advanced topics. Prerequisites: ENGR 300, 320, 351. 2 hrs. lect.; 2 hrs. lab.

482 (Cross-listed with ET 482) Parametric Modeling. (3) The application of computer aided design techniques utilizing industrial software within a minicomputer and workstation environment. Not open to students with credit for ET 482. Prerequisite: ET 207. 2 hrs. lect.; 2 hrs. lab.
490 Engineering Senior Design. (2, repeatable to 4) Students working in teams solve an industry selected problem. Students will be required to research, provide analysis and solutions to assigned projects. The course will also focus upon communication, team building, and critical thinking skills. Writing Instruction in the Discipline (WID) course. Prerequisites: C or above in all Engineering core courses and senior standing. Arranged.

491 Engineering Internship. (2) Off-campus work experience in engineering. Written weekly reports and copies of all projects, analysis, and other work are required. Recommend completion before entering last term on campus. Prerequisites: senior standing, a minimum GPA of 2.000, a minimum GPA of 2.00 from courses completed within the major, and approval of program coordinator. Graded S/U only.
The Department of Engineering Technology offers a Bachelor of Science in Construction Management, a Bachelor of Science in Engineering Technology, and a Bachelor of Science in Graphic Communication. The Construction Management and Engineering Technology degree programs are accredited by the Association of Technology, Management, and Applied Engineering (ATMAE). The Graphic Communication degree program is accredited by the Accrediting Council for Collegiate Graphic Communication (ACCGC).

The degree in Construction Management is designed to educate students to apply advanced materials, construction, and design techniques as solutions to construction problems through the study of construction materials, estimating, surveying, construction management, and architectural drafting. The comprehensive curriculum combines technical education with instruction in current design and methods employed in the construction field. Students learn to organize the available workforce, materials, and equipment to design, manage, and support construction projects. Graduates are prepared to take a managerial/supervisory role in the processes involved in construction and to apply technology solutions to the problems that arise in this field. Additionally, specific objectives will include learning and developing problem solving and critical thinking skills that will be needed by successful construction managers working with technical applications.

The degree in Engineering Technology is designed to provide a challenging program in response to continuously changing and sophisticated technology and an increasingly competitive global marketplace. Students learn to organize the available workforce, materials, and equipment to design, construct, operate, maintain, and manage technical engineering projects. Immediately upon graduation, students are ready to take a managerial/supervisory role in the processes and activities required for an Engineering Technology career. Specific objectives of the program allow students to successfully apply technical solutions, critical thinking skills, and problem-solving strategies to technical applications and problems that challenge the industrial manager. The program also includes a strong foundation in business management principles and practices.

The degree in Graphic Communication is designed to educate students to apply advanced production and electronic media techniques as a means to create effective communication. The curriculum has a strong core foundation in the development of knowledge and skills associated with design fundamentals. The curriculum combines technical education with instruction in current design and management practices employed in the Graphic Communication field. Students learn to organize the available workforce, material, and equipment to design, print, manage, and maintain Graphic Communication projects. Immediately upon graduation, students are ready to take a functional role in the processes involved in Graphic Communication and to apply technical solutions to the problems that arise in this area. Additional specific objectives include learning and developing problem solving and critical thinking skills that will be needed by successful managers working with technical graphic applications.

The department offers minors in Construction Technology, Graphic Communication, Industrial Technology, and Manufacturing Technology.

GradTrac is available to Engineering Technology majors. See page 77 for information about GradTrac.

Honors Curriculum—Academically qualified students in this department are welcome to complete an honors curriculum in University Honors, Upper Division Honors, or Lower Division Honors. All Honors students must complete the one-hour honors colloquium (G H 299). Lower Division Honors includes General Honors coursework. Upper Division Honors
includes honors work in the major. University Honors combines Upper and Lower Division Honors. For more information about honors curricula, see page 98 or visit the Centennial Honors College website at wiu.edu/Honors.

Degree Programs

Bachelor of Science—Construction Management

All students seeking the Bachelor of Science in Construction Management must complete I, II, III, IV, and V below, and the foreign language/global issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.

I. University General Education Curriculum (p. 69).......................................................... 43 s.h.
   II. Core Courses.................................................................................................................. 55 s.h.
   CSTM 132, 230, 232, 236, 260, 301, 310, 320, 334, 337, 430, 432, 433, 448, 460, 493†; ET 105
   III. Directed Electives........................................................................................................ 6 s.h.
   Choose 15 s.h. from the following: CSTM 302, 336, 356, 440; ET 344, 345; FIN 321
   IV. Other*.......................................................................................................................... 23 s.h.
   ACCT 200......................................................................................................................... 3 s.h.
   ECON 100 or 231 or 232................................................................................................. 3 s.h.
   GEOL 110......................................................................................................................... 4 s.h.
   MATH 123; STAT 171........................................................................................................ 6 s.h.
   MGT 349............................................................................................................................ 3 s.h.
   PHYS 150................................................................................................................................ 4 s.h.
   V. Open Electives............................................................................................................... 6 s.h.

#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) any major’s discipline-specific global issues course; or 4) an approved Study Abroad program.
†CSTM 493 fulfills the Writing Instruction in the Discipline (WID) graduation requirement.
*13 s.h. may count toward the University General Education requirement.

Bachelor of Science—Engineering Technology

All students seeking the Bachelor of Science in Engineering Technology must complete I, II, and III below, and the foreign language/global issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.

I. University General Education Curriculum (p. 69).......................................................... 43 s.h.
   II. Core Courses.................................................................................................................. 54 s.h.
   ET 105, 207, 241, 261, 344, 345, 356, 367, 403, 446, 448, 468, 477, 481, 482, 493 (9 s.h.)†
   III. Other*
   CHEM 101........................................................................................................................ 4 s.h.
   CS 488................................................................................................................................ 3 s.h.
   ECON 100 or 231 or 232................................................................................................. 3 s.h.
   HRM 353................................................................................................................................ 3 s.h.
   MGT 349............................................................................................................................ 3 s.h.
   OM 352............................................................................................................................... 3 s.h.
   MATH 128, 129.................................................................................................................. 6 s.h.
   PHYS 114, 115................................................................................................................... 8 s.h.
   STAT 171........................................................................................................................... 3 s.h.

#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) any major’s discipline-specific global issues course; or 4) an approved Study Abroad program.

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Engineering Technology

†ET 493 fulfills the Writing Instruction in the Discipline (WID) graduation requirement.
*13 s.h. may count toward the University General Education requirement.

Bachelor of Science—Graphic Communication

All students seeking the Bachelor of Science in Graphic Communication must complete I, II, III, IV, V, and VI below, and the foreign language/global issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.

I. University General Education Curriculum (p. 69) ................................................................. 43 s.h.
II. Core Courses .................................................................................................................... 24 s.h.
   GCOM 211, 217, 312, 313, 417, 493†
III. Directed Electives ......................................................................................................... 12 s.h.
   Choose 12 s.h. from the following: GCOM 111, 218, 314, 318, 412, 413, 414, 415, 419;
   Other GCOM/ET courses as pre-approved by academic advisor (maximum 3 s.h.)*
IV. Other
   GCOM 320; ENG 381 ........................................................................................................... 6 s.h.
   Choose 6 s.h. from the following: ARTH 180; ARTS 101, 102, 140; COMM 130, 247, 356;
   IDT 205, 230, 240; JOUR 121, 331; MKTG 327, 331, 333, 335, 4170 s.h.
V. Minor .............................................................................................................................. 16–21 s.h.
VI. Open Electives .............................................................................................................. 8–13 s.h.

#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) any major's discipline-specific global issues course; or 4) an approved Study Abroad program.
†GCOM 493 fulfills the Writing Instruction in the Discipline (WID) graduation requirement.
*See the Graphic Communication advisor for list of approved electives.

Minors

Minor in Construction Technology ......................................................................................... 20 s.h.
1. Required Courses .............................................................................................................. 14 s.h.
   CSTM 132, 230, 232, 334, 448
2. Choose 6 s.h. from the following: .................................................................................. 6 s.h.
   CSTM 236, 260, 301, 302, 310, 335, 337, 356, 430, 432, 433, 440, 460; ET 105, 344

Minor in Graphic Communication ........................................................................................ 21 s.h.
1. Required Courses .............................................................................................................. 6 s.h.
   GCOM 211, 217
2. Choose 15 s.h. from the following: ................................................................................. 15 s.h.
   GCOM 111, 218, 312, 313, 314, 318, 412, 413, 414, 415, 417, 419

Minor in Industrial Technology .............................................................................................. 18 s.h.
1. ET 105 ............................................................................................................................. 3 s.h.
2. ET Electives in one area of specialization (drafting/design) as approved by the department academic advisor ................................................................. 15 s.h.

Minor in Manufacturing Technology .................................................................................... 21 s.h.
1. Required Courses .............................................................................................................. 9 s.h.
   ET 105, 241, 345
2. Choose 12 s.h. from the following: ................................................................................. 12 s.h.
   ET 207, 261, 344, 356, 367, 446, 455, 468, 477, 481, 482
Course Descriptions

ENGINEERING TECHNOLOGY (ET)

Formerly MANUFACTURING ENGINEERING TECHNOLOGY (MET)

105 (Cross-listed with ENGR 105) Engineering Graphics. (3) An introduction to drafting including shape description, geometric construction, orthographic and isometric drawing, sectioning, dimensioning, and applied descriptive geometry. Basic dimensioning, tolerancing, and pictorial drawings will be covered. An introduction to computer based drafting. Not open to students with credit for ENGR 105. 2 hrs. lect.; 2 hrs. lab. IAI: EGR 941; IND 911.

207 Geometric Modeling. (3) Principles and techniques of basic computer aided drafting and the application of software to produce two-dimensional and three-dimensional drawings and designs. Not open to students with credit for ENGR 207, 482, or ET 482. Prerequisites: ET 101, ET 102 or ET 105. 2 hrs. lect.; 2 hrs. lab.

241 Manufacturing Processes. (3) An introduction to production processes in manufacturing industries. Laboratory assignments will involve processing plastic and composite materials, along with welding and casting of metals. 2 hrs. lect.; 2 hrs. lab. IAI: IND 913.

261 Machine Tool Production. (3) The theory and operation of machine tools and precision measuring instruments. Laboratory assignments will involve material removal processes. 2 hrs. lect.; 2 hrs. lab.

293 Industrial Work Experience. (1–3, repeatable to 3) This course will enable students to gain experience in manufacturing, construction, or graphic communication in a supervised and approved industrial environment. Written weekly reports, along with a final report, are required. Students will be under the general supervision of both the University instructor and the industrial supervisor. Evaluation of each student’s work will result from combined observations of all supervisors. This work experience will provide students an opportunity to apply basic industrial skills to the industrial work involved and enable them to better begin to understand the principles to be mastered for more advanced work. Completion of three 40-hour work weeks required for each semester hour of credit. Prerequisites: industrial technology major and permission of instructor.

344 Cost Reduction Practices. (3) A comprehensive study of non-value-added practices, their financial impact, and the techniques/tools used to reduce or eliminate them. Lean principles are emphasized including the identification of wasteful practices, where waste occurs, consequences of waste, and value. Prerequisite: junior standing. 3 hrs. lect.

345 (Cross-listed with ENGR 345) Quality Engineering. (3) The study of statistical process control of manufacturing processes to include control charts, process capability studies, factorial designed experiments, and trouble shooting of processes. Not open to students with credit for ENGR 345. Prerequisite: junior standing. 3 hrs. lect. IAI: IND 914.

356 (Cross-listed with CSTM 356) Introduction to Power Systems. (3) A study of electrical, hydraulic, and pneumatic power systems. Emphasis upon structural and behavioral characteristics of components used in the generation, transmission, and control of power systems used in contemporary industry. Not open to students with credit in CSTM 356. Prerequisite or Corequisite: PHYS 114 or 115 or 110 or permission of instructor. 2 hrs. lect.; 2 hrs. lab.

367 Computer Numerical Controlled Machining. (3) Introductory and advanced applications of numerically controlled machines. Laboratory experiments will include both off line and machine programming of CNC mills and lathes. Prerequisite: ET 261 or permission of instructor. 2 hrs. lect.; 2 hrs. lab.

403 Design and Prototype Development. (3) Engineering and technology research, design, and development strategies are emphasized to develop the creativity, critical thinking, and innovation skills necessary to generate new products, identify product ideas, and design, develop, test, analyze, and successfully fabricate a prototype. Prerequisites: ET 344 and ET 345, and senior standing; or consent of instructor.

407 Advanced Computer Aided Drafting. (3) The study of graphic presentation, using computer aided drafting and software to produce two-dimensional and three-dimensional industrial drawings and designs. Prerequisites: ET 207 and Industrial Technology minor. 2 hrs. lect.; 2 hrs. lab.

443 Fire Protection Structure and Systems Design. (3) The principles of protection of the structure from fire involvement. Topics include empirical tests, prediction procedures, detection and suppression systems, sprinkler design, and recent innovations. Prerequisite: acceptance into the Open Learning Fire Service Program for inservice fire/safety personnel by the director of the School of Distance Learning, International Studies and Outreach.

444 Fire Dynamics. (3) Fire dynamics is a study of fire propagation phenomenon in both fuel and air regulated phases, e.g., variables in pre- and post-flashover fire development, as well as geometric, material, gaseous, fluid flow, and thermodynamic parameters. Prerequisite: acceptance into the Open Learning Fire Service Program for inservice fire/safety personnel by the director of the School of Distance Learning, International Studies and Outreach.

446 (Formerly ENGR 343) Material Science. (3) The study of metallurgy, plastics, and ceramics with emphasis on properties, structure, testing, and heat treatment for the design, manufacture, and failure analysis of materials. Stress, strain, and deformation tests will be included. 2 hrs. lect.; 2 hrs. lab. IAI: IND 912.

448 Industrial and Construction Occupational Safety and Health. (3) A study of the Federal OSHA Act as it applies to both industry and construction. Beyond federal regulations, the course includes accident prevention plans, safety education, and documentation preparation. 3 hrs. lect.

455 Engineering Technology Seminar. (1–3) Each offering provides students with an opportunity for intensive study in specialty topics reflective of the variety in Engineering Technology. May be repeated with different topics for a maximum of 3 s.h. Prerequisite: senior standing.

468 Computer Aided Manufacturing (CAM) Machining. (3) The study and application of graphics and language based CAM systems for 2D machining and 3D surfacing on numerically controlled machines, including cellular production team projects. Prerequisites: ET 207 and 367. 2 hrs. lect.; 2 hrs. lab.

477 Programmable Control and Data Acquisition. (3) A study of programmable logic and data acquisition control systems used to monitor and update facilities, machines, and equipment. Topics include signal conditioning; A-D conversions; decision models; ladder, state, and object oriented programming; data logging and differential control. Prerequisite: one of the following: CS 114, CS 211/212, CS 214, CS 225, CS 488, or permission of instructor. 2 hrs. lect.; 2 hrs. lab.

481 Robotics Systems. (3) A comprehensive study of the mechanics, electronic, and computer technologies required to design and implement robotic systems. Prerequisites: PHYS 114; CS 114, CS 212, CS 214, CS
225, CS 488, or permission of instructor. 2 hrs. lect.; 2 hrs. lab.

482 (Cross-listed with ENGR 482) Parametric Modeling. (3) The application of computer aided design techniques utilizing industrial software within a micomputer and workstation environment. Not open to students with credit for ENGR 482. Prerequisite: ET 207. 2 hrs. lect.; 2 hrs. lab.

492 Independent Study. (1–5, repeatable to 6) Selection, exploration, and solution of a problem in an area of Manufacturing Engineering Technology. Prerequisites: senior college standing, 26 s.h. or ET coursework, and approval of department chairperson. GPA requirement of 2.50 in major.

493 Internship. (3–12 in 3-hour blocks, repeatable to 12) Off-campus work experience in manufacturing. Written weekly reports required. Writing Instruction in the Discipline (WID) course. Recommended completion before entering last term on campus. A maximum of 9 s.h. may be applied toward major requirements. Prerequisites: junior/senior standing; prerequisites as related to the student’s technology option selected. ENG 280. A minimum GPA of 2.00, a minimum GPA of 2.00 from courses completed within the major, and approval of program coordinator. Graded S/U only.

GRAPHIC COMMUNICATION (GCOM)

111 Graphic Communication Foundations. (3) Overview of the Graphic Communication Industry. Topics include the history and conventional techniques used in printing, hardware and software tools used in the industry, and basic principles and methods used in the creation of print and non-print-based layouts. 2 hrs. lect.; 2 hrs. lab.

211 Introduction to Graphic Communication. (3) A study of the Graphic Communication industries including composition, photoconversion, press work, and finishing operations. 2 hrs. lect.; 2 hrs. lab.

217 Electronic Desktop Publishing I. (3) A study of terms, programs, and equipment used in electronic desktop publishing. An introduction and exposure to a variety of electronic desktop publishing programs and tools. Emphasis is upon design, layout, and execution of techniques used in publishing. 2 hrs. lect.; 2 hrs. lab.

218 Interactive Media Production. (3) An introduction and overview of using web authoring and content management tools for developing and producing online content. Emphasis on understanding foundational terminology, identifying webpage elements, and technical aspects for creating basic online interactive documents and presentations for web publishing. 2 hrs. lect.; 2 hrs. lab.

312 Color Image and Halftone Scanning. (3) The theory and practice of color, line, and halftone image scanning. Activities include: color separations, corrections, and working with halftones. Prerequisite: GCOM 211. 2 hrs. lect.; 2 hrs. lab.

313 Graphic Illustration. (3) A study of illustration software with emphasis upon operational skills and techniques used in creating two-dimensional and three-dimensional illustrations. Prerequisites: GCOM 211 and basic typing skills. 2 hrs. lect.; 2 hrs. lab.

314 3D Print and Web Technologies. (3) Focus is on the creation of three-dimensional objects for a wide range of uses in industry. Topics include the use of animation and modeling for product visualization and multiple internet applications. Prerequisites: GCOM 217 and GCOM 218; or consent of instructor.

318 (Formerly GCOM 418) Graphic Presentations. (3) An exploration and construction at an intermediate level of complex documents and presentations for web publishing. Emphasis on the technical aspects of using advanced techniques, hardware, and web authoring software and content management tools toward developing effective interactive online environments. Prerequisite: GCOM 218. 2 hrs. lect.; 2 hrs. lab.

320 Professional Preparation in Graphic Communication. (3) This course will prepare and enable students to gain skills and experience with the professional internship search process for career success. Topics will include cover letters, resume preparation, networking, job searching, interviewing, professional business communications, presentation, correspondence, and portfolio development. Prerequisite: Graphic Communication major and sophomore standing. 3 hrs. lect.

412 Digital Image Manipulation. (3) The use of digital image manipulation equipment in creating special effect images. Emphasis will be placed upon advanced color theory, color separation, and digital enhancement. Prerequisite: GCOM 313. 2 hrs. lect.; 2 hrs. lab.

413 Packaging and Display Technologies. (3) An overview of packaging and display technologies. Emphasis on terminology, applications, processes, materials, and substrates, as well as conventional and digital technical aspects of creating basic packaging and point of purchase displays. Prerequisite: GCOM 313. 2 hrs. lect.; 2 hrs. lab.

414 Advanced Image Transfer and Printing Processes. (3) The study of advanced printing and image transfer systems and processes. Emphasis will be upon supervised experience in a Graphic Communication lab. Prerequisite: GCOM 313. 2 hrs. lect.; 2 hrs. lab.

415 Printing Production Management. (3) The study and application of estimation and production practices in the publishing industry. Emphasis will be on methods, planning, production, estimating, and techniques characteristic of the publishing industry. Prerequisite: GCOM 312. 2 hrs. lect.; 2 hrs. lab.

417 Electronic Desktop Publishing II. (3) Advanced work with electronic desktop publishing programs. Emphasis will be upon advanced design and layout techniques. Projects include multiple page documents, forms, booklets, and brochures. Integration of work from multiple software programs will also be stressed. Prerequisites: GCOM 217 and 313 or consent of instructor. 2 hrs. lect.; 2 hrs. lab.

419 On-Line Publishing. (3) The focus of this course is on website development. Topics will focus on HTML as well as a variety of WYSIWYG editors and hardware. Site planning and adding graphics and other media (video, animations, etc.) will also be discussed. Prerequisite: GCOM 318. 2 hrs. lect.; 2 hrs. lab.

455 Graphic Communication Seminar. (1–3) Each offering provides students with an opportunity for intensive study in specialty topics reflective of the variety in Graphic Communication. May be repeated with different topics for a maximum of 3 s.h. Prerequisite: GCOM 412.

492 Independent Study. (1–3, repeatable to 6) Selection, exploration, and solution of a problem in an area of Graphic Communication. Prerequisite: Senior college standing, 21 s.h. of GCOM coursework, and approval of department chairperson. GPA requirement of 2.50 in major.

493 Internship. (3–12 in 3-hour blocks, repeatable to 12) Off-campus work experience in Graphic Communication. Written weekly reports required. Writing Instruction in the Discipline (WID) course. Recommended completion before entering last term on campus. A maximum of 9 s.h. may be applied toward major requirements. Prerequisites: junior/senior standing; prerequisites as related to the student’s technology option selected. ENG 280. A minimum GPA of 2.00, a minimum GPA of 2.00 from courses completed prior to entering the course, and approval of department chairperson. GPA requirement of 2.50 in major.
within the major, and approval of program coordinator. Graded S/U only.

CONSTRUCTION MANAGEMENT (CSTM)

132 Construction Laboratory. (2) Introduction to residential construction materials, methods, and systems including tools and equipment. 1 hr. lect.; 2 hrs. lab.

230 Construction Documents and Plan Reading. (3) A comprehensive study of the common construction documents including plan reading methodologies, bid documents, addenda, and basic quantity take-off of construction materials.

232 Construction Systems. (3) Introduction to construction systems including the interrelationships between the elements of construction, basic graphical construction, and related fields. Prerequisite: CSTM 132. 3 hrs. lect.

236 Surveying for Construction. (3) An introduction to surveying methods used in the construction industry. Students will learn surveying techniques for roads and building sites. Conventional as well as electronic surveying equipment will be used. Not open to students with credit in AGMT 461. Prerequisite: MATH 123, 2 hrs. lect.; 2 hrs. lab.

260 Construction Statics and Strength of Materials. (3) A study of structural factors that influence the development of building design. Survey of statics and strength of materials with an introduction to structural planning and preliminary structural design for temporary structures related to Construction Management. Prerequisite: MATH 123 or higher. 3 hrs. lect.

301 Residential Architectural Design. (3) The study of residential architectural design including drawing setup, architectural programming, site plan, floor plan layouts, elevation, construction details, and 3D modeling using current industry software. Provides students with the foundational knowledge of blueprint creation for residential building construction projects. Prerequisite: ET 105. 2 hrs. lect.; 2 hrs. lab.

302 Commercial Architectural Design. (3) A study of Building Information Modeling (BIM) for commercial construction teaching students the basic skills to develop and use BIM on a project for construction planning, documents, cost estimating, and high-quality 3D designs utilizing current industry software. Prerequisite: CSTM 301. 2 hrs. lect.; 2 hrs. lab.

310 Construction Scheduling. (3) A study of planning and scheduling practices used by the construction industry. Scheduling logic, productivity and durations, resource leveling, cost loading, critical path issues, and applications of computer software for the creation of construction project schedules are covered. Prerequisite: CSTM 334. 3 hrs. lect.

320 (Formerly ET 320) Professional Preparation in Engineering Technology. (2) This course will prepare and enable students to gain skills and experience with the professional internship search process and career success. Topics will include cover letters, resume preparation, networking, job searching, interviewing, professional business communications, presentation, and correspondence related to Engineering Technology. Prerequisite: Engineering Technology major and sophomore standing. 2 hrs. lect.

334 Construction Concepts. (3) An introductory study of concepts related to construction. Content includes foundations, wood framing, and light gauge and medium gauge steel framing. Prerequisite: CSTM 252. 3 hrs. lect.

336 Aggregate Based Materials. (3) A study of residential and commercial uses of aggregate materials as structural systems with a focus upon aggregate, Portland cement concrete, and asphalt cement concrete. Laboratory experiences include application techniques. Prerequisite: CSTM 334. 2 hrs. lect.; 2 hrs. lab.

337 Electrical and Mechanical Systems. (3) A study of electrical and mechanical systems. Content includes electrical, plumbing, and HVAC system design; lighting, acoustics systems selection, and utilization for energy conservation. Sustainable energy options and trends for all systems will also be introduced. Prerequisite: CSTM 334. 3 hrs. lect.

356 (Cross-listed with ET 356) Introduction to Power Systems. (3) A study of electrical, hydraulic, and pneumatic power systems. Emphasis upon structural and behavioral characteristics of components used in the generation, transmission, and control of power systems used in contemporary industry. Not open to students with credit in ET 356. Prerequisite or Corequisite: PHYS 114 or 115 or 150 or permission of instructor. 2 hrs. lect.; 2 hrs. lab.

430 Construction Estimating. (3) A study of construction industry estimating techniques and practices for both residential and commercial construction. Students will practice estimating with both simulation exercises and actual construction projects. Computer software will be utilized in this course. Prerequisite: CSTM 230, 301, or permission of instructor. 2 hrs. lect.; 2 hrs. lab.

432 Construction Management. (3) A capstone course covering holistic construction planning and management techniques starting with project conception and site planning, financing, and cost management, and project closeout issues. A course project will include bidding, scheduling, project management documents, and a professional proposal presentation. Prerequisites: CSTM 310, 430, and 433; or permission of instructor. 3 hrs. lect.

433 Legal Aspects of Construction. (3) A comprehensive review of legal aspects of construction for managers. Topics include contracts/agreements, liens, bonds, insurance, codes, certification, laws, and ethics. Prerequisite: CSTM 230 or permission of instructor.

440 Green and Sustainable Construction. (3) Comprehensive coverage of green and sustainable construction principles, materials, and methods. Sustainable construction rating systems will be discussed with the focus on LEED criteria. Prerequisite: 75 hours of completed college coursework or permission of instructor. 3 hrs. lect.

448 Construction Occupational Safety and Health. (3) A study of the Federal OSHA Act as it applies to the construction industry. Beyond federal regulations, the course includes accident prevention plans, safety education, and documentation preparation. 3 hrs. lect.

455 Construction Management Seminar. (1–3) Each offering provides students with an opportunity for intensive study in specialty topics reflective of the variety in Construction Management. May be repeated with different topics for a maximum of 3 s.h. Prerequisite or Corequisite: CSTM 430.

460 Soils and Foundations for Construction. (3) A course on basic principles of structural soils and structure foundations, soil classification implications, and applications for the construction industry. Prerequisite: CSTM 334. 3 hrs. lect.

492 Independent Study. (1–3, repeatable to 6) Selection and exploration of a specific area of Construction Management or planning issue, solution of a specific construction industry problem, in-depth study of specific areas of construction, or exploration and/or achievement of a relevant professional certification. Prerequisite: Senior college standing, 21 s.h. of CSTM coursework, and approval of department chairperson. GPA requirement of 2.50 in major.
493 Internship. (3–12 in 3-hour blocks, repeatable to 12) Off-campus work experience in construction. Written weekly reports required. Writing Instruction in the Discipline (WID) course. Recommend completion before entering last term on campus. A maximum of 9 s.h. may be applied toward major requirements. Prerequisites: junior/senior standing; prerequisites as related to the student’s technology option selected; ENG 280. A minimum GPA of 2.00, a minimum GPA of 2.00 from courses completed within the major, and approval of program coordinator. Graded S/U only.
Chairperson: Dr. Mark Mossman  
Office: Simpkins Hall 124  
Telephone: (309) 298-1103; Fax: (309) 298-2974  
Website: wiu.edu/English


The Department of English and Journalism offers the sequence of courses in composition required of all students; literature, drama, and film courses which fulfill the Humanities and Multicultural Studies requirements of the University General Education Curriculum; a major and minor in English; a comprehensive major in English Teacher Education; a major and minor in Journalism; minors in Creative Writing and Professional Writing; and electives in advanced writing and creative writing. It also participates in interdisciplinary programs in Liberal Arts and Sciences, Environmental Studies, Film, and Women’s Studies.

Although the department’s offerings are diverse, critical writing, reading, and thinking—developed by active engagement with and participation in the related discourses of literature, film, creative, and expository writing—are the constant emphases. The department prepares its graduates to perform successfully in graduate and professional schools and in the many fields in which clear thinking and effective self-expression are valued.

GradTrac is available to English and Journalism majors. See page 77 for information about GradTrac.

Honors Curriculum—Academically qualified students in this department are welcome to complete an honors curriculum in University Honors, Upper Division Honors, or Lower Division Honors. All Honors students must complete the one-hour honors colloquium (G H 299). Lower Division Honors includes General Honors coursework. Upper Division Honors includes honors work in the major. University Honors combines Upper and Lower Division Honors. For more information about honors curricula, see page 98 or visit the Centennial Honors College website at wiu.edu/Honors.

Degree Programs

Bachelor of Arts—English

All students seeking the Bachelor of Arts in English must complete I, II, and III.A or III.B below, and the foreign language/global issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.

In accordance with the Illinois State Board of Education licensure rules, all candidates seeking teacher licensure are required by Western Illinois University to obtain a grade of “C” or better in all directed General Education courses, all core courses, and all courses in the option. Note C- is below a C.

I. University General Education and College of Arts and Sciences Curriculum Requirements (p. 83) ........................................................................................................60 s.h.

Except Teacher Education students must complete the University General Education Curriculum Requirements, including a General Education Mathematics course—43 s.h. (p. 69)

II. Core Courses ..................................................................................................................16 s.h.

ENG 200, 201, 202, 299, 376, 476†

III. Option of Study (select A or B)

A. Literature and Language

1. Special Courses
English and Journalism

a. One upper-division course in Forms, chosen from among the following: ENG 302, 304, 305, 306, 310, 393, 395; or ENG 400, 409 when appropriate ............3 s.h.
b. One upper-division course in Traditions, chosen from among the following: ENG 311, 312, 314, 319, 324, 331, 334, 335, 337, 340, 347, 353, 355, 390; or ENG 400, 401, 409 when appropriate ............3 s.h.
c. One upper-division course in Social Justice, chosen from among the following: ENG 307, 346, 348, 350, 351, 357, 358, 392; or ENG 400, 401, 409 when appropriate ............3 s.h.
d. One upper-division course in Theory/Language, chosen from among the following: ENG 368, 370, 372, 389, 347, 473 ............3 s.h.

2. Departmental Electives (6 s.h. must be upper-division) ...............12 s.h.

3. Any Minor .........................................................................................18–20 s.h.

4. Open Electives .................................................................................2 s.h.

B. English—Teacher Education

1. Special Courses
   a. Choose one of the following: ENG 290, 291 ..................................................3 s.h.
   b. One upper-division course in Traditions, chosen from among: ENG 311, 312, 314, 319, 324, 331, 334, 335, 337, 340, 347, 353, 355, 390; or ENG 400, 401, 409 when appropriate ........................................3 s.h.
   c. One upper-division course in Social Justice, chosen from among the following: ENG 307, 346, 348, 350, 351, 357, 358, 392; or ENG 400, 401, 409 when appropriate ........................................3 s.h.
   d. ENG 384†, 466, 471, 499 .................................................................12 s.h.
   e. ENG 433 .........................................................................................3 s.h.

2. Other
   a. Professional Education Sequence ..........................................................15 s.h.
      ENG 366; EIS 202, 301, 303 (2 s.h.), 304 (1 s.h.), 305, 401
   b. SPED 210 and SPED 390 ............................................................4 s.h.
   c. EDUC 439 ...................................................................................3 s.h.
   d. STCH 480 ..........................................................12 s.h.

3. English Language Arts Emphasis (choose a, b, c, d, e, or f)
   a. Creative Writing .................................................................6 s.h.
      ENG 285 and one upper-division Creative Writing course
   b. Journalism .................................................................6 s.h.
      JOUR 231 and one upper-division Journalism course
   c. Literature .................................................................6 s.h.
      2 upper-division Literature courses
   d. Middle School Teaching ...........................................................7 s.h.
      C&I 403 and one upper-division ENG or JOUR course
   e. Professional Writing ............................................................6 s.h.
      ENG 381 and one upper-division Professional Writing course
   f. Speech .................................................................9 s.h.
      COMM 241, 341, and 344

#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) an English (ENG) global issues course; or 4) an approved Study Abroad program.
†ENG 476 fulfills the Writing Instruction in the Discipline (WID) graduation requirement for the Literature and Language option. ENG 384 and 476 fulfill the Writing Instruction in the Discipline (WID) graduation requirement for the Teacher Education option.

Bachelor of Arts—Journalism

All students seeking the Bachelor of Arts in Journalism must complete I, II, and III below, and the foreign language/global issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.
I. University General Education and College of Arts and Sciences Curriculum

Requirements (p. 83) .................................................................................................................. 60 s.h.

II. Core Courses .................................................................................................................. 15 s.h.

JOUR 121, 231, 232, 415, 417

III. Other Requirements

A. One Writing Instruction in the Discipline (WID) course chosen from among: JOUR 330†, 340†, or 348†. ......................................................................................... 3 s.h.

B. Journalism Electives .................................................................................................. 18 s.h.

In choosing Journalism Electives, students are encouraged to select courses that will allow them to develop expertise in one of the three available areas: advertising, news/editorial, or public relations. Included must be 6 s.h. of Journalism Electives at the 400 level.

C. Any Minor ..................................................................................................................... 16–20 s.h.

D. Open Electives ............................................................................................................. 4–8 s.h.

#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) a Journalism (JOUR) global issues course; or 4) an approved Study Abroad program.

†JOUR 330 or JOUR 340 or JOUR 348 fulfills the Writing Instruction in the Discipline (WID) graduation requirement.

Minors

Minor in English .................................................................................................................. 18 s.h.

1. ENG 299 ...................................................................................................................... 3 s.h.

2. English Electives ........................................................................................................ 15 s.h.

At least three electives must be taken at the 300-400 level

Minor in Creative Writing .................................................................................................. 17–18 s.h.

1. ENG 285 ...................................................................................................................... 3 s.h.

2. Choose one of the following three sequences: ......................................................... 6 s.h.

   a. ENG 385 and 485

   b. ENG 386 and 486

   c. ENG 387 and 487

3. Choose one intermediate course in second genre:............................................... 2–3 s.h.

   ENG 385, 386, 387; THEA 409, 419

4. Choose two literature courses from the following:................................................. 6 s.h.

   ENG 200, 201, 202, 300, 358, any 300-400 level course in English Literature

Minor in Journalism ............................................................................................................. 18 s.h.

1. JOUR 121, 231, 232 ...................................................................................................... 9 s.h.

2. 300- and 400-level Journalism courses, of which at least one is 400-level ......................................................................................................................... 6 s.h.

3. Additional Journalism coursework ............................................................................ 3 s.h.

Note: Ability to type is necessary in all journalism courses.

Minor in Professional Writing .......................................................................................... 18 s.h.

1. Core: ENG 381; ENG 480 or 483 ................................................................................ 6 s.h.

2. Four elective courses (two must be ENG courses) chosen from: ...................... 12 s.h.


*No course may count as core and elective in an individual’s degree plan.

Note: No more than one course which fulfills a requirement for a major may be counted in the minor.
English and Journalism

Minor in Film
See Interdisciplinary Studies Minors (p. 239).

Proficiency Examinations
Freshmen who have been in accelerated programs in high school or transfer students from other institutions of higher education may request permission to take a proficiency examination for English 180 or 280. The examinations will be given by the second week of each semester. A student will receive 3 s.h. of credit upon passing the examination. Direct inquiries to Writing Director, 127 Simpkins Hall.

Course Descriptions
ENGLISH (ENG)

100 Introduction to Writing. (3) Instruction and experience in the basics of clear, accurate, and effective paragraphs and essays. Required of students placed in the course during initial registration. Not open to students who have completed ENG 180 or 280 with a grade of C or above. Graded A, A-, B+, B, B-, C+, C, or U.

180 College Writing I. (3) (General Education/Communication Skills) Introduction to college writing, with an emphasis on the writing process, reflective writing, and critical thinking. All sections taught with word processors. Graded A, A-, B+, B, B-, C+, C, U, F.
IAE: CI 900.

195 Introduction to Literature. (3) (General Education/Humanities) An introduction to outstanding works of prose, poetry, and drama which emphasizes the development of the reader's interpretive skills. The course is designed to promote an appreciation of excellence in literature. For non-English majors.
IAE: H3 900.

200 Introduction to Poetry. (3) (General Education/Humanities) Reading and discussion of poetry from around the world and spanning more than a century, introducing students to questions of social justice and methods of interpretation.
IAE: H3 903.

201 Introduction to Fiction. (3) (General Education/Humanities) Reading and discussion of prose fiction from around the world and spanning more than a century, introducing students to questions of social justice and methods of interpretation.
IAE: H3 901.

202 Introduction to Drama. (3) (General Education/Humanities) Reading and discussion of plays from around the world and spanning more than a century, introducing students to questions of social justice and methods of interpretation.
IAE: H3 902.

205 Introduction to Shakespeare. (3) (General Education/Humanities) Reading and discussion of selected plays, with emphasis on modern methods of interpretation. For non-English majors.
IAE: H3 905.

206 Issues in U.S. Literature. (3) (General Education/Humanities) Reading and discussion of important works of American literature from several historical periods, with emphasis on their relation to American society and culture.

228 Introduction to British Literature. (3) Study of major historical periods of British literature by means of representative literary types, texts, and authors, and predominant genres. Prerequisite/Corequisite: ENG 180.

238 Introduction to American Literature. (3) Study of major historical periods of American literature by means of representative literary types, texts, and authors, and predominant genres. Prerequisite/Corequisite: ENG 180.

245 (Cross-listed with AAS 245) Survey of African American Literature. (3) A literary and cultural introduction to the study of African American writers, organized chronologically, but with special emphasis on the twentieth century. Not open to students with credit for AAS 245.

258 Introduction to World Literature. (3) Study of representative literary types, texts, and authors, and predominant genres from a range of cultures, both Western and non-Western. Prerequisite/Corequisite: ENG 180.

280 College Writing II. (3) (General Education/Communication Skills) A second course in college writing, to be taken during sophomore year. Emphasis on the interaction between writer and reader. Prerequisites: ENG 180 and at least 24 s.h. earned. Designated sections taught with word processors. Graded A, A-, B+, B, B-, C+, C, U, F.
IAE: CI 901R.

285 Introduction to Creative Writing. (3) An introductory course for students who wish to explore various forms of poetry and short-fiction writing. ENG 285 or consent of instructor is prerequisite for ENG 385, 386, 485.

290 (Cross-listed with BC 290) Introduction to Film. (3) (General Education/Humanities) Screening and discussion of films from around the world, introducing students to selected traditions, questions of social justice, and methods of interpretation (with laboratory). Not open to students with credit in BC 290. IAE: F2 908.

291 Introduction to New Media Literature. (3) Reading and discussion of new media from around the world, introducing emerging traditions, questions of social justice, and methods of interpretation.

299 Critical Methods of Reading and Writing. (3) Introduction to basic forms and conventions of critical writing, strategies of interpretation, and theoretical issues in literary studies. Prerequisites: ENG 180 (with a grade of C or better) and at least one of the following (with a grade of C or better): ENG 200, 201, 202, 206, 228, 238, 258, 290.

300 Short Story. (3) (General Education/Humanities) A study of the modern short story as a literary form.

301 (Cross-listed with WS 301) Women and Literature. (3) (General Education/Multicultural Studies) The study of literature as an art practiced by women, with an examination of portrayals of women in literature. Not open to students with credit in WS 301. IAE: H3 911D.

302 Popular Forms of Literature. (3) Studies in selected popular forms of literature. Topics may include forms such as detective fiction, science fiction,
304 Poetic Forms. (3) Study of a major form of poetic expression. May include a single genre (e.g. epic or lyric), or individual forms (e.g. sonnet or ode). The course will also address both the technical vocabularies and major concepts of poetics. Prerequisite: ENG 299 with a grade of C or better, or consent of instructor.

305 Non-Fiction Forms. (3) Study of one or more of the forms of non-fiction writing such as autobiography, diary, essay, epistolary, or non-fiction movements such as the New Journalism or creative non-fiction. Prerequisite: ENG 299 with a grade of C or better, or consent of instructor.

306 Forms of the Novel. (3) An intensive study of one or more of the forms of the novel. Topics may include the epistolary, picaresque, gothic, or other forms. The course will also address narratology and major critical approaches to the novel. Prerequisite: ENG 299 with a grade of C or better, or consent of instructor.

307 (Cross-listed with WS 307) Issues for Women Writing. (3, repeatable to 6 for different topics) Reading, discussion, and writing focused on a particular social, cultural, or personal issue related to how and what women write. Not open to students with credit in WS 307. Prerequisite: ENG 299 or WS 190, or consent of instructor.

310 Forms of Drama. (3) A study of one or more of the forms of drama such as medieval morality and mystery plays, revenge tragedy, heroic tragedy, and comedy of manners. Prerequisite: ENG 299 with a grade of C or better, or consent of instructor.

311 Studies in Medieval British Literature. (3) Studies of selected British literary works from the beginnings to about 1500, with the Old English and more difficult Middle English texts read in translation. Prerequisite: ENG 299 with a grade of C or better, or consent of instructor.

312 Studies in Renaissance and Seventeenth-Century British Literature. (3) Studies of selected British literary works from 1485 to 1660. Prerequisite: ENG 299 with a grade of C or better, or consent of instructor.

314 Shakespeare. (3) A study of the major comedies, histories, and tragedies along with a consideration of the historical, intellectual, and theatrical contexts in which they were written. Prerequisite: ENG 299 with a grade of C or better, or consent of instructor.

319 Studies in Nineteenth-Century British Literature. (3) Investigates those qualities, issues, and forms which distinguish nineteenth-century British writers from their predecessors and which inform the literature of their successors. Prerequisite: ENG 299 with a grade of C or better, or consent of instructor.

324 Studies in Twentieth-Century British Literature. (3) Investigates selected poetry, drama, fiction, and nonfiction in the context of changing social and political horizons characteristic of modern Britain. Prerequisite: ENG 299 with a grade of C or better, or consent of instructor.

331 Studies in Nineteenth-Century American Literature. (3) Investigates the development of a distinctive American literature against the background of the cultural changes in an expanding nation. Prerequisite: ENG 299 with a grade of C or better, or consent of instructor.

334 Studies in Twentieth-Century American Literature. (3) Investigates literary responses to the cultural expansions and fragmentation of twentieth-century American life. Prerequisite: ENG 299 with a grade of C or better, or consent of instructor.
English and Journalism

358 Studies in Non-Western Literature. (3) (General Education/Multicultural Studies) (Global Issues) Study of selected literary works (in English translation) from developing countries, with attention to their distinctive forms and viewpoints. IAI: H3 908N.

366 Reading Instruction in Secondary Schools. (2) This course addresses instructional reading strategies for secondary school content area classrooms. It focuses on reading and literacy instruction, design and selection of materials, and specific strategies to meet learner needs, and formal and informal reading assessment. Prerequisites: EIS 202, EIS 301, and SPED 210.

368 Studies in Literary Theory. (3) Studies in selected works of literary theory. This course may focus on specific themes or topics such as structuralism, hermeneutics, deconstruction, queer theory, or disability studies. Prerequisite: ENG 299 with a grade of C or better, or consent of instructor.

370 Rhetorical Grammar. (3) Use a rhetorical framework to study grammatical and discourse structures and apply them to students' own writing. Prerequisites: ENG 180 and 280, or permission of instructor.

372 The English Language in Historical and Social Contexts. (3) Origins and varieties of the English language and its acquisition. Prerequisite: ENG 299 with a grade of C or better, or consent of instructor.

376 Professional Development Workshop. (1) Students prepare application materials for internships, jobs, or further schooling, a portfolio of writing, and an essay that articulates personal and professional goals. Students will also take part in workshops for career and/or educational opportunities for English majors. Prerequisite: junior standing.

380 Writing in the Humanities and Social Sciences. (3) Reading, analyzing, and writing discipline-specific texts; students will write about content from their major fields. Writing Instruction in the Discipline (WID) course. BGS online writing course. Prerequisites: ENG 180 and 280, or permission of instructor.

381 Technical Communication. (3) Developing informative, reader-centered technical communication. Writing, testing, and revising common genres and styles. Writing Instruction in the Discipline (WID) course. BGS online writing course. Prerequisites: ENG 180 and 280, or permission of instructor.

383 Public and Persuasive Writing. (3) Reading, analyzing, and writing texts from various public, persuasive discourses: political rhetoric, legal discourse, media presentations, and/or other texts. Prerequisites: ENG 180 and 280, or permission of instructor.

384 Teaching Writing in Secondary Schools. (3) An advanced writing course designed primarily for English education majors and minors; a study of the rhetorical process, practice in writing essays, and consideration of teaching composition. Writing Instruction in the Discipline (WID) course. Prerequisite: ENG 280.

385 Writing Workshop: Poetry. (3) Further work in the writing of poetry. Prerequisite: ENG 285 or consent of instructor.

386 Writing Workshop: Fiction. (3) Further work in the writing of fiction. Prerequisite: ENG 285 or consent of instructor.

387 Writing Workshop: Nonfiction. (3) Work in the writing of literary nonfiction. Prerequisites: ENG 180 and 280, or consent of instructor.

389 Film Theory and Criticism. (3) Study of various critical approaches to film and an exploration of the theories informing these approaches (with laboratory). Prerequisite: ENG 290 or consent of instructor.

390 (Cross-listed with BC 390) Film History. (3) This course is an historical survey that covers the international history of cinema from its origins to the present. It considers issues including the development of national film industries, national and international film movements, and the social history of film (with laboratory). Not open to students with credit in BC 390. Prerequisite: ENG/BC 290 or consent of instructor.

392 National Cinemas. (3) (Global Issues) An intensive study of selected national cinemas, concentrating on certain nations that have developed film industries and how these films have affected national identities. Prerequisite: ENG/BC 290 or consent of instructor.

393 American Film Genres. (3) Study of American film genres including Westerns, gangster and detective films, musicals, horror and science fiction films, melodramas, and comedies (with laboratory). Prerequisite: ENG/BC 290, ENG 299 with a grade of C or better, or consent of instructor.

394 (Cross-listed with BC 394) Documentary Film and Video. (3) History of documentary film and video with focus on the documentary as a medium of communication, information, and interpretation (with laboratory). Not open to students with credit in BC 394.

395 Film and Literature. (3) Selected literary works and their film adaptations will serve as the basis for the comparative analysis of the different aesthetics of literature and film (with laboratory). Prerequisite: ENG 290 with a grade of C or better, ENG 299 with a grade of C or better, or permission of instructor.

400 Topics in Literature. (1–3, repeatable for different topics) A study of a special theme or topic in literature. Printed. Prerequisite: ENG 299 with a grade of C or better, or consent of instructor.

401 Major Authors. (1–3, repeatable for different authors) A thorough study of the work of a major author or two closely related authors. Prerequisite: ENG 290 with a grade of C or better, or consent of instructor.

408 Senior Honors Thesis. (1–4, repeatable to 4) An independent study project resulting in a substantial original paper. Students will work closely with a single instructor who will evaluate the project. Prerequisites: registration for departmental honors in English, approval of the thesis advisor and the departmental honors coordinator, and senior status in the University.

409 Independent Study. (1–3, repeatable to 3) Independent reading or research projects for the senior English major. Prerequisite: consent of instructor.

433 Literature for Young Adults. (3) Survey of literature for secondary students grades 7–12. Emphasis on critical analysis, evaluation, and use of books in various genres.

466 Teaching Literature and Reading in Secondary Schools. (3) Constructs teaching units for 6–12 grade students that integrate age-appropriate literary genres, and examines reading strategies derived from literary theory. Prerequisites: ENG 280 and 384; 12 s.h. (or equivalent) of coursework in literature, or consent of instructor.

471 Language Diversity and Grammar for Teachers. (3) Examines the relationships among standard and nonstandard dialects and effective practices for teaching grammar. Prerequisites: ENG 280 and 372, or consent of instructor.

473 Topics in Linguistics. (3, repeatable for different topics to 6) Selected topic varies and will be announced in the printed course schedule book at each offering. Prerequisite: junior or senior standing, or consent of instructor.

474 World Englishes. (3) (Global Issues) An examination of the history, status, and linguistic features of Englishes around the world. Prerequisite:
ENG 299 with a grade of C or better, or consent of instructor.

476 Senior Seminar. (3, repeatable to 6 for different topics) Intensive exploration of a major issue, era, author, or text, culminating in the writing of a substantial scholarly essay. Writing Instruction in the Discipline (WID) course. Prerequisite: ENG 280. ENG 299 with a grade of C or better, senior standing, or consent of department chairperson.

480 Computers and Writing. (3) Practice and study of computer-mediated communication. File management, word processing, networked communication, hypertext, and other current applications. Prerequisites: ENG 180 and 280.

481 Topics in Rhetoric and Composition. (3, repeatable for different topics to 6) Semester-long study of a topic in the theory, practice, pedagogy, or history of rhetoric and composition. Prerequisites: ENG 180 and 280.

482 Life Writing. (3) Issues relevant for writing biography and/or autobiography. Relevant theory and practice, such as research, interviewing, and revision. Prerequisite: ENG 180 and 280, or permission of instructor.

483 Professional Editing. (3) Study of professional copy-editing techniques and practice editing manuscripts. Prerequisites: ENG 180, ENG 280, and departmental WID course.

484 Writing Center Tutoring. (3) Tutoring in the WIU Writing Center; includes intensive training and work experience in the Writing Center. Prerequisites: ENG 180, ENG 280, any departmental WID course, and permission of instructor. Graded S/U only.

485 Advanced Poetry Workshop. (3) An advanced course in writing poetry for students already accomplished in the genre. Prerequisites: ENG 285 and 385.

486 Advanced Fiction Workshop. (3) An advanced course in writing fiction for students already experienced in the genre. Prerequisites: ENG 285 and 386.

487 Advanced Nonfiction Workshop. (3) An advanced course in writing nonfiction for students already experienced in the genre. Prerequisites: ENG 285 and 387.

492 (Cross-listed with REL 492) Religion, Literature, and Film. (3) (Global Issues) Study of multicultural literary and cinematic texts engaging a wide range of religious traditions. Not open to students with credit for REL 492. Prerequisite: ENG 299 with a grade of C or better, or one 100- or 200-level Religious Studies or Philosophy course, or consent of instructor.

494 (Cross-listed with BC 494 and WS 494) Women and Film/Television. (3) An overview of women in film and television that considers the on-screen images of women as well as the positions of women working behind the scenes (with laboratory). Not open to students with credit for BC 494 or WS 494. Prerequisite: ENG 280.

495 Internship. (1-12, repeatable to 12) Actual work assignments and on-the-job experiences in businesses and public agencies which value the skills of intellect, imagination, research, reading, and writing of the English major. Prerequisite: permission of department chairperson. Graded S/U only.

496 (Cross-listed with BC 496) Topics in Film. (3) Study of major subjects and themes in film. Topics vary but may include intensive study of directors such as Alfred Hitchcock and Federico Fellini, or artistic movements such as Italian Neorealism, French New Wave, Contemporary Spanish Cinema, or Russian Formalism. Not open to students with credit in BC 496. Prerequisites: ENG/BC 290, ENG/BC 390, and 6 s.h. in approved film minor electives, or permission of instructor.

(English Education)

439 English Methods. (3) Preparation for student teaching, including analysis of techniques and materials useful to the English teacher in the secondary school. Observation and demonstration teaching. Open to English majors and minors. Prerequisites: ENG 284, 466, and 499; EIS 301.

443 (Cross-listed with LLA 443) Creative Uses of Literature for Children and Young Adults. (3) Presents the development of effective programs in informal and formalized interpretive experiences for children and young adults, emphasizing individual creativity and sources for materials. Not open to students with credit for LLA 443. Laboratory. Prerequisite: LLA 313.

450 Language Arts Workshop. (3) Contemporary theory and strategies for teaching English and/or language arts.

480 See STCH 480.

499 Teaching New Media in Secondary Schools. (3) This course is designed to prepare students for teaching in middle and secondary schools by focusing on contemporary issues and controversies in education. Additionally, students will examine research methodologies and read a range of professional publications. Prerequisites: ENG 384 and 466.

JOURNALISM (JOUR)

100 News/Media Literacy. (3) Survey of the news and examination of ways that content and form affect people's judgments, beliefs, and attitudes about news and entertainment and views of public policies, violence, consumerism, sex, class, gender, race, age, appearance, sexual orientation, and culture. Open to all students.

121 Introduction to Mass Communications. (3) How the mass media are organized and how they function in modern society, their technological basis, economic and political foundations, and social implications. Open to all students. IAI: MC 911.

231 Reporting for the Mass Media I. (3) Laboratory in news gathering, news writing, and news judgment. IAI: MC 919.

232 Reporting for Mass Media II. (3) Practice in news writing and reporting with emphasis on accuracy, exactness, and succinctness. Practice in lead-selection and news judgment. Prerequisites: JOUR 231 or consent of instructor.

305 Reviewing and Criticism. (3) Practice in reviewing books, plays, films, concerts, radio-television programs, and exhibits. Prerequisites: JOUR 121, 231, and 232, or consent of instructor.

306 Editorials. (3) Practice in writing editorials and columns with an emphasis on calling for action, taking a position, analyzing events, and supporting assertions with research. Prerequisites: JOUR 121, 231, and 232, or consent of instructor.

328 Editing. (3) Functions, responsibilities, and techniques of news editing; evaluation and processing of news; practice in copy editing, headline writing, picture editing, and page make-up and rewrite. Prerequisites: JOUR 121, 231, and 232, or consent of instructor.

329 Fundamentals of Public Relations. (3) Principles, methods, and activities used by individuals, corporations, governmental bodies, and organizations
to promote a favorable relationship with their publics.

Open to non-majors.

330 Magazine and Feature Writing. (3) Practice in writing and placing fact-based articles for general-interest and specialized magazines, and for newspapers. Writing Instruction in the Discipline (WID) course. Prerequisites: JOUR 121, 231, and 232, or consent of instructor.

331 Advertising Principles and Practice. (3) Advertising fundamentals; economic and social issues; research needs; and creative and production practices of advertising agencies. Open to non-majors.

332 Sports Writing. (3) Development of reporting skills needed to cover traditional and new sports; development of critical thinking to clarify rules, regulations, and problems in sports. Prerequisites: JOUR 121, 231, and 232, or consent of instructor.

333 Specialized Press. (3) Makeup, illustration, copy preparation, advertising, and editorial policies of newspapers and other organizational publications. Prerequisites: JOUR 121, 231, and 232, or consent of instructor.

334 Public Affairs and Beat Reporting. (3) Practice in reporting various news beats, including government, business, environment, religion, education, health, seniors, transportation, agriculture, and science-technology. Prerequisites: JOUR 121, 231, and 232, or consent of instructor.

335 Photojournalism. (3) Digital photojournalism: the production of news and feature page photographs as singles, spreads, stories, and essays. Prerequisites: JOUR 231 or consent of instructor.

336 Public Relations Strategy and Campaigns. (3) Analysis of public relations problems and procedures; practice in applying social science principles and research techniques to solve public relations problems; preparing public relations materials. Prerequisites: JOUR 121 and 329, or consent of instructor.

340 Public Relations Writing: Techniques and Style. (3) Techniques of public relations writing for print and broadcast media, and for special audiences; public relations research; legal considerations. Writing Instruction in the Discipline (WID) course. Prerequisite: JOUR 121 or consent of instructor.

343 Creative Strategy in Advertising. (3) Techniques and strategies used to create advertising including those related to design, graphics, makeup, and production. Prerequisites: JOUR 121 and 331, or consent of instructor.

344 Advertising Media Planning. (3) Analysis of the various advertising media in terms of markets served, client needs, media interactions, and message factors considered in the planning and selection of media. Prerequisites: JOUR 121 and 331, or consent of instructor.

348 Advertising Copy and Layout. (3) Principles and practice of writing advertising copy for mass media; using technology to prepare layouts; portfolio development. Writing Instruction in the Discipline (WID) course. Prerequisites: JOUR 121 and 331, or consent of instructor.

400 Topics in Journalism. (3, repeatable for different topics) Discussion, research, and creation of content about special topics related to gathering, packaging, and presenting nonfiction material to an audience in various media, and how audiences receive and respond to the communication. Prerequisites: JOUR 121, 231, 232.
Foreign Languages and Literatures

Chairperson: Dr. Gary Schmidt
Office: Morgan Hall 332
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E-mail: Languages@wiu.edu
Website: wiu.edu/languages

Faculty: Asare, Brown, Cabal-Jimenez, Cabedo-Timmons, Garrido, Moore, Obregon, Quinn, Schmidt, Seeger, Teel.

The Department of Foreign Languages and Literatures offers programs in French and Spanish which lead to the Bachelor of Arts degree or the Bachelor of Arts (Teacher Education). Minor programs are available in French, German, and Spanish. The formal study of one of the languages consists of courses in the language as well as courses in the literatures and cultures of the countries where these languages are spoken. The department also offers beginning and intermediate level courses in Chinese and Japanese.

Teacher Education forms an integral part of the department’s offerings in French and Spanish. Students completing the Teacher Education Program develop pedagogical skills and proficiency in the language which lead to licensure to teach the language in Illinois at the K–12 level.

The study of language, culture, and literature prepares the student for advanced and graduate study in literature and/or language, and for the use of language in business and industry, government at the federal, state, or local level, law enforcement, libraries and museums, parks and recreation, social services and health-related fields, transportation and tourism, and numerous other areas having a multicultural clientele.

GradTrac is available to French and Spanish majors. See page 77 for information about GradTrac.

Honors Curriculum—Academically qualified students in this department are welcome to complete an honors curriculum in University Honors, Upper Division Honors, or Lower Division Honors. All Honors students must complete the one-hour honors colloquium (G H 299). Lower Division Honors includes General Honors coursework. Upper Division Honors includes honors work in the major. University Honors combines Upper and Lower Division Honors. For more information about honors curricula, see page 98 or visit the Centennial Honors College website at wiu.edu/Honors.

Degree Programs

Bachelor of Arts—French or Spanish

Bachelor of Arts candidates in a foreign language must complete I, II, and III.A or III.B below, and the foreign language/global issues requirement for the major*. The minimum semester hour requirement for the baccalaureate degree is 120 s.h. All students seeking the Bachelor of Arts in French or Spanish must complete 34 s.h. in the major language, of which 24 s.h. must be in courses numbered 300 or above. These upper-division courses must include 326, 327 or 328, 400-level literature, and 400-level civilization.

In accordance with the Illinois State Board of Education licensure rules, all candidates seeking teacher licensure are required by Western Illinois University to obtain a grade of “C” or better in all directed General Education courses, all core courses, and all courses in the option. Note C- is below a C.

I. University General Education and College of Arts and Sciences Curriculum Requirements (p. 83) ..............................................................................................................................................60 s.h.

II. Core Courses ..................................................................................................................................................9 s.h.

327 or 328, 400-level literature, and 400-level civilization
Foreign Languages and Literatures

III. Options of Study (select A or B)
   A. Major Language (French or Spanish)
      1. Directed Electives
         a. 300-level language (to include 326†) .............................................6 s.h.
         b. Other 300 and 400-level courses ......................................................9 s.h.
      2. Departmental Electives .................................................................10 s.h.
         Note: FR/SPAN 121 may not count toward the 34 s.h. major language requirement.
      3. Open Electives .................................................................8–12 s.h.
      4. Approved Minor ..............................................................16–20 s.h.

B. French or Spanish—Teacher Education*
   1. Directed Electives
      a. 300-level language (325 and 326†) .................................................6 s.h.
      b. Other 300 and 400-level courses ......................................................9 s.h.
   2. Departmental Electives .................................................................10 s.h.
      Note: FR/SPAN 121 may not count toward the 34 s.h. major language requirement.
   3. Other
      a. EDUC 439: Foreign Language Methods .........................................3 s.h.
      b. EIS 202, 301, 303 (2), 304 (1), 305, 401 ...........................................13 s.h.
      c. SPED 210, 390 ..............................................................................4 s.h.
      d. RDG 387 .........................................................................................2 s.h.
      e. Student Teaching ...........................................................................12 s.h.
   4. Approved Minor ..............................................................16–20 s.h.

#The foreign language/global issues graduation requirement may be fulfilled by successfully completing an intermediate foreign language requirement.
†FR/SPAN 326 fulfills the Writing Instruction in the Discipline (WID) graduation requirement.
*Teacher Education candidates are required to complete the Oral Proficiency Interview described in “ACTFL Proficiency Guidelines—Speaking” published by the American Council on the Teaching of Foreign Languages (ACTFL) prior to student teaching. A score at the “advanced-low” level is required. This requirement became effective July 1, 2004.
Contact the department chairperson for further information.

Minors

Minor in French, German, or Spanish .........................................................16 s.h.
   6 s.h. of upper-division coursework required with at least one course (3 s.h.) taken at WIU.

Advanced Placement

Advanced placement into the foreign language program may be achieved by one of the following: 1) completion of four years of high school foreign language study (in the same language); 2) scoring above the beginning level on the departmental placement examination; 3) completion of the College Entrance Board Advanced Placement Examination (CEEB); 4) completion of the College Level Examination Program (CLEP). College credit may be obtained by passing CEEB or CLEP. Students beginning college language study at the 300-level may qualify, upon application, for advanced placement credit (equivalent to 122, 223, 224) by completing two 300-level courses (in the same language) with grades of C or better. Students who begin at the 200-level may qualify, upon application, for intermediate placement credit (equivalent to 122) by completing either 223 or 224 with a grade of C or better. Credit cannot be earned for courses numbered 121, 122, 192, 223, or 224 which are more elementary than coursework already completed, unless the credit is earned through Advanced Placement.
Course Descriptions

EDUCATION (EDUC)

439 Foreign Language Methods. (3) An exploration of current foreign language teaching methodologies and techniques through assigned readings, discussion, and practical application such as microteaching. Prerequisite: EED 301 or consent of instructor.

FOREIGN LANGUAGE (FL)

101 Introductory Seminar in World Languages and Cultures. (3) (General Education/Humanities) (Global Issues) Introduces the content and methods of foreign language scholarship. Centers on a particular topic or theme within the context of (a) non-English-speaking culture(s). Methods may include linguistics, cultural studies, film studies, literary studies, interdisciplinary approaches, and/or pedagogy.


350 Introduction to Contemporary Critical Theory. (3) This course, to be taught in English, will introduce students to critical theories that shape literary, artistic, and cultural studies as they apply to foreign languages. Prerequisite: junior standing or consent of instructor.

392 French Cinema. (3) Historical survey of the French film industry, with particular attention to the works of major filmmakers. English subtitles. Prerequisite: for French majors or minors, FR 224; for others, permission of the instructor.

490 Senior Capstone. (1) Students practice acting as educated resources in their primary foreign language and culture. Self-reflection and future goals are formulated in individual portfolios that serve as final assessment for the major. Students are required to take an oral proficiency interview. Prerequisites: senior standing or permission of the department chairperson.

499 Selected Topics in Foreign Languages and Literatures. (3) Seminar in topics related to foreign languages, literatures, and cultures. Taught in English. Prerequisites: junior standing or consent of the instructor.

CHINESE (CHIN)

(Language Skills Courses)

121 Elementary Chinese I. (4) (General Education/Humanities) Development of the four basic skills: listening, speaking, reading, and writing. Not open to students who have had two years of high school Chinese without permission of the department chairperson.

122 Elementary Chinese II. (4) (General Education/Humanities) Continuation of Elementary Chinese I. Development of listening, speaking, reading, and writing skills along with cross-cultural insights and appreciation. Prerequisite: FR 121 or one year of high school Chinese.

192 Accelerated Elementary French. (4) (General Education/Humanities) Accelerated study of the four basic skills: listening, speaking, reading, and writing. Emphasis on Francophone cultures and intercultural communication. Not open to students who have had FR 121 or FR 122 or three years of high school French.

223 Intermediate Chinese I. (3) (General Education/Humanities) Continued development of the four basic language skills with increased emphasis on reading and culture. Class conducted in Chinese. Prerequisite: FR 122 or two years of high school Chinese taken recently with a grade of B or better.

224 Intermediate Chinese II. (3) (General Education/Humanities) Continuation of Intermediate Chinese I. Prerequisite: CHIN 223 or permission of the instructor.

FRENCH (FR)

(Language Skills Courses)

121 Elementary French I. (4) (General Education/Humanities) Development of the four basic skills: listening, speaking, reading, and writing. Not open to students who have had two years of high school French without permission of the department chairperson.

122 Elementary French II. (4) (General Education/Humanities) Continuation of Elementary French I. Development of listening, speaking, reading, and writing skills along with cross-cultural insights and appreciation. Prerequisite: FR 121 or one year of high school French.

302 Commercial French. (3) An introduction to business practices in France, with emphasis on business vocabulary, written and oral communication, and the role of culture and cultural differences in business transactions. Reading and translation of commercial documents. Prerequisite: completion of FR 224 or equivalent.

325 French Conversation. (3) Intensive practice in oral expression and conversation. Prerequisite: FR 224 or equivalent.

326 French Composition. (3) Intensive practice in written expression and composition. Writing Instruction in the Discipline (WID) course. Prerequisites: FR 224 or equivalent; ENG 280.

(Literature and Civilization Courses)

327 Introduction to French Literature. (3) An introduction to critical reading and appreciation of French literature, surveying representative texts from major periods and genres. Conducted in French. Prerequisite: FR 224 or equivalent. IAI: H3 916.

328 Masterpieces of French Literature. (3) A study of selected masterworks representing major periods and genres of French literature. Conducted in French. Prerequisite: FR 224 or equivalent. IAI: H3 917.

361 Field Study Travel. (1–3, repeatable to a maximum of 9) Field study project. The student submits a written report and fulfills other requirements set up by the instructor. Prerequisite: 6 s.b. of intermediate college French or equivalent.

401 Advanced French Grammar. (3) An intensive study of advanced French grammar with practice in its application. Prerequisite: FR 326 or equivalent.

404 French Civilization and Culture I. (3) An overview of cultural, social, political, and religious history of France from the Middle Ages to the French Revolution, with special readings and reports on individuals, events, and socio-cultural phenomena of the times. Conducted in French.
438 20th Century French Literature. (3) Selected works of Gide, Proust, Sartre, Camus, St. Exupéry, Anouilh, Colette, Sarrute, Duras, de Beauvoir, and others. Prerequisite: FR 327 or equivalent.

492 Individual Studies in French. (1–5, repeatable to 5) Prerequisites: advanced standing and consent of department chairperson.

499 Selected Topics in French Language and Literature. (3, repeatable for different topics to no maximum) Prerequisite: FR 327 and consent of the instructor.

GERMAN (GER)  
(Language Skills Courses)

121 Elementary German I. (4) (General Education/Humanities) Development of the four basic skills: listening, speaking, reading, and writing. Not open to students who have had two years of high school German without permission of the department chairperson.

122 Elementary German II. (4) (General Education/Humanities) Continuation of Elementary German I. Development of listening, speaking, reading, and writing skills along with cross-cultural insights and appreciation. Prerequisite: GER 121 or one year of high school German.

223 Intermediate German I. (3) (General Education/Humanities) Continued development of the four basic language skills with increased emphasis on reading and culture. Class conducted in German. Prerequisite: GER 122 or two years of high school German taken recently with a grade of B or better.

224 Intermediate German II. (3) (General Education/Humanities) Continuation of Intermediate German I. Prerequisite: GER 223.

IAI: H3 900.

325 German Conversation. (3) Intensive practice in oral expression and conversation. Prerequisite: GER 224 or equivalent.

326 German Composition. (3) Intensive practice in written expression and composition. Writing Instruction in the Discipline (WID) course. Prerequisites: ENG 190 and 280, and GER 224 or equivalent.

(Literature and Civilization Courses)

327 Introduction to German Literature. (3) An introduction to critical reading and appreciation of German literature, surveying representative texts from major periods and genres. Conducted in German. Prerequisite: GER 224 or equivalent.

IAI: H3 916.

337 (Cross-listed with HIST 337) The Holocaust. (3) (General Education/Multicultural Studies) (Global Issues) Examines the pre-history, history, and post-history of the Holocaust and its representations from a German Studies perspective and within the broader context of European culture. Not open to students with credit for HIST 337. Prerequisite: HST 126 or GER 224 or consent of instructor.

492 Individual Studies in German. (1–5, repeatable to 5) Prerequisites: advanced standing and consent of department chairperson.

499 Selected Topics in German Language and Literature. (3, repeatable for different topics to no maximum) Prerequisite: GER 327 and consent of the instructor.

JAPANESE (JPN)  
(Language Skills Courses)

121 Elementary Japanese I. (4) (General Education/Humanities) Development of the four basic skills: listening, speaking, reading, and writing. Not open to students who have had two years of high school Japanese without permission of the department chairperson.

122 Elementary Japanese II. (4) (General Education/Humanities) Continuation of Elementary Japanese I. Development of listening, speaking, reading, and writing skills along with cross-cultural insights and appreciation. Prerequisite: JPN 121 or one year of high school Japanese.

223 Intermediate Japanese I. (3) (General Education/Humanities) Continued development of the four basic language skills with increased emphasis on reading and culture. Class conducted in Japanese. Prerequisite: JPN 122 or two years of high school Japanese taken recently with a grade of B or better.

224 Intermediate Japanese II. (3) (General Education/Humanities) Continued focus on idiomatic usage and grammatical and communicative competency to permit functional communication within a controlled range of situation contexts. Increased focus on vocabulary building, reading proficiency, and writing skills. Prerequisite: JPN 223.

SPANISH (SPAN)  
(Language Skills Courses)

121 Elementary Spanish I. (4) (General Education/Humanities) Development of the four basic skills: listening, speaking, reading, and writing. Not open to students who have had two years of high school Spanish without permission of the department chairperson.

122 Elementary Spanish II. (4) (General Education/Humanities) Continuation of Elementary Spanish I. Development of listening, speaking, reading, and writing skills along with cross-cultural insights and appreciation. Prerequisite: SPAN 121 or one year of high school Spanish.

192 Accelerated Elementary Spanish. (4) (General Education/Humanities) Accelerated study of the four basic skills: listening, speaking, reading, and writing. Emphasis on language skill development and intercultural communication. Not open to students who have had SPAN 121 or SPAN 122 or three years of high school Spanish.

223 Intermediate Spanish I. (3) (General Education/Humanities) Continued development of the four basic language skills with increased emphasis on reading and culture. Class conducted in Spanish. Prerequisite: SPAN 122 or two years of high school Spanish taken recently with a grade of B or better.

224 Intermediate Spanish II. (3) (General Education/Humanities) Continuation of Intermediate Spanish I. Prerequisite: SPAN 223.

IAI: H3 900.

302 Spanish for Business. (3) An introduction to business practices in Spain and Latin America, with emphasis on business vocabulary, written and oral communication, and the role of culture and cultural differences in business transactions. Prerequisite: SPAN 224 or equivalent, or permission of instructor.

320 Spanish for Heritage Speakers. (3) Designed to make heritage speakers of Hispanic background aware of their cultural origins and the diversity that exists across Hispanic cultures through intensive practice in writing, reading, and grammar for heritage speakers. Writing Instruction in the Discipline (WID)
course. Prerequisites: ENG 180 and 280, SPAN 224 or equivalent, and consent of the instructor.

325 Spanish Conversation. (3) Intensive practice in oral expression and conversation. Prerequisite: SPAN 224 or equivalent.

326 Spanish Composition. (3) Intensive practice in written expression and composition. Writing Instruction in the Discipline (WID) course. Prerequisites: SPAN 224 or equivalent; ENG 280.

340 Spanish for Law Enforcement. (3) Attention is focused on oral proficiency in the contexts likely to be useful to law enforcement personnel. Vocabulary specific to the profession is taught, as well as practical cultural information. Prerequisite: SPAN 224 or permission of instructor.

342 Spanish for Health Care. (3) This course focuses on communicative proficiency for health care personnel. Communicative tools specific to health care contexts are taught, together with relevant cultural information. Prerequisite: SPAN 224 or equivalent, or permission of instructor.

344 Spanish for Social Work. (3) Intensive Spanish practice through simulations involving real-life situations in intercultural settings. Provides vocabulary, idiomatic expressions, and cultural information for the specific needs of professional social workers. Prerequisite: SPAN 224 or equivalent, or permission of instructor.

392 Spanish and Latin American Cinema. (3) Historical survey of the film industry in Spain and Latin America, with particular attention to the works of major filmmakers and genres. Prerequisite: SPAN 224 or equivalent, or permission of instructor.

401 Modern Spanish Syntax. (3) A systematic study of the morphological and syntactical elements of Spanish with practice in application. Prerequisite: SPAN 326 or equivalent.

402 Modern Spanish Syntax II. (3) Continued systematic study of the morphological and syntactical elements of Spanish with practice in application. Prerequisite: SPAN 326 or equivalent.

449 Spanish for Content-Based Instruction. (3) The study of Spanish vocabulary and phrases for the teaching of different subjects of the school curriculum including mathematics, science, social studies, and grammar. Prerequisite: SPAN 224 or permission of instructor.

460 Professional Readings in Spanish. (1, repeatable to 3 for different topics) Independent readings in selected professional areas including accounting, criminology, international relations, law, marketing, medical services, political science, social work, sociology, and tourism. Prerequisites: SPAN 325 and major or minor status in appropriate area, or permission of instructor.

(Literature and Civilization Courses)

327 Introduction to Hispanic Literature. (3) An introduction to critical reading and appreciation of Hispanic literature, surveying representative texts from major periods and genres. Conducted in Spanish. Prerequisite: SPAN 224 or equivalent. IAI: H3 916.

328 Masterpieces of Spanish Literature. (3) A study of selected masterworks representing major periods and genres of Spanish literature. Conducted in Spanish. Prerequisite: SPAN 224 or equivalent. IAI: H3 917.

361 Field Study Travel. (1–3, repeatable in one language to a maximum of 9) Field study project. The student submits a written report and fulfills other requirements set up by the instructor. Prerequisite: 6 s.b. of intermediate college Spanish or equivalent.

408 Spanish Civilization and Culture. (3) A survey of Peninsular civilization from the prehistoric past to the post-Franco present, emphasizing cultural achievements of universal significance. Conducted in Spanish.

409 Spanish American Civilization. (3) The study of fundamental historical and cultural facts concerning Spanish America; the role of contrasting value systems of Spanish America and the United States in intercultural communication. Conducted in Spanish.

452 Spanish Literature of the 19th Century. (3) Study of major works with emphasis on Romanticism and Realism. Prerequisite: SPAN 327 or equivalent.

453 The Generation of 1898. (3) Representative works of the major figures of early twentieth-century Spanish literature. Prerequisite: SPAN 327 or equivalent.

454 Spanish Literature of the 20th Century. (3) Study of major works of prose, poetry, and drama from the Generation of 1898 to the present. Prerequisite: SPAN 327 or equivalent.

456 Masterpieces of Spanish American Literature. (3) Selected works of prose, poetry, and drama from the Colonial period to the present. Prerequisite: SPAN 327 or equivalent.

457 Contemporary Spanish American Prose. (3) Selected prose works of major contemporary Spanish American writers. Prerequisite: SPAN 327 or equivalent.

492 Individual Studies in Spanish. (1–5, repeatable to 5) Prerequisites: advanced standing and consent of department chairperson.

499 Selected Topics in Spanish Language and Literature. (3, repeatable for different topics to no maximum) Prerequisite: SPAN 327 and consent of the instructor.
Western Illinois University offers a unique online Bachelor of Arts degree program designed to provide non-traditional students an opportunity to earn an undergraduate degree in a manner compatible with their educational needs and lifestyles: The Bachelor of Arts in General Studies degree. This highly individualized and flexible program recognizes that adults may have attended a variety of educational institutions and accepts transfer of passing coursework taken at other regionally accredited colleges and universities. Students may apply for academic credit through the preparation of a prior learning portfolio, which documents specific college-level knowledge gained through nonacademic pursuits that can be related to WIU courses. Students are encouraged to use the College Level Examination Program (CLEP), the Excelsior Examinations, and other testing programs. Additionally, students may use online courses or coursework offered through extension sites towards completion of their degree.

Students with baccalaureate degrees from regionally accredited colleges or universities may not be admitted to the WIU Bachelor of Arts in General Studies degree program. Firefighters who hold a bachelor's degree who would like to complete additional coursework through the Degrees at a Distance Program and attain a second bachelor's degree should contact the School of Distance Learning, International Studies and Outreach by calling (309) 298-1929 or via email at BGS@wiu.edu.

**Admission Requirements**

1. Applicants who have attended other colleges or universities must:
   a. have a C average for all work attempted;
   b. be in good standing at last college or university attended; and
   c. have successfully completed 24 semester hours of coursework at a regionally accredited institution; or have had a scheduled high school graduation date at least five years ago.

2. Applicants who do not meet the admission requirements identified in 1 above may be considered for admission if they:
   a. have been separated from higher education institutions for five or more years; and
   b. submit a letter of explanation to the School of Distance Learning, International Studies and Outreach explaining past academic performance and why they should be admitted to the Bachelor of Arts in General Studies degree program.

Any former WIU student admitted to the degree program under option 2 above will continue under the last transcripted academic standing status (e.g., academic probation, academic warning). Applicants who do not meet the criteria identified in 1 and 2 above may appeal to the Bachelor of Arts in General Studies Advisory Committee for admission.

**Note:** Students who have been academically suspended or dismissed from WIU must be readmitted to the University before seeking admission to the Bachelor of Arts in General Studies degree program.

Admission into the Bachelor of Arts in General Studies degree program does not guarantee admission into any other degree program at WIU.

**Transfer Credit**

All academic credit earned before admission to the Bachelor of Arts in General Studies degree program, regardless of when the credit was earned, may be transferred into the program provided that:

1. The college or university was regionally accredited at the time the credit was earned.
2. A grade of A, B, C, D, P, or S was earned.
3. The credit could be applied at that institution to an associate or bachelor degree program.
4. The course was not a repeated course.
5. The course was not remedial or developmental.
6. A “C” was earned for the equivalent of freshman composition.

**National Fire Academy Curriculum**

The National Fire Academy higher education curriculum is a certificate program of 13 fire-related, upper-division courses. Members of the fire service may choose to take any number of these courses to enhance their professional growth, and the NFA will award certificates for successful completion. The certificates meet the national fire service and training standards established by the U.S. Fire Administration’s National Fire Academy and the Department of Homeland Security.

For fire service personnel who would like to take one or more of these courses, and at the same time work toward completing a bachelor’s degree at WIU, the degree associated with the National Fire Academy higher education curriculum is the Bachelor of Arts in General Studies. The NFA has an agreement with WIU’s General Studies degree to provide undergraduate certifications in:

*Fire Administration and Management*
*Fire Prevention Technology*

Through completion of one of the certificates, firefighters will be able to focus their General Studies degree in a fire-related academic area and have the certificate posted on their academic transcript.

**Prior Learning Portfolio Credit**

A maximum of 30 credit hours for portfolio assessment may be accepted toward credit for graduation. University faculty evaluate and recommend credit for the prior learning. Upon approval of the department chair and college dean, the academic credit awarded as a result of a portfolio evaluation will be entered on the WIU transcript.

**Honors Curriculum**—Academically qualified students in this department are welcome to complete an honors curriculum in University Honors, Upper Division Honors, or Lower Division Honors. All Honors students must complete the one-hour honors colloquium (G H 299). Lower Division Honors includes General Honors coursework. Upper Division Honors includes honors work in the major. University Honors combines Upper and Lower Division Honors. For more information about honors curricula, see page 98 or visit the Centennial Honors College website at [wiu.edu/Honors](http://wiu.edu/Honors).

**Degree/Graduation Requirements**

All students seeking the Bachelor of Arts in General Studies must successfully complete the requirements listed below.

1. **General Education:** Satisfy the University General Education Curriculum—43 s.h. (p. 69) or the IAI Transferable General Education Core Curriculum Requirements listed below—37–41 s.h.

   Courses approved as equivalent to those in the IAI Transferable General Education Core Curriculum may be used ([transfer.org](http://transfer.org)). Courses available in the WIU Arts and Sciences University General Education and Curriculum Requirements may also be used (p. 83).

   **IAI General Education Core Curriculum**
   
   A. Communication.................................................................................................9 s.h.
   
   B. Mathematics.....................................................................................................3–6 s.h.
   
   C. Physical and Life Sciences............................................................................7–8 s.h.
General Studies Degree

2 courses, with 1 course selected from the life sciences and 1 course from the physical sciences and including at least 1 laboratory course
D. Humanities and Fine Arts................................................................. 9 s.h.
   3 courses, with at least 1 course selected from humanities and at least 1 course from the fine arts.
E. Social and Behavioral Sciences.......................................................... 9 s.h.
   3 courses, with courses selected from at least 2 disciplines

No more than 2 courses from any 1 discipline can be used to fulfill General Education Core Curriculum Requirements.

Students must earn a passing letter grade in each course used to fulfill requirements. A grade of C or better will be required for satisfactory completion of the Communication writing requirements.

2. Grade Point Average (GPA): Earn a minimum overall GPA of 2.00 (C). See page 50 for information about computing GPA.

3. Semester Hours: Earn a minimum of 120 semester hours. Of the 120 semester hour minimum:
   A. At least 40 must be earned from a senior (4-year) institution
   B. At least 40 must be earned in upper division (junior/senior) level courses from a senior (4-year) institution.
   C. At least 30 must be earned from WIU (at least 16 must be upper division).

4. MATH Competency: Demonstrate ability to use baccalaureate-level skills in mathematics. (See University General Education Requirements, p. 69.)

5. Writing Requirement: Successfully complete a Writing Instruction in the Discipline (WID) course OR a Bachelor of Arts in General Studies (BGS) online writing course*.

6. Foreign Language/Global Issues: Fulfill the foreign language/global issues requirement for the degree program.#

7. Graduation Application: File an application for graduation in the School of Distance Learning, International Studies and Outreach by the following deadlines: Fall semester—July 15; Spring semester—November 15; Summer session—April 15.

8. Financial Obligations: Clear all financial obligations to the University before proof of degree will be provided.

#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) any major’s discipline-specific global issues course; or 4) an approved Study Abroad program.

*BGS online writing courses: BC 323, 325, 328; CS 320; ENG 380, 381; HIST 422; FS 484, 485; PHIL 330; SOC 300, 360; WS 355, 360; UNIV 490.

Undergraduate Certificates

Certificate in Fire Administration and Management ........................................... 30 s.h.
Complete the following courses:
EM 477—Disaster and Fire Defense Planning (3 s.h.)
EM 478—Managerial Issues in Hazardous Materials (3 s.h.)
ET 443—Fire Protection Structure and Systems Design (3 s.h.)
FS 481—Fire and Emergency Administration (3 s.h.)
FS 482—Analytic Approaches to Public Fire Protection (3 s.h.)
FS 483—Personnel Management for the Fire and Emergency Services (3 s.h.)
FS 484—Fire Prevention Organization and Management (3 s.h.)
FS 485—Political and Legal Foundations (3 s.h.)
SOC 487—Application of Fire Research (3 s.h.)
SOC 488—Community and the Fire Threat (3 s.h.)
Certificate in Fire Prevention Technology

Complete the following courses:
- ET 443—Fire Protection Structure and Systems Design (3 s.h.)
- ET 444—Fire Dynamics (3 s.h.)
- FS 481—Fire and Emergency Administration (3 s.h.)
- FS 482—Analytic Approaches to Public Fire Protection (3 s.h.)
- FS 483—Personnel Management for the Fire and Emergency Services (3 s.h.)
- FS 484—Fire Prevention Organization and Management (3 s.h.)
- FS 485—Political and Legal Foundations (3 s.h.)
- FS 486—Fire Investigation and Analysis (3 s.h.)
- PSY 481—Fire-Related Human Behavior (3 s.h.)
- SOC 488—Community and the Fire Threat (3 s.h.)

30 s.h.
Geography

Chairperson: Dr. Samuel Thompson
Office: Tillman Hall 312
Telephone: (309) 298-1648; Fax: (309) 298-3003
E-mail: geography@wiu.edu
Website: wiu.edu/geography

Faculty: Blauvelt, Buker, Choi, Deng, George, Greene, Herman, Kang, Liang, Merrett, Romano, Sutton, Thompson, Williams.

Geography is the study of the place in the same sense that history is the study of time: it is concerned with interpreting and explaining the occurrence, distribution, and interrelationships of the physical and human patterns that may be discerned on the earth's surface. These constantly changing physical and human landscapes challenge the geographer to provide continuing interpretation of the world from the spatial point of view. Since geographers study patterns of physical and cultural phenomena, geography might be viewed as a bridge between the social and natural sciences. Geographers may specialize in the study of cultural or physical phenomena or may combine both within a specific region, such as Latin America or Europe. An increasing number of students specialize in the application of certain skills to the solution of problems. These skills include computer cartography, remote sensing, and geographic information systems.

Meteorology is the study of the physical characteristics of the lower atmosphere and the processes that are responsible for generating the weather. Students who complete the major are exposed to concepts, methodologies, and practical applications related to both weather analysis and forecasting. Meteorology students learn how to forecast weather and use specialized equipment including instruments and reporting techniques associated with weather observations, weather radar, and remotely-sensed information. Upon graduation, students are qualified for employment with the National Weather Service.

Career opportunities are found in both public and private sectors, as well as in teaching. Among government agencies employing geographers or meteorologists are the Defense Mapping Agency, Environmental Protection Agency, Central Intelligence Agency, Bureau of the Census, National Weather Service, Army Corps of Engineers, and state, regional, and local planning agencies. Private employers include economic and environmental consulting firms, mapping and aerial survey companies, meteorological and climatological consulting firms, and environmental engineering firms.

GradTrac is available to Geography and Meteorology majors. See page 77 for information about GradTrac.

Honors Curriculum—Academically qualified students in this department are welcome to complete an honors curriculum in University Honors, Upper Division Honors, or Lower Division Honors. All Honors students must complete the one-hour honors colloquium (G H 299). Lower Division Honors includes General Honors coursework. Upper Division Honors includes honors work in the major. University Honors combines Upper and Lower Division Honors. For more information about honors curricula, see page 98 or visit the Centennial Honors College website at wiu.edu/Honors.

Degree Programs

Bachelor of Science—Geography

All students seeking the Bachelor of Science in Geography must complete I, II, III, IV, and V below, and the foreign language/global issues requirement for the major*. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.

I. University General Education and College of Arts and Sciences Curriculum
   Requirements (p. 83) ................................................................................................................. 55 s.h.

II. Core Courses ............................................................................................................................. 16 s.h.
    GEOG 100 or 110, 120, 121, 208, 405†
III. Directed Electives
   A. One additional course from the Theory and Methodology group ........................................... 3 s.h.
   B. One course from the Regional program group ........................................................................... 3 s.h.
   C. Three courses from the Systematic—Physical program group and one course from the Systematic—Cultural group
      OR
      Three courses from the Systematic—Cultural group and one course from the Systematic—Physical group ................................................................................................................................. 11–12 s.h.

IV. Any Minor ........................................................................................................................................... 16–24 s.h.

V. Open Electives ....................................................................................................................................... 7–16 s.h.

- Note - Students interested in Meteorology should see the Meteorology advisor about additional courses.

   #The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) any major's discipline-specific global issues course; or 4) an approved Study Abroad program.

   †GEOG 405 fulfills the Writing Instruction in the Discipline (WID) graduation requirement.

Bachelor of Science—Meteorology

All students seeking the Bachelor of Science in Meteorology must complete I, II, III, IV, and V below, and the foreign language/global issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.

I. University General Education and College of Arts and Sciences Curriculum
   Requirements (including MATH 133, MATH 134, and PHYS 211) (p. 83) .......................... 55 s.h.

II. Core Courses ........................................................................................................................................ 30 s.h.
    GEOG 120, 301, 322, 327, 329, 333, 405†, 422, 429, 432

III. Directed Electives ........................................................................................................................... 5–6 s.h.
    A. Choose one from: GEOG 300, 403, 425 ......................... 3 s.h.
    B. Choose one from: GEOG 220, 300, 403, 425, 430, 497 .......... 2–3 s.h.

IV. Other Required Courses .................................................................................................................. 14–15 s.h.
    A. MATH 231, MATH 333, and PHYS 212 ....................... 11 s.h.
    B. Select one from: CHEM 201, GEOL 115, GEOL 380, or PHYS 354 ...... 3–4 s.h.

V. Any Minor ............................................................................................................................................. 16–24 s.h.

#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) any major's discipline-specific global issues course; or 4) an approved Study Abroad program.

†GEOG 405 fulfills the Writing Instruction in the Discipline (WID) graduation requirement.

Minors

Minor in Geography (Bachelor of Science or Bachelor of Arts) .................................................. 19 s.h.
   1. Any three courses selected from GEOG 100, 110, 120, 121
   2. Upper division electives to be approved by the advisor

Minor in Geographic Information Systems ................................................................................. 18 s.h.
   1. GEOG 208, 308, 408, and 409; and one of the following courses: DS 203, GEOG 301, LEJA 303, PSY 223, SOC 232, STAT 171 .................. 15 s.h.
   2. Complete 3 s.h. from the following courses: AGTM 461, ARTS 314, CS 114, CS 214, GEOG 401, GEOG 403, GEOG 499 if the special topic is GIS related, MATH 341, MATH 383, MATH 481, STAT 276, STAT 471, STAT 474, STAT 478 ...... 3 s.h.
Course Descriptions

**GEOGRAPHY (GEOG)**

**Introduction (Introductory)**

100 Introduction to Human Geography. (3) (General Education/Social Sciences) (Global Issues) Analysis of the spatial patterns of population, population trends, human migrations, ecological processes, and the impact of people on the natural environment. IAI: S4 900N.

108 Digital Earth. (4) (General Education/Natural Sciences) An introduction to various applications of mapping and navigational technology (Google Earth, photography, GIS, and GPS) used in daily life. This course involves student presentations and projects focused on basic principles and applications of this technology.

110 World Regional Geography. (3) (General Education/Social Sciences or Multicultural Studies) (Global Issues) A survey of the world's regions emphasizing the spatial arrangements of resources, population, institutions, economic activities, and cultural landscapes, and their significance for distinctive regional problems. IAI: S4 900N.

120 Introduction to Weather and Climate. (4) (General Education/Natural Sciences) Concepts and processes that govern weather and climate systems: solar energy distribution and seasons, world climates, temperature, humidity, wind and force balances, clouds and precipitation, stability, fronts, cyclones, and severe weather (including tornadoes, hurricanes, etc.). Laboratory. IAI: P1 905L.

121 Planet Earth: Surface Processes and Interactions. (4) (General Education/Natural Sciences) The interplay between landforms, soils, water, climate, and life forms (including humans) on Earth's surface, and how these interact to shape the surface of Planet Earth. It also covers the distribution of landforms in the U.S. and other countries. Laboratory. IAI: P1 905L.

182 (Cross-listed with PHYS 182) Integrated Science II. (4) (General Education/Natural Sciences) A laboratory course in interdisciplinary science with an emphasis on the Earth's place in the physical universe. Topics address the nature of matter and energy and their impact on the Earth's weather and climate. (Integrated Science I is BIOL/GEOL 181) Not open to students with credit in PHYS 182. Prerequisite: MATH 100. 3 hrs. lect.; 2 hrs. lab.

(Theory and Methodology)

208 Cartographic Design for GIS. (3) An introduction to basic cartographic principles and design techniques necessary for Geographic Information System (GIS) map production. 2 hrs. lect.; 2 hrs. lab.

301 Introduction to Quantitative Geography. (3) Principles of quantitative analysis and their application to geographical problems. Prerequisite: two courses in Geography, MATH 128 or high school algebra, or consent of instructor.

308 Introduction to GIS. (3) A foundation course dealing with fundamental raster and vector Geographic Information System (GIS) concepts and the creation, collection, and conversion of spatial data for GIS visualization and analysis. Prerequisite: GEOG 208. 2 hrs. lect.; 2 hrs. lab.

401 Air Photo Interpretation. (3) Introduction to the techniques of interpreting features of the physical and cultural environment from air photos, with emphasis upon practical applications. Laboratory. Prerequisite: GEOG 100 or 120, or consent of instructor.

403 Remote Sensing. (3) Principles of remote sensing from both airborne and satellite-borne sensors. Imagery from visible light, infrared, thermal, microwave, and radar devices plus multispectral scanner. Laboratory. Prerequisites: GEOG 120 and 121; or GEOL 110 and 112; or a lab sequence in Biology or Physics; or consent of instructor.

405 Senior Thesis Capstone Course. (2) Writing Instruction in the Discipline (WID) course. Prerequisites: ENG 280, Geography or Meteorology major, and senior status.

408 Environmental Geographic Information Science. (3) Emphasis upon raster and 3D modeling based upon continuous data. Laboratory exercises focus on typical environmental problems solved with GIS. Topics include the integration of thematic data and concepts when appropriate for the solution of environmental problems. Prerequisites: GEOG 308; and GEOG 301 or STAT 171 or equivalent.

409 Thematic Geographic Information Science. (3) Emphasis upon GIS modeling based upon coordinate-based spatial data. Integration of raster-based GIS data and concepts when appropriate to the solution of vector-based problems. Laboratory. Prerequisites: GEOG 308; and GEOG 301 or STAT 171 or equivalent.

459 (Cross-listed with BIOL 459) Biogeography. (3) Study of the geographical distributions of organisms, the evolutionary and ecological processes underlying the patterns of distribution, and the role of biogeography in biological conservation. Not open to students with credit in BIOL 459. Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better), or permission of instructor.

(Systematic—Physical)

220 Severe and Unusual Weather. (2) Study of severe weather causes and impacts on local communities. Apply current technologies and data sources to analyze winter weather events (blizzards, ice storms, etc.) and warm season events (thunderstorms, tornadoes, hail, lightning, floods, hurricanes). Prerequisite: GEOG 120.

300 Principles of Meteorological Instruments. (3) A survey of the instruments and reporting techniques associated with standard weather observations, leading to the ability to identify meteorological phenomena and report their occurrences in an understandable format. Prerequisites: GEOG 120 and MATH 133.

322 Synoptic Meteorology I. (3) Study of large-scale (synoptic) atmospheric circulations and the relationship between upper air circulation, vertical motion, and surface development, particularly cyclogenesis. Emphasis on weather analysis through observational data and computer models. Prerequisite: GEOG 120.

325 Astronomy. (3) Descriptive astronomy. Prerequisite: GEOG 120.

327 Environmental Climatology. (3) This course deals with the mechanisms of heat flow, radiation exchanges, and water vapor flux and with the effects of...
climatic processes that underlie climate change, including hydrostatic equilibrium, equation of state, atmospheric moisture, adiabatic processes, the use of thermodynamic charts, precipitation development, and lightning mechanisms. Prerequisites: GEOG 322 and MATH 134.

3.33 Meteorological Data Analysis. (3) Various meteorological data analysis software packages will be used to enhance synoptic/dynamical concepts learned in concurrent courses. These tools will be used to produce and present an analysis of a meteorological case study. Prerequisite or Corequisite: GEOG 322 or consent of instructor.

3.37 Understanding Climate Change. (3) This course introduces basic physical principles underlying climate change, timescales of climate change, the nature and the role of technology and computer models in the context of climate change research, and social and political dimensions of climate change. Prerequisite: GEOG 120 or consent of instructor.

4.22 Synoptic Meteorology II. (3) Quantitative treatment of dynamical and thermodynamical processes involved in synoptic meteorology. Evolution of fronts and cyclones, isentropic analysis, vertical cross sections, interpretation of satellite imagery and numerical model data, all in the context of theory and case studies. Prerequisite: GEOG 322 and MATH 133.

4.25 Satellite and Radar Meteorology. (3) The theoretical principles and application of satellites and radar in synoptic meteorology and climatology. Applications of satellite and radar imagers include clouds, wind, atmospheric water vapor precipitation, and storm and picture. The course includes operational procedures fundamental to weather radar. Prerequisite: GEOG 322 or permission of instructor.

4.26 (Cross-listed with BIOL 426) Conservation and Management of Natural Resources. (3) Problems in the conservation and management of natural resources including soil, water, rangeland, forest, wildlife, air, and energy resources. Special attention to resource problems of the United States. Not open to students with credit in BIOL 426. Prerequisites: GEOG 120 and 121, or consent of instructor.

4.28 Geography of Soils. (3) Distribution of soils and their regional aspects. The relationship of different kinds of soils to other environmental conditions, both natural and human. Prerequisite: GEOG 120 or AGRN 278, or consent of instructor.

4.29 Dynamic Meteorology II. (3) Examination of atmospheric fluid motion, including atmospheric kinematics, real and apparent forces, geostrophic and gradient winds, thermal winds, vorticity, quasi-geostrophy, and their application to numerical weather prediction. Prerequisites: GEOG 322, 329, 301, and MATH 231.

4.30 Natural Hazards. (3) Examination of the causes, development, and impact of different natural hazards around the world. Hazards range from volcanoes and earthquakes to hurricanes, tornadoes, floods, and fires. Understanding community responses to particular disasters, including planning, first responses, and lessons learned.
The Department of Geology offers courses leading to a Bachelor of Science degree in Geology. Graduates enter industrial or governmental jobs in environment and engineering, oil, mining, or enroll in graduate programs at other universities. In addition to the fundamental courses, the department offers a selection of advanced electives in mineral and water resources, geophysics, geomorphology, tectonics, and applied geology. Majors must also take related courses in Mathematics, Chemistry and Physics, or Biology. GradTrac is available to Geology—General majors. See page 77 for information about GradTrac.

Honors Curriculum—Academically qualified students in this department are welcome to complete an honors curriculum in University Honors, Upper Division Honors, or Lower Division Honors. All Honors students must complete the one-hour honors colloquium (G H 299). Lower Division Honors includes General Honors coursework. Upper Division Honors includes honors work in the major. University Honors combines Upper and Lower Division Honors. For more information about honors curricula, see page 98 or visit the Centennial Honors College website at wiu.edu/Honors.

Degree Programs

Bachelor of Science—Geology

All students seeking the Bachelor of Science in Geology must complete I, II, and III.A or III.B below, and the foreign language/global issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.

I. University General Education and College of Arts and Sciences Curriculum Requirements (p. 83) ........................................................................................................ 55 s.h.

II. Core Courses .................................................................................................................. 35 s.h.
GEOL 110*, 112*, 200, 301, 310, 320†, 330, 340†, 361, 362

III. Options of Study (select A or B)

A. Geology
1. Departmental Electives ............................................................................................. 1–3 s.h.
2. Any Minor .................................................................................................................. 16–20 s.h.
3. Other
   a. CHEM 201*and 202* ................................................................................................. 8 s.h.
   b. Math 133*and one of these choices:
      1) MATH 134*; or
      2) CS 114; or
      3) STAT 171* .......................................................................................................... 7–8 s.h.
   c. One of these choices:
      1) BOT 200*and ZOOL 200*; or
      2) PHYS 124 and 125; or
      3) PHYS 211*and 212 .............................................................................................. 8–10 s.h.
   d. Foreign language and computer programming are strongly recommended.

For students interested in pursuing a career in the field of environmental/hydrogeology, the following elective course is strongly recommended: GEOL 380. Other recommended courses are: GEOL 375 and 421.

B. Paleontology
1. Directed Electives: BOT 200*or ZOOL 200* ................................................................. 4 s.h.
2. Minor in any of the following..............................................................17–24 s.h.
   a. Functional Morphology and Evolutionary Anatomy
   b. Botany
   c. Zoology
3. Open Electives..........................................................0–3 s.h.
   Suggested courses: BIOL 419, 459; ZOOL 321, 325; ANTH 310, 417; GEOL 420
4. Other ........................................................................23–26 s.h.
   a. MATH 133*
   b. STAT 171* or MATH 134*
   c. CHEM 201*
   d. CHEM 202*
   e. PHYS 124 or PHYS 211*
   f. PHYS 125 or PHYS 212

#The foreign language/global issues graduation requirement may be fulfilled by
successfully completing one of the following: 1) an intermediate foreign language
requirement; 2) a General Education global issues course; 3) any major’s discipline-specific
global issues course; or 4) an approved Study Abroad program.
*10–19 s.h. may count toward the University General Education requirement for the
Geology option and 14–27 s.h. for the Paleontology option.
†GEOL 320 and GEOL 340 fulfill the Writing Instruction in the Discipline (WID) graduation
requirement.

Minors

Minor in Geology .................................................................18 s.h.
   1. GEOL 110, 112..............................................................8 s.h.
   2. Departmental Electives chosen from among:.........................10 s.h.
      GEOL 200, 301, 310, 320, 330, 340, 375, 380, 420, 421

Course Descriptions

GEOLOGY (GEOL)

110 Introduction to the Earth. (4) (General Education/Natural Sciences) The study of the earth,
its composition, structure, landscape development, internal processes, origin, and evolution. Laboratory
includes introduction to minerals, rocks, and maps. No prerequisites. 3 hrs. lect.; 2 hrs. lab.
IAI: P1 907L.

112 History of the Earth. (4) (General Education/
Natural Sciences) Physical and biological history
of the earth (North America emphasis). Origin of
continents, mountains, oceans, etc.; evolution of plants
and animals. No prerequisites. 3 hrs. lect., 2 hrs. lab.
IAI: P1 907L.

113 Energy and Earth Resources. (3) (General
Education/Natural Sciences) Introduction to energy,
water, soil, and mineral resources and the impact of
their use on the environment. Does not count toward
major or minor in Geology. No prerequisite.

115 Oceanography. (3) (General Education/
Natural Sciences) History of ocean exploration, origin
and nature of ocean basins, composition and circulation
of ocean water, modern developments in oceanography,
man and the oceans. Does not count toward major or
minor in Geology. No prerequisite.

181 (Cross-listed with BIOL 181) Integrated Science
I. (4) (General Education/Natural Sciences) A
laboratory course in interdisciplinary science with an
emphasis on the nature and evolution of life and Earth.
Topics include ecology, natural resources, formation of
Earth materials, Earth processes, nutrient cycling, cell
biology, genetics, and evolution. (Integrated Science II
is PHYS/GEOG 182) Not open to students with credit in
BIOL 181. Prerequisite: MATH 099N.

200 Mineralogy. (4) Introduction to crystallography,
origin, classification, identification, and occurrence of
common minerals. Prerequisite: GEOL 110 or GEOG 121.
Student should have basic knowledge of high school or
introductory college chemistry. 3 hrs. lect.; 2 hrs. lab.

301 Igneous and Metamorphic Petrology. (3)
Origin, texture, mineralogy, mode of emplacement, and
alteration of igneous and metamorphic rocks. Phase
rule and phase diagrams. Prerequisite: GEOL 200. 2 hrs.
lect.; 2 hrs. lab.

310 Geologic Field Methods. (2) Topographic
and geologic mapping methods; measurement and
description of stratigraphic sections; field identification
of rocks and soils; use of Brunton compass, laser
transit, GPS, and GIS software. Prerequisite: GEOL 110
or 112. 1 hr. lect.; 4 hrs. lab. First 10 weeks.

320 Structural Geology. (4) Physical properties of
rocks, theories of flow and fracture, description of
structural features, and origin of rock deformation.
Geometric and stereographic diagrams. Interpretation
of patterns. Writing Instruction in the Discipline (WID)
course. Prerequisites: GEOL 112 and high school or
college trigonometry; ENG 280. Possible field trip. 3 hrs.
lect.; 2 hrs. lab.

330 Paleontology. (4) Survey of major groups of
fossil-forming organisms, emphasizing invertebrates,
their preservation, morphology, ecology, taxonomy, and
methods used in their study. Prerequisite: GEOL 112 or
a course in basic Biology or consent of instructor. 3 hrs.
lect.; 2 hrs. lab.

340 Stratigraphy and Sedimentology. (4) Origin
and identification of sedimentary rocks, depositional
environments, sedimentary processes, principles of
**Geology**

stratigraphy. Writing Instruction in the Discipline (WID) course. Prerequisites: GEOL 110, GEOL 112, and ENG 280, or permission of instructor. Required field trip. 3 hrs. lect.; 2 hrs. lab.

361, 362 Summer Field Camp. (3–6 each, not repeatable) Measurement of stratigraphic and structural sections, geological field mapping, and preparation of reports. Prerequisites: GEOL 112, 310, 320, 340, or consent of instructor. At field station in South Dakota.

375 Environmental Geology. (3) Application of geology to environmental problems. Land resource planning, solid and liquid waste disposal, mining, foundations structures, geologic hazards, mineral and energy resources. Prerequisite: GEOL 110.

380 Hydrogeology. (4) Study of water's interaction with geologic materials; principles of groundwater flow; aquifer testing; groundwater flow modeling programs; water chemistry and pollutants. Many labs are conducted in the field. Prerequisite: GEOL 110 or GEOG 121. 3 hrs. lect.; 2 hrs. lab.

420 Geomorphology. (3) Advanced study of the landscape involving processes, geologic structure, and time. Map and air photo interpretation. Prerequisite: GEOL 110 or GEOL 121. Field trips. 2 hrs. lect.; 2 hrs. lab.

421 Glacial Geology. (3) Origin and classification of glacial sediments and land forms, periglacial features; Pleistocene soils; stratigraphy and sedimentology of Pleistocene deposits. Prerequisite: GEOL 110. Field trip. 2 hrs. lect.; 2 hrs. lab.

450 Geology of National Parks and Monuments. (1–3, repeatable to 3) Basic geologic processes and principles are used to explain the geological history and features of selected national parks and monuments. Lecture course supplemented with slides, maps, and specimens from areas to be studied. No prerequisite.

460 Special Problems in Geology and Geophysics. (1–5, repeatable to 5) Research problems. Does not count toward minor in Geology. Prerequisite: consent of instructor prior to registration.

461 Geologic Field Trips. (1–4, repeatable to 4) Field trips in geology or geophysics. Does not fulfill requirement for a minor in Geology. Prerequisite: GEOL 110, or GEOL 112, or concurrent registration in these courses and consent of instructor.

462 Honors Research Thesis. (2–3, repeatable to 3 to complete project) Research problems by agreement of student and advisory committee. Required: written proposal, final written report, and oral report. Prerequisites: GPA of 3.40 overall and 3.20 in Geology, completed 26 s.h. in Geology, junior or senior standing, and approval of advisory committee.

495 Geology Internship. (1–6, repeatable to 6) Credit for geologic work experience in a business, governmental, or research organization. Internship project report required. Prerequisites: 20 s.h. of Geology courses, junior or senior standing in Geology, and approval of department chairperson. Graded S/U only.
The Department of Health Sciences strives to create the highest quality teaching, research, and service programs to advance the mission of the College of Education and Human Services and Western Illinois University. The department endeavors to prepare students to be effective professionals in the U.S. and internationally by integrating the divergent disciplines of public health education and promotion, health services management, and emergency/disaster management and to contribute to the University’s Human Well-Being curriculum. This mission is accomplished through engaged teaching and learning, applied research, and committed service.

The Department of Health Sciences offers a Bachelor of Science in Emergency Management, a Bachelor of Science in Health Services Management, and a Bachelor of Science in Public Health.

The degree program in **Public Health** allows students to pursue one of the following:

**Community Health Education:** Community health educators are professionally prepared in the disciplines of community and public health education. They demonstrate competence in planning, implementation, and evaluation of health promoting and health enhancing programs for individuals, groups, and communities.

**Environmental and Occupational Safety:** Environmental and occupational safety specialists analyze various environments and design programs to control, eliminate, and prevent disease or injury caused by chemical, physical, radiological, and biological agents or ergonomic factors that impact workers' safety. Other preparation includes the development of health and safety policies and procedures to evaluate and coordinate programs that impact the environment, such as storage and handling of hazardous waste or monitoring the cleanup of contaminated air, water, or food.

The **Health Services Management** degree program prepares students for the following career opportunities:

**Long Term Care Administration:** This discipline includes a wide spectrum of health care delivery involving the complete continuum of chronic care management and administration—nursing home, rehabilitation, senior care, palliative care, specialized long-term chronic care, and mental health.

**Private Sector:** The private sector includes many different areas of primary care delivery management and administration. Careers in this emphasis will focus on primary health care delivery in settings such as hospitals, outpatient clinics, physician practices, managed care organizations, health insurance companies, and pharmaceutical sales companies.

**Public Sector:** This sector includes all areas of public health management and administration. Career opportunities for public health managers and administrators include employment in public health departments at the local, county, state, and federal levels; health agencies focused on at-risk populations such as senior care and Medicaid populations, and voluntary and community health agencies.

The **Emergency Management** degree program will prepare students to become future leaders who will create and administer emergency plans, coordinate disaster response, and develop and utilize communication networks for addressing natural catastrophes (tornadoes, floods, earthquakes, and hurricanes), technological disasters (hazardous materials spills and nuclear power plant emergencies), and weapons of mass destruction incidents.
Health Sciences

GradTrac is available to Public Health, Health Services Management, and Emergency Management majors. See page 77 for information about GradTrac.

Honors Curriculum—Academically qualified students in this department are welcome to complete an honors curriculum in University Honors, Upper Division Honors, or Lower Division Honors. All Honors students must complete the one-hour honors colloquium (G H 299). Lower Division Honors includes General Honors coursework. Upper Division Honors includes honors work in the major. University Honors combines Upper and Lower Division Honors. For more information about honors curricula, see page 98 or visit the Centennial Honors College website at wiu.edu/Honors.

Degree Programs

Bachelor of Science—Public Health

All students seeking the Bachelor of Science in Public Health must complete I, II, III, IV, and V below, and the foreign language/global issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 120 s.h. A grade of C (2.0) or better is required in all Core Courses, Directed Electives, and their required prerequisites to complete a major within the Department of Health Sciences. Current WIU students must be in good standing (2.0 GPA or higher) to declare a major within the Department of Health Sciences. These majors include Public Health, Health Services Management, and Emergency Management.

I. University General Education Curriculum (p. 69) .................................................... 43 s.h.
II. Core Courses .................................................................................................................. 42 s.h.
   EOS 310; HS 211, 250, 370†, 410, 411, 412, 479, 490; MICR 200; ZOOL 330, 331
III. Directed Electives ........................................................................................................ 27 s.h.
   A. Choose one of the following emphases:
      1. Community Health Education ................................................................. 15 s.h.
      HS 313, 400, 413, 414, 444
      2. Environmental and Occupational Safety ................................................. 15 s.h.
      EM 478; EOS 270, 311, 377, 417
   B. Choose Directed Electives in consultation with advisor .......................... 12 s.h.
IV. Other Requirements ........................................................................................................ 9 s.h.
   CHEM 101*, HE 120*, STAT 171*
V. Open Electives ................................................................................................................ 8 s.h.

#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; or 3) an approved Study Abroad program.
†HS 370 fulfills the Writing Instruction in the Discipline (WID) graduation requirement.
*May count toward the University General Education requirement.

Bachelor of Science—Health Services Management

All students seeking the Bachelor of Science in Health Services Management must complete I, II, III, IV, and V below, and the foreign language/global issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 120 s.h. A grade of C (2.0) or better is required in all Core Courses, Directed Electives, and their required prerequisites to complete the Health Services Management major. Current WIU students must be in good standing (2.0 GPA or higher) to declare a major in Health Services Management.

I. University General Education Curriculum (p. 69) .................................................... 43 s.h.
II. Core Courses .................................................................................................................. 53 s.h.

218
III. Directed Electives ........................................................................................................... 9 s.h.  
Choose 9 s.h. from one of the following emphases:‡  
A. Long Term Care: FIN 371, MGT 350, MGT 425, SOC 405  
B. Private Sector: ACCT 202, B L 431, FIN 351, IS 340, MGT 448, MKTG 327, OM 352  
C. Public Sector: EOS 417, HS 313, HS 411, HS 412, HS 413

IV. Other Required Courses ................................................................................................ 24 s.h.  
ACCT 201, CS 101, ECON 231*, ECON 232*, FIN 311, HRM 353, MGT 349, STAT 171*

V. Open Electives ................................................................................................................ 2 s.h.  
#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; or 3) an approved Study Abroad program.  
*May count toward completion of the University General Education requirement.  
‡Directed Electives may require fulfillment of one of more prerequisites.

Bachelor of Science—Emergency Management  

All students seeking the Bachelor of Science in Emergency Management must complete I, II, III, IV, and V below, and the foreign language/global issues requirement for the major#.  
The minimum semester hour requirement for the baccalaureate degree is 120 s.h. A grade of C (2.0) or better is required in all Core Courses, Directed Electives, and their required prerequisites to complete the Emergency Management major. Current WIU students must be in good standing (2.0 GPA or higher) to declare a major in Emergency Management.  

I. University General Education Curriculum (p. 69) .......................................................... 43 s.h.  
II. Core Courses .................................................................................................................. 34 s.h.  
EM 276, 304, 305†, 323, 324, 401, 420, 460, 479, 490

III. Directed Electives ......................................................................................................... 12 s.h.  
Choose 12 s.h. from the following: EM 306, 351, 352, 461, 477, 478; HS 411; GEOG 308, 430; FS 210; MICR 200

IV. Other Requirements  
A. Other Required Courses ................................................................................................ 13 s.h.  
CHEM 101*, CS 101, HE 120*, GEOG 120*  
B. An Approved Minor ....................................................................................................... 16–21 s.h.  

V. Open Electives ................................................................................................................. 4–12 s.h.  
#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; or 3) an approved Study Abroad program.  
*May count toward completion of the University General Education requirement.  
†EM 305 fulfills the Writing Instruction in the Discipline (WID) graduation requirement.

Minors

Minor in Community Health  
A minor in Community Health must take a minimum of 3 s.h. each from Categories One, Two, Three, and Four; and additional credits from Category Five to total 18 s.h.  
Category One: HS 211 ........................................................................................................ 3 s.h.  
Category Two: HSM 314 or HS 411 or HS 412 ................................................................. 3 s.h.  
Category Three: HS 313 or HS 413 or HS 414 ................................................................. 3 s.h.  
Category Four: EOS 310 or EOS 311 ................................................................................. 3 s.h.
Health Sciences

Category Five: See advisor for Directed Electives ................................................. 8 s.h.

Minor in Emergency Management ................................................................. 18 s.h.
1. Required Courses: EM 276, 304, 305, 461 ................................................. 12 s.h.
2. Electives: EM 306, 351, 352, 461, 477, 478; FS 210, 481; GEOG 308, 430; HS 411; HSM 314; LEJA 306; POLS 300 ................................................................. 6–6 s.h.

Minor in Health Services Management ....................................................... 20–21 s.h.
1. Required Courses: EOS 377; HS 211, 250; HSM 314, 470 .................. 14 s.h.
2. Electives: EOS 311; HS 412, 414; HSM 315; MIGR 200 ...................... 6–7 s.h.

Minor in Occupational Safety ................................................................. 20 s.h.
(Law Enforcement and Justice Administration majors—see your advisor.)
1. Required Courses: EM 276; EOS 270, 310, 311, 377 .................. 14 s.h.
2. Electives (see advisor) ............................................................................. 6 s.h.

Course Descriptions

EMERGENCY MANAGEMENT (EM)

276 Hazards and Disasters in Emergency Management. (3) Overview of the dynamic relationships between natural and technological hazards and disasters and associated requirements for mitigation, preparation, response, and recovery.

304 Principles of Emergency Management. (3) Presents the theories, principles, and approaches to emergency management. Philosophy of comprehensive emergency management will be discussed including mitigation, preparedness, response, and recovery. Role, duties, and importance of the emergency manager will be discussed. Prerequisite: EM 276.

305 Dimensions of Disaster. (5) Overview of human behavior in disaster, disaster myths; group disaster behavior; community social systems and disaster; cultures, demographics and disaster behavior distinctions, and contemporary disaster research. Writing Instruction in the Discipline (WID) course. Prerequisites: EM 304 and ENG 280, or permission of instructor.

306 Individual and Community Disaster Education. (3) Provides an extensive study of the implementation, and evaluation of public disaster preparedness education programs. Model preparedness education programs, teaching materials, and educational methods and techniques will be examined. Prerequisites: EM 304 and 305, or permission of instructor.


324 Legal Aspects of Emergency Management. (3) Introduction to federal, state, and local laws, regulations, and policies governing emergency management; history of emergency management; significant legislation; federal, state, and local authorities and responsibilities. Prerequisite: EM 304.

351 Emergency Medical Technician’s Training IA. (4) Includes experiences designed to prepare persons who are responsible for giving emergency care to the sick and injured. The American Heart Association “CPR” certificate is included. Necessary as a prerequisite for EM 352 and state certification as an EMT.

352 Emergency Medical Technician’s Training IB. (4) May include sessions with paramedics, directors of ambulance services, respiratory therapists, and physicians; ten hours of hospital observation in an approved emergency room; and extrication exercise. Satisfactory completion of EM 351 and 352 and recommendation of instructor results in student eligibility to take EMT state examination. Prerequisite: EM 351 and consent of instructor.

401 Hazard Mitigation and Disaster Recovery. (3) Concepts, theories, principles, programs, and requirements of pre- and post-disaster hazard mitigation; governmental planning and practice; hazard and risk assessment; team building; case studies; project development. Overview of disaster recovery programs and requirements; public and individual assistance; hazard mitigation relationships. Prerequisite: EM 304.

420 Research Applications in Emergency Management. (3) Introduction to research methods in emergency management including scientific method and model and hypothesis development and testing. Utilization of real-time and historic databases for immediate, intermediate, and long-term research needs for hazard and risk assessment and other planning purposes. Prerequisite: EM 305.

425 (Cross-listed with HS 425) Public Health Emergency Preparedness. (3) This course introduces students to how public health agencies prepare for and respond to public health emergencies. Topics include biosurveillance, crisis and emergency risk communication, and the Strategic National Stockpile. Not open to students with credit in HS 425. Prerequisites: Junior standing; EM 304 or HS 211; or permission of instructor.

460 Weapons of Mass Destruction in Health Science. (3) Provides an overview of weapons of mass destruction from the health sciences and emergency management perspectives. Examination of various forms of weapons of mass destruction and discussion of primary, secondary, and tertiary prevention practices facing future professionals is included. Prerequisites: CHEM 101 and EM 304, or permission of instructor.

461 Business and Industry Emergency Management. (3) Provides an analysis of governmental emergency management, legal requirements, employee and business disaster awareness and preparedness, public policy considerations, and coordination of community outreach. Prerequisite: EM 304 or permission of instructor.

477 Disaster and Fire Defense Planning. (3) Covers disaster and fire defense planning, and the interrelationship between those two areas. The concepts and principles of community risk assessment and regional and cooperative procedures and plans,
Health Sciences

and the relationship of structural, climatic, and topographical variables to group fires, conflagrations, and natural disasters will be discussed. Prerequisites: acceptance into the Open Learning Fire Service Program for insurance fire/safety personnel by the director of the School of Distance Learning, International Studies and Outreach, or permission of the instructor.

478 Managerial Issues in Hazardous Materials. (3) The role of the fire service in planning for, responding to, and managing hazardous material incidents. Prerequisite: permission of the director of the School of Distance Learning, International Studies and Outreach.

479 Emergency Management Pre-Internship. (1) Developing professional application materials required for internship, investigating potential internships, and emphasizing interviewing and job search skills. To be taken the semester preceding the internship. Prerequisites: EM 323 or 401, senior standing, and Emergency Management major.

490 Emergency Management Internship. (9–12) Provides field work experience and knowledge in appropriate emergency management programs, under supervision of a qualified preceptor. Prerequisites: EM 479. All coursework must be completed with the exception of 6 s.h. in the minor or General Education. Must have overall GPA 2.00 and major GPA 2.50. Graded S/U only.

ENVIRONMENTAL AND OCCUPATIONAL SAFETY (EOS)

270 Principles of Accident Prevention. (3) An analysis of the tools, methods, content, and common problems associated with the establishing and administering of safety programs for homes, school, and industry.

310 Environmental Sciences. (3) The principles and practices of public health sanitation. Includes discussion of water and air pollution, food and milk sanitation, housing, vector and rodent control, solid wastes, other general sanitation problems, and principles involved in water and waste water treatment plant operation. Also considered are local, state, and federal regulations relevant to the sanitary control of the environment. Prerequisite: HS 211 or junior standing or permission of instructor.

311 Environmental and Occupational Health Problems. (3) Overview of the recognition, evaluation, and control of chemical, physical, social, and environmental factors that impact human health in the workplace and community. Identification and evaluation of interventions for environmental and occupational health problems will be addressed. Prerequisite: MICR 200 or junior standing or permission of instructor. Field study costs may be approximately $10.00.

316 Integrated Waste Management. (3) An overview of management practices related to generation, handling, minimization, prevention, storage, processing, treatment, transfer, and disposal of municipal, hazardous, and special wastes. Emphasis is on safely managing wastes from generation through final disposal. Prerequisite: EOS 310.

377 Occupational Safety. (3) A study of the fundamentals of industrial hygiene, hazardous waste regulations, accident causation theories, and workplace violence. OSHA General Industry 30-hour certification available to students. Prerequisite: EOS 270. Requires an additional $150.00 Special Course Cost to be paid to the department.

417 Field Experiences in Public Health Sanitation. (3) An analysis of selected sanitation laws, regulations, and ordinances. In-the-field experience will enable the student to observe the application of the codes in an enforcement setting and to gain expertise in the practical aspects of public health sanitation. Prerequisites: EOS 310 and senior standing.

450 Environmental Health Workshop. (1, repeatable to 2 with change in topic) Examination of environmental concerns that may impact directly or indirectly on humans and their surroundings. Educational strategies and abatement measures are included. Prerequisite: senior standing or permission of instructor.

499 Independent Study in Environmental and Occupational Safety. (1–4, repeatable to 4) Independent research study of an approved topic. Prerequisite: senior department major or minor, or permission of instructor.

HEALTH EDUCATION (HE)

120 Personal Health Promotion. (2) (General Education/Human Well-Being) Designed to enhance students’ physical, intellectual, emotional, social, and spiritual health which will enable them to pursue their college and life goals more effectively.

121 Human Sexuality. (2) (General Education/Human Well-Being) The anatomical, physiological, psychological, and sociological characteristics unique to men and women, and what they bring to each other in their personal relationships.

123 Drug Use and Abuse. (2) (General Education/Human Well-Being) A comprehensive and in-depth study of the use and abuse of drugs in our society.

210 Student Health Education. (2, repeatable to 6) This course provides in-depth training to selected students in critical areas of personal health. Trained student health educators present programs for residence halls, Greek organizations, and recognized student groups, and serve as role models for positive lifestyle choices. Prerequisite: permission of instructor.

251 First Aid. (2) Theory and practice of first aid and CPR for the ill and injured. Instruction will be provided in accordance with the National Safety Council First Aid, and the American Heart Association Healthcare Provider standards.

321 (Cross-listed with WS 321) Women's Health. (3) Provides information about how women can improve their chances of achieving and maintaining high level wellness. Among the topics included are: prevention, early detection, and treatment of health problems commonly occurring among women, contraception, pregnancy and childbirth, using the medical care system, and mental health. Open to male and female students. Not open to students with credit in WS 321. Prerequisite: junior standing.

325 Multicultural Health Issues. (3) (General Education/Multicultural Studies) A survey of health issues that specifically affect African Americans, American Indians, Hispanics, Asian Americans, and others. Health related lifestyles, behaviors, and prevention interventions will be emphasized. Prerequisite: HE 120, 121, 123, or permission of instructor.

432 The Coordinated School Health Program. (3) A description and analysis of the eight components of a K–12 coordinated school health program and the relationship of these components to the reduction of youth risk behaviors. Prerequisite: HS 315 or permission of instructor.

433 School Health Curriculum. (3) Investigates the nature of school health curriculum development which addresses objectives, resources, content, evaluation, sequencing, scheduling, and implementation. Prerequisite: HE 432 or permission of instructor.

440 Sexuality Education in the Home, School, and Community. (3) The principles of sex education of the
Health Sciences

pre-school and school-age child. Emphasis is placed on preparing the student in content, resources, procedures, and philosophy of home, school, and community sexuality education. Prerequisites: HE 121 (or its equivalent) and HS 313, or permission of instructor.

441 Mental Health. (3) Personality development, mental dynamisms, the mature individual, and the mentally ill. Special emphasis is given to teacher-student relationships. Prerequisite: senior standing or permission of instructor.

442 Drug Education in the Home, School, and Community. (3) Concepts of drug education with emphasis placed on preparing the student in content, resources, procedures, and philosophy of home, school, and community drug education. Prerequisites: HE 123 (or its equivalent) and HS 313, or permission of instructor.

450 Health Promotion Workshop. (1, repeatable to 2 with change in topic) Designed to provide new and updated information relative to current health issues confronting the health promotion professional. Prerequisite: senior standing or permission of instructor.

450 School Health Workshop. (1, repeatable to 2 with change in topic) Designed to provide new and updated information relative to current health issues confronting the school health professional. Prerequisite: senior standing or permission of instructor.

499 Independent Study in Health Education. (1–4, repeatable to 4) Independent research study of an approved topic. Prerequisite: senior department major or minor, or permission of instructor.

HEALTH SCIENCES (HS)

211 Principles of Health Sciences. (3) An introduction which emphasizes history, sociology, careers, and resources in community health and the interaction between school and community health programs. Also includes an overview of major community health programs. Prerequisite: HE 120 (or its equivalent) or permission of instructor.

250 Introduction to Medical Terminology. (2) Designed to provide a working knowledge and understanding of health and medical terms. Students in health education, health services management, EMT, pre-professional healthcare programs, and all other health-related fields will particularly benefit. Learning, interpretation, and understanding is enhanced via discussion of word roots, prefixes, and suffixes.

313 Application of Theories and Concepts in Health Education. (3) Provides a basic understanding of the application of theories and concepts related to health and health education. Concepts of health, behavior, learning, and group process, as well as community organization and networking included. Prerequisite: HS 211 or permission of instructor.

370 Research Methods in Health Sciences. (3) The process of evaluating, planning, and organizing research studies for solving problems unique to health sciences. Introduction to the application of the scientific method and statistics in health sciences research. Writing Instruction in the Discipline (WID) course. Prerequisites: ENG 280, STAT 171, and junior standing.

400 Grant Writing. (3) Focuses on skills and techniques necessary to research and write grant proposals for nonprofit organizations, businesses, and government agencies. Prerequisite: HS 313 or permission of instructor.

410 (Formerly HS 301) Human Diseases. (3) An overview of human diseases commonly affecting humans. Emphasis on organic, systemic, disseminated, and multisystem diseases. Genetic, behavioral, and environmental approaches will be applied. Prerequisites: HS 250, MIRC 200 or its equivalent, ZOOL.

411 Principles of Epidemiology. (3) Public health problem solving methods emphasizing biostatistics and epidemiology. Methods of epidemiologic investigation and research are included. Prerequisite or Corequisite: HE 410 or permission of instructor.

412 Public Health Administration. (3) Overview of administrative responsibilities and organizational patterns of local, state, and national public health agencies including core functions and essential public health services. Includes focus on emergency preparedness and response, performance measurement and improvement, and communication. Prerequisites: 12 s.h. of professional health sciences courses or permission of instructor.

413 Community Health Program Development and Evaluation. (3) Focuses upon developing the skills necessary to carry out program development—assessing needs, planning, implementing, and evaluating—in community health settings. Prerequisites: HS 313 and 9 s.h. of professional health sciences courses or permission of instructor.

414 Ethical Conduct and Conflict in Health Sciences. (3) Students will interpret ethical codes of conduct as set forth by professional organizations; conflict arising from existing and evolving codes of conduct will be examined using case studies as an arena for discussion. Prerequisites: 12 s.h. of professional health sciences courses and junior standing, or permission of instructor.

425 (Cross-listed with EM 425) Emergency Preparedness. (3) This course introduces students to how public health agencies prepare for and respond to public health emergencies. Topics include biosurveillance, crisis and emergency risk communication, and the Strategic National Stockpile. Not open to students with credit in EM 425. Prerequisites: Junior standing; EM 304 or HS 211; or permission of instructor.

444 Methods and Techniques of Health Education. (3) This course focuses upon the practical application of health information involved with learning theories, diversity, and uniqueness of learners. It concentrates on skills in facilitation, using audio-visual equipment, and cognitive affective methodologies unique to the health profession. The student develops professional health communication skills in speaking, writing, and publishing. Prerequisite or Corequisite: HS 413; Prerequisite: 9 s.h. of professional health sciences courses.

450 Health Sciences Workshop. (1, repeatable to 2 with change in topic) Examination and analysis of significant current concerns and controversies in community health. Content varies according to contemporary issues. Prerequisite: senior standing or permission of instructor.

479 Health Sciences Pre-Internship. (1) Developing professional application materials required for internship, investigating potential internships, and emphasizing interviewing and job search skills. To be taken in the semester preceding the internship. Prerequisites: HSM 314 or 370, senior standing, and major in Health Services Management or Public Health.

490 Professional Internship. (9–12) Provides field work experience and knowledge in appropriate community health services programs, under supervision of preceptor qualified by education and experience. Prerequisites: HS 470. All coursework must be completed with exception of 6 s.h. in the minor or General Education. Must have overall GPA 2.00 and major GPA 2.50. Graded S/U only.

499 Independent Study in Health Sciences. (1–4, repeatable to 4) Independent research study of an
HEALTH SERVICES MANAGEMENT (HSM)

212 Introduction to U.S. Health Policy. (3) Equips future health services management professionals with a working knowledge of the U.S. health care delivery system. Health policy is analyzed, utilized, and applied in the U.S. health care industry. Prerequisite or Corequisite: HS 211.

314 Health Care Management. (3) Explores management theory and practice as it relates to middle management positions such as department heads and supervisors in hospitals, ambulatory surgical centers, long term care facilities, and other health care organizations. Prerequisite: HSM 212 or permission of instructor.

315 Long Term Care Management. (3) Application of management knowledge in resident care, personal, finance, environment, regulations, and organization specific to long term care facilities. Writing Instruction in the Discipline (WID) course. Prerequisite: ENG 280 and HSM 314.

470 Legal Aspects of Health Services Management. (3) Equips future health services management professionals with a working knowledge of health law. Provides necessary background on a variety of health care topics, preparing students to deal with common legal and practical problems facing health care professionals. Prerequisites: HSM 314 and junior standing, or permission of instructor.
History

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As the cornerstone of a liberal arts education, the study of History contributes to an understanding of self and society grounded in an appreciation of cultures and traditions that have shaped the present. As an academic discipline, its mastery imparts critical awareness and vital skills, as well as a recognition of the essential value gained from pursuing greater knowledge.

The mission of the Department of History is to help students become informed citizens, capable of thinking intelligently about the past and its relevance to the present, while assisting them to develop the analytical, perceptual, and communicative skills that will enable them to excel in their chosen vocations. In support of this mission, the department offers a program that prepares graduates for success in teaching and graduate school as well as in a wide array of other careers and professions, including law, business, management, non-profits, and public service.

GradTrac is available to History and Pre-Law majors. See page 77 for information about GradTrac.

Honors Curriculum—Academically qualified students in this department are welcome to complete an honors curriculum in University Honors, Upper Division Honors, or Lower Division Honors. All Honors students must complete the one-hour honors colloquium (G H 299). Lower Division Honors includes General Honors coursework. Upper Division Honors includes honors work in the major. University Honors combines Upper and Lower Division Honors. For more information about honors curricula, see page 98 or visit the Centennial Honors College website at wiu.edu/Honors.

Proficiency Examinations

Students may take proficiency examinations in HIST 105, 106, 125, and 126. These examinations are given during the first three weeks of the Fall and Spring semesters. Students may take only one exam per semester. Contact the Department of History office for further information.

Degree Programs

Bachelor of Arts—History

All students seeking the Bachelor of Arts in History must complete I, II, and III.A, III.B, or III.C below, and the foreign language/global issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.

In accordance with the Illinois State Board of Education licensure rules, all candidates seeking teacher licensure are required by Western Illinois University to obtain a grade of “C” or better in all directed General Education courses, all core courses, and all courses in the option. Note C- is below a C.

I. University General Education and College of Arts and Sciences Curriculum
   Requirements (p. 83).............................................................................................................60 s.h.

   Except Teacher Education students must complete the University General Education Curriculum Requirements (including GEOG 120, GEOG 121, GEOG 100*, ECON 100* or ECON 231*, PSY 100, ANTH 110, REL 110 or REL 111, and a General Education Math course)—43 s.h. (p. 69)

II. Core Courses..................................................................................................................15 s.h.
III. Options of Study (Select A, B, or C)

A. History

1. Special Course: HIST 491† ................................................................. 3 s.h.

2. Directed Electives
   a. U.S. History (Area I) ................................................................. 6 s.h.
   b. European History (Area II) .................................................... 6 s.h.
   c. Non-Western History (Area III) ........................................... 6 s.h.
   
   *15 of the semester hours in 2 above must be at the 300 or 400 level.

3. Any Minor ................................................................. 16–20 s.h.

4. Open Electives ................................................................. 7–11 s.h.

B. Pre-Law

1. Special Courses: HIST 303, 333, 413, 426, 491† ................................................ 15 s.h.

2. Directed Electives
   a. Non-Western History course (Area III) ................................. 3 s.h.
   b. Any upper-division History course ..................................... 3 s.h.
   c. Any two of the following courses: ENG 383; PHIL 420; POLS 226, 319, 410 or 411, 448; SOC 355 ................................................................. 6 s.h.

3. Other: PHIL 205 and POLS 122 ................................................ 6 s.h.

4. Any approved minor ............................................................. 18 s.h.

*Note: Must graduate with at least a 3.0 GPA in the major.

*Note: May not count toward the major a grade of D+ or lower in any course required for this major option.

C. History—Teacher Education

1. History Directed Electives ................................................................. 24 s.h.
   
   a. At least 24 s.h. of History courses must be taken, including:
      a. At least 9 s.h. of U.S. History (Area I)
      b. At least 6 s.h. of European History (Area II)
      c. At least 6 s.h. of Non-Western History (Area III)
         Of those, at least 12 s.h. must be 400-level courses including HIST 420†

2. Other Directed Electives ................................................................. 12 s.h.
   a. GEOG 110, POLS 122, and POLS 267 ................................. 9 s.h.
   b. One of the following courses: HIST 307, 329; POLS 228, 331 .......... 3 s.h.

3. Other ................................................................. 41 s.h.
   a. EIS 202, 301, 303 (2 s.h.), 304 (1 s.h.), 305, 401 .......................... 13 s.h.
   b. SSED 439, 449 ................................................................. 6 s.h.
   c. SPED 210, 390 ................................................................. 4 s.h.
   d. ENG 366 or RDG 387 ................................................................. 2 s.h.
   e. C&I 403 ................................................................. 4 s.h.
   f. STCH 480 (16 weeks) ................................................................. 12 s.h.

   See the “Teacher Education” section (p. 341) for more information about WIU’s Teacher Education Program.

*Required for the major.

#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; or 3) a History (HIST) global issues course.

†HIST 491 fulfills the Writing Instruction in the Discipline (WID) graduation requirement for the History and Pre-Law options. HIST 420 fulfills the Writing Instruction in the Discipline (WID) graduation requirement for the History—Teacher Education option.

**May count as either a “History Directed Elective” or an “Other Directed Elective,” but not as both.
History

Minors

Minor in History ................................................................. 18 s.h.
1. Select three courses from: HIST 105, 106, 125, 126 .................. 9 s.h.
2. History Electives ......................................................... 9 s.h.

Note: At least 6 s.h. must be earned at the upper division level at a senior institution.
Note: Transfer students may use world history credits to satisfy the major or minor requirements for HIST 125 and 126.

Minor in Legal History .......................................................... 18 s.h.
1. HIST 105, 125 or 126, 303 .................................................. 9 s.h.
2. Select three courses from: HIST 310, 333, 413, 415, 419, 426, 433 .......... 9 s.h.

Minor in Modern Global History ............................................. 18 s.h.
1. Select three courses from: HIST 106, 126, 144, 145 ......................... 9 s.h.
2. Select one course on modern history of U.S. relations with the world: HIST 307, 311, 312, 329, 341 ......................................................... 3 s.h.
3. Select one course on modern European history: HIST 334, 337, 400, 427, 428, 429, 438 ................................................................. 3 s.h.
4. Select one course on modern non-Western history; HIST 344, 345, 346, 349, 440, 444, 445, 485 .......... 3 s.h.

Course Descriptions

HISTORY (HIST)

105 American History to 1877. (3) (General Education/Humanities) A survey of American history from European backgrounds to the close of Reconstruction. 
IAI: H2 904.

106 American History since 1877. (3) (General Education/Humanities) A survey of American history from the end of Reconstruction to the present. 
IAI: H2 905.

125 Western Civilization to 1648. (3) (General Education/Humanities) (Global Issues) A survey of western social and political institutions, thought, and culture from the ancient world to 1648. 
IAI: H2 901.

126 Western Civilization since 1648. (3) (General Education/Humanities) (Global Issues) A survey of western social and political institutions, thought, and culture from 1648 to the present, with attention to non-western forces as they helped shape the growth of western civilization. 
IAI: H2 902.

144 History of the Middle East. (3) (General Education/Humanities or Multicultural Studies) (Global Issues) A survey of the history of Middle Eastern social and political institutions, thought, and cultures from ancient times to the present. 

145 History of Asia. (3) (General Education/ Humanities or Multicultural Studies) (Global Issues) A survey of Asian history from ancient times to the present. Directed Elective Area III.

201 Historical Methods. (3) This course introduces students to the scope and methods of History and historiography, including the fundamental research, analytical, and writing skills required of all historians. Prerequisites: History major; at least three of HIST 105, 106, 125, and 126; ENG 280; and permission of department advisor.

300 Urban America. (3) A survey of the growth and development of American urban society. The course is designed to show both how technological, economic, social, and political forces have shaped our cities over time and how cities have affected American life. No prerequisite. Directed Elective Area I.

302 American Indian History, Pre-Contact to the Present. (3) (General Education/Multicultural Studies) This course surveys the history of American Indians from pre-contact to recent times within the current area of the U.S. Prerequisite: HIST 105 or 106, or consent of instructor.

303 American Legal History. (3) A study of American law, emphasizing the origins and development of fields of law and legal institutions, and the relationship between the law and American society and politics. Prerequisite: 3 s.h. of U.S. History or consent of instructor. Directed Elective Area I.

304 United States Military History. (3) (Global Issues) A survey of the military policies and engagements which had significance in America’s independence, expansion, and present world position. Prerequisites: HIST 105 and 106 or enrollment in or completion of MS 311, or consent of instructor. Directed Elective Area I.

306 Vietnam War. (3) A survey of the origins of the Vietnam War, and the domestic, social, diplomatic, and political impact of the war in the U.S. Directed Elective Area I or III.

307 (Formerly HIST 401) U.S. Foreign Relations Since 1898. (3) (Global Issues) A history of American foreign relations with emphasis on the period from the war with Spain to the present, stressing the behavior of the United States as a world power. Prerequisite: HIST 105 or consent of instructor. Directed Elective Area I.

308 American West. (3) The settlement and development of the West from the Appalachian Range to the Pacific Ocean. Prerequisite: HIST 105 or 106, or consent of instructor. Directed Elective Area I.

309 American South. (3) A survey of the American South from the colonization period to the present. Prerequisite: HIST 105 or 106, or consent of instructor. Directed Elective Area I.

310 Crime, Policing, and Punishment. (3) An exploration of criminal justice in territories now composing the United Kingdom, the United States, and the nations of continental Europe, with emphasis on the integration of nation-state criminal codes and
courts, professional police forces, and standardized state punishments. Prerequisite: HIST 105 or 106 or 125, or consent of instructor. Directed Elective Area I or II.

311 (Formerly HIST 424) History of Flight Culture. (3) (General Education/Multicultural Studies) An intermediate survey emphasizing the politics of state-building, absolutism, and constitutionalism; the economics of burgeoning consumerism, imperialism, and global trade; the social dynamics of attenuating hierarchies and privileges; and the nascent cultures of science, the Enlightenment, and religious reform. Prerequisite: HIST 125 or consent of instructor. Directed Elective Area II.

312 Technology, Culture, and Society. (3) (Global Issues) A history of key technological developments from the Industrial Revolution to the present, with an emphasis on how these innovations have transformed human culture and society. Directed Elective Area I or II.

313 (Cross-listed with AAS 313) African American History, 1400–1877. (3) (General Education/Multicultural Studies) A survey of African American experiences in North America from 1400 to 1877. Not open to students with credit for AAS 313. Prerequisite: HIST 105 or AAS 100 or consent of instructor. Directed Elective Area I.

314 (Cross-listed with AAS 314) African American History, 1877–Present. (3) (General Education/Multicultural Studies) A survey of the African American experiences in the United States since 1877. Not open to students with credit for AAS 314. Prerequisite: HIST 106 or AAS 100 or consent of instructor. Directed Elective Area I.

317 (Cross-listed with WS 317) Women in American History. (3) (General Education/Multicultural Studies) A multicultural and historical survey of women in the United States, from 1500 to the present. Not open to students with credit in WS 317. Prerequisite: HIST 105 or 106, or consent of instructor. Directed Elective Area I.

318 (Cross-listed with WS 318) Women and Gender in European History. (3) (General Education/Multicultural Studies) A study of women and gender in Europe, from antiquity to the present, focusing on changes in culture, society, the economy, and politics. Not open to students with credit in WS 318. Prerequisite: HIST 125 or 126, or consent of instructor. Directed Elective Area II.

319 Ancient Near East and Egypt. (3) Intermediate survey covering several ancient civilizations in an area that includes the modern Middle East, Egypt, Persia, and Turkey, beginning with the emergence of civilization in Mesopotamia and continuing to the conquest of Alexander the Great. Prerequisite: HIST 125 or consent of instructor. Directed Elective Area III.

320 Ancient Greece. (3) A study of Hellenic civilization and the institutional and cultural life of the Greeks. Prerequisite: HIST 125 or consent of instructor. Directed Elective Area II.

321 Ancient Rome. (3) A study of Roman civilization from the Republic through the Empire. Prerequisite: HIST 125 or consent of instructor. Directed Elective Area II.

322 Pre-Modern Military History. (3) Intermediate survey of military history from the ancient world through the Renaissance. Prerequisite: HIST 125 or consent of instructor. Directed Elective Area II.

324 Middle Ages. (3) A study of the political, economic, and cultural institutions of Europe from the Germanic invasions and the fall of Rome to 1390. Prerequisite: HIST 125 or consent of the instructor. Directed Elective Area II.

325 (Formerly HIST 425) Early Modern Europe, 1350–1648. (3) Study of political, economic, social, and cultural developments of early modern Europe from the mid-fourteenth to mid-seventeenth centuries, including the Renaissance, the Protestant and Catholic Re FORMATIONS, the age of religious wars, state-building, witchcraft persecution, and the Age of Discovery. Prerequisite: HIST 125 or consent of instructor. Directed Elective Area II.

326 Old-Regime Europe, 1648–1789. (3) An intermediate survey emphasizing the politics of state-building, absolutism, and constitutionalism; the economics of burgeoning consumerism, imperialism, and global trade; the social dynamics of attenuating hierarchies and privileges; and the nascent cultures of science, the Enlightenment, and religious reform. Prerequisite: HIST 126 or consent of instructor. Directed Elective Area II.

329 Great-Power Diplomacy. (3) A history of relations between the great powers from the 1890s to the present. In addition to the major European powers, the course includes the U.S., China, and Japan. Prerequisite: HIST 126 or 145, or consent of instructor. Directed Elective Area II or III.

333 Britain to 1688. (3) A survey of British social and political history, with emphasis on constitutional development. Prerequisite: HIST 125 or consent of instructor. Directed Elective Area II.

334 Britain since 1688. (3) A survey of the political, social, and economic factors behind the rise and decline of Britain as a world power. Prerequisite: HIST 126 or consent of instructor. Directed Elective Area II.

337 (Cross-listed with GER 337) The Holocaust. (3) (General Education/Multicultural Studies) (Global Issues) Examines the pre-history, history, and post-history of the Holocaust and its representations from a German Studies perspective and within the broader context of European culture. Not open to students with credit for GER 337. Prerequisite: HIST 126 or GER 224 or consent of instructor.

338 Germany. (3) A survey of German history from beginnings to the present time. Prerequisite: HIST 125 or 126, or consent of instructor. Directed Elective Area II.

340 Latin America to 1860. (3) (General Education/Multicultural Studies) A survey of the history and culture of Latin America from the pre-colonial era through the national revolutions to the mid-nineteenth century. Prerequisite: HIST 105 or 125, or consent of instructor. Directed Elective Area III.

341 Latin America since 1860. (3) (General Education/Multicultural Studies) (Global Issues) A survey of the history and culture of Latin America from the mid-nineteenth century to the present. Prerequisite: HIST 106 or 126, or consent of instructor. Directed Elective Area III.

344 Modern Middle East. (3) (General Education/Multicultural Studies) (Global Issues) An intensive study of the history of the Middle East in the modern era. Prerequisite: HIST 144 or consent of instructor. Directed Elective Area III.

345 China. (3) A survey of Chinese history from ancient times to the present, with emphasis from the late dynastic (Ching) period through the Cultural Revolution. Prerequisite: HIST 145 or consent of instructor. Directed Elective Area III.

346 Japan. (3) (Global Issues) A survey of Japanese history from ancient times to the present, with emphasis on the period from the late feudal (Tokugawa) period. Prerequisite: HIST 145 or consent of instructor. Directed Elective Area III.

349 (Cross-listed with AAS 349) Africa since 1800. (3) (General Education/Multicultural Studies) A study of major themes from 1800 to the present from an African perspective: slave trade and its abolition, European colonialism, independence movements, and problems of independence. Not open to students with
credit for AAS 349. Prerequisite: HIST 126 or consent of instructor. Directed Elective Area III.

399 Imperial Russia, 1689–1917. (3) A survey of major cultural, intellectual, and political developments within the Russian Empire from the reign of Peter the Great to the fall of the Romanov dynasty. Prerequisite: HIST 126. Directed Elective Area I.

400 Soviet Union, 1917–1991. (3) An intensive study of political, diplomatic, economic, social, and cultural developments in the Soviet Union from the Bolshevik revolution to the USSR’s collapse. Prerequisite: at least junior standing and HIST 126 or 399, or consent of instructor. Directed Elective Area II.

402 The Civil Rights Movement. (3) An intensive study of the history of the African American civil rights movement, concentrating on the period from World War II through the U.S. Supreme Court’s 1978 Bakke decision. Prerequisites: at least junior standing and HIST 106, or consent of instructor. Directed Elective Area I.

412 American Colonial History. (3) A history of the discovery, settlement, and development of the American colonies to 1763. Prerequisite: at least junior standing and HIST 105, or consent of instructor. Directed Elective Area I.

413 American Revolution and the New Nation. (3) A study of developments which caused the Revolution, examination of the War of Independence, the Confederation, the Federal Constitution, and subsequent events to 1800. Prerequisites: at least junior standing and HIST 105, or consent of instructor. Directed Elective Area I.

414 Early American Republic, 1800–1848. (3) An intensive study of the development of the United States from 1800 to 1848, emphasizing the development of political culture within the expanding nation, among post-revolutionary Americans. Prerequisites: at least junior standing and HIST 105, or consent of instructor. Directed Elective Area I.

415 Civil War and Reconstruction. (3) An intensive study of the political, social, economic, military, and diplomatic history of the period 1848 to 1877, focusing on the causes, course, and consequences of the Civil War (1861–1865). Prerequisites: at least junior standing and HIST 105, or consent of instructor. Directed Elective Area I.

416 America in Transition, 1877–1914. (3) An examination of the forces transforming America from Reconstruction to the Wilson administration. Prerequisites: at least junior standing and HIST 105, or consent of instructor. Directed Elective Area I.

418 Emergence of Modern America, 1914–1945. (3) A study of American history from World War I to the end of World War II. Prerequisite: at least junior standing and HIST 106, or consent of instructor. Directed Elective Area I.

419 Recent America, 1945 to Present. (3) An examination of American History from the end of World War II to the present. Prerequisites: at least junior standing and HIST 106, or consent of instructor. Directed Elective Area I.

420 Capstone Seminar: Illinois History. (3) A study of periods and themes in the history of Illinois including social, political, economic, cultural, and environmental change. Writing Instruction in the Discipline (WID) course. Prerequisites: HIST 105, 106, and 301, ENG 280, and at least junior standing, or consent of instructor.

422 American Environmental History. (3) A history of Americans’ interaction with their natural environment from pre-contact to the present with special emphasis on the last two hundred years. BGS online writing course. Prerequisites: at least junior standing and HIST 105 or 106, or consent of instructor.

423 The Vietnam War and Its Times. (3) A seminar on the Vietnam War, with particular emphasis on domestic social and political aspects during the 1960s. Research in primary sources will be required. Prerequisites: at least junior standing and HIST 106, or consent of instructor. Directed Elective Area I or III.

426 The Enlightenment, 1721–1784. (3) Advanced study of a cultural revolution in the Atlantic world; a “republic” of philosophers, ideas, and debates: social institutions promoting reform; emergence of new media, mass literacy, public opinion, and private sentiment, and the broader context in which these flourished. Prerequisites: at least junior standing and HIST 126, or consent of instructor. Directed Elective Area II.

427 French Revolution and Napoleon. (3) A detailed examination of the period from 1789 to 1815 in Europe. Prerequisite: at least junior standing and HIST 126, or consent of instructor. Directed Elective Area II.

428 Nineteenth-Century Europe. (3) A study of Europe from 1815 to 1914. Prerequisites: at least junior standing and HIST 126, or consent of instructor. Directed Elective Area II.

429 Europe, 1914–1968. (3) A study of Europe from 1914 to 1968. Prerequisites: at least junior standing and HIST 126, or consent of instructor. Directed Elective Area II.

430 Topics in Ancient History. (3, repeatable to 6 with permission of department chairperson) Study of a theme or chronological period in Greek or Roman History. Topics will vary. Prerequisites: at least junior standing and HIST 125, or consent of instructor. Directed Elective Area II.

431 Alexander the Great. (3) Advanced study of the life, achievements, and historical context of Alexander III of Macedon, with particular focus on his impact outside Europe. Prerequisites: at least junior standing and HIST 125, or 325, or 332, or consent of instructor. Directed Elective Area II.

433 Tudor/Stuart England: 1485–1714. (3) Political, economic, cultural, and social history of early modern England during the reigns of the Tudor and Stuart monarchs, emphasizing social structures, cultural movements, religious continuity and change, and constitutional developments. Prerequisites: at least junior standing and HIST 125 or 325 or 333, or consent of instructor. Directed Elective Area II.

434 Topics in British History. (3, repeatable to 6 with permission of department chairperson) Selected topics dealing with the political, social, and economic development of Britain. Topics will vary. Prerequisites: at least junior standing and HIST 125 or 326 or 333 or 344 (as appropriate), or consent of instructor. Directed Elective Area II.

438 Hitler’s Germany, 1919 to 1949. (3) Study of Germany from the end of World War I to its division following World War II, focusing on the Weimar Republic, the rise and fall of Adolf Hitler and the Nazi Party, the Holocaust, and Germany’s postwar breakup. Prerequisites: at least junior standing and HIST 126 or 338, or consent of instructor. Directed Elective Area II.

440 Topics in Latin American History. (3, repeatable to 6, for different topics, with permission of department chairperson) Selected topics in the social, political, economic, or intellectual history of Latin America. Topics will vary. Prerequisite: at least junior standing and HIST 105 or 106 or 126 or 340 or 341 (as appropriate), or consent of instructor. Directed Elective Area III.

444 Topics in Middle Eastern History. (3, repeatable to 6 with permission of department chairperson)
Selected topics in the political, social, economic, and intellectual history of the Middle East. Topics may vary. **Prerequisites:** at least junior standing and HIST 144 or 344, or consent of instructor. Directed Elective Area III.

**445 Modern East Asia. (3) (Global Issues)** A study of China, Japan, and Korea in the 20th century. **Prerequisites:** at least junior standing and HIST 145 or 345 or 346, or consent of instructor. Directed Elective Area III.

**451 Problems in History. (1–6, repeatable to 6)** Research into areas not specifically covered in other courses. Course credit depends on the nature of the problem and the length of time required to complete the project. **Only 3 s.h. may be applied to major or minor requirements.** **Prerequisites:** 9 s.h. of History, 3 s.h. of which must be from WIU, junior standing, and consent of instructor.

**452 Readings in History. (1–3, repeatable to 3)** **Prerequisites:** 9 s.h. of History, 3 s.h. of which must be from WIU, junior standing, and consent of instructor.

**482 Topics in European History. (3, repeatable to 6)** In-depth study of a theme or chronological period in European history. Topics will vary. **Prerequisites:** at least junior standing and HIST 125 or 126 (as appropriate), or permission of instructor. Directed Elective Area II.

**485 Topics in Asian History. (3, repeatable to 6)** In-depth study of a theme or chronological period in Asian History. Topics will vary. **Prerequisites:** at least junior standing and HIST 145 or 345 or 346 or 445, or permission of instructor. Directed Elective Area III.

**488 Topics in U.S. History. (3, repeatable to 6)** In-depth study of a theme or chronological period in U.S. history, from the colonial period to the present. Topics will vary. **Prerequisites:** at least junior standing and HIST 105 or 106 (as appropriate), or permission of instructor. Directed Elective Area I.

**490 Honors Thesis in History. (3)** The preparation by an honors student of an undergraduate History thesis under the direction of one or more members of the History Department. **Prerequisite:** Honors major in History with junior or senior standing.

**491 (Formerly HIST 301) Capstone Seminar in History. (3)** This course focuses on writing and research in the discipline of History. Writing Instruction in the Discipline (WID) course. **Prerequisites:** History major; HIST 105, 106, 125, and 201; at least two upper-division History courses; ENG 280; junior or senior standing; and permission of department advisor.

**494 Internship. (1–12, repeatable to 12)** Supervised experience of work in archives, historical institutions, or other institutions requiring historical expertise. **Prerequisites:** permission of department chairperson and junior or senior standing.
**Instructional Design and Technology**

Chairperson: Dr. Hoyet Hemphill  
Office: Horrabin Hall 47  
Telephone: (309) 298-1952; Fax: (309) 298-2978  
E-mail: IDT@wiu.edu  
Website: [wiu.edu/idt](http://wiu.edu/idt)

Faculty: Deng, Harris, H. Hemphill, L. Hemphill, Lantz, Thurman, West, Yoon.

**Trends and Careers**—Whether an individual is interested in designing interactive multimedia programs, instructional videos, photographic media, interactive websites, instructional multimedia, 3D animation, instructional simulations, or producing corporate training programs, a Bachelor of Science degree in Instructional Design and Technology (IDT) will prepare graduates for careers in their area of interest. The IDT program is practical, comprehensive, and flexible enough to support individual career goals with an emphasis on hands-on experience, team work, and real-world applications. Facilities include advanced technology computer labs, professional graphics software, an interactive multimedia and CD/DVD production lab, video/audio production and editing facilities, high resolution digitizing equipment, large-format cameras, and photographic darkrooms. CNN Money recently rated Instructional Designer as number 38 out of the top 100 jobs in America. Job openings in the field have increased significantly in the last four years and are expected to continue to grow.

Nearly every organization, large and small, public and private, is engaged in ongoing instruction and training to maintain its competitive edge and to keep employees productive and up-to-date. Graduates from WIU’s nationally-recognized IDT program are in high demand, demonstrated by the high placement rate since the inception of the program. Career opportunities are available to IDT graduates in industry, government, and higher education, as well as in the specialized areas of graphic media, web development, interactive multimedia and video production, and digital image capture and processing.

The IDT internship is an opportunity for students to apply and expand their education, gain valuable professional experience, build confidence in their abilities, and explore careers in their field. The contacts made during an internship can provide invaluable advice and guidance as well as potentially lead to a permanent job offer.

**Curriculum**—The Instructional Design and Technology program is designed around three major areas:

1. Instructional multimedia and web production including digital imaging, digital graphics, interactive multimedia, multi-image presentations, and interactive web page design.
2. Technology applications in instructional simulations and game environments, including three-dimensional animation and virtual reality applications.
3. Design, production, and delivery of instructional materials and training programs including the application of instructional strategies and training facilitation techniques.

The curriculum contains a basic core of courses which sets down a foundation in designing these advanced technology applications, and then allows each student flexibility to further his/her career objectives and special interests by choosing a variety of directed elective courses. Internships and independent studies provide valuable work experience and opportunities to explore some of the careers open to graduates.

The department offers minors in Digital Media, Photographic Media, and Web Design that can serve the needs of students majoring in related fields. New courses are regularly offered to keep pace with emerging technological changes and developments.

Students majoring in Instructional Design and Technology are encouraged to minor in related fields that will help them meet career objectives and professional interests. Photographic Media, Computer Science, Art, Graphic Communication, Information Systems, Business, and Broadcasting are some of the fields suggested to Instructional Design and Technology majors as their minor field of study.
Department Resources — The Department of Instructional Design and Technology uses facilities that are among the finest in the region. Facilities include advanced computer and interactive multimedia development laboratories, video editing and sound recording studios, photography production, distance learning facilities for e-learning, compressed video, and Web-based course delivery, and electronic classrooms that make learning with computers, digital cameras, DVDs, mobile devices, and the Internet more accessible. Both Macintosh and DOS/Windows platforms are available.

Honors Curriculum — Academically qualified students in this department are welcome to complete an honors curriculum in University Honors, Upper Division Honors, or Lower Division Honors. All Honors students must complete the one-hour honors colloquium (G H 299). Lower Division Honors includes General Honors coursework. Upper Division Honors includes honors work in the major. University Honors combines Upper and Lower Division Honors. For more information about honors curricula, see page 98 or visit the Centennial Honors College website at wiu.edu/Honors.

Integrated Baccalaureate and Master’s Degree Program — An integrated baccalaureate and master’s degree program is available for the Bachelor of Science in Instructional Design and Technology: Master of Science in Instructional Design and Technology. An integrated degree program provides the opportunity for outstanding undergraduates to earn both degrees in five years. Please refer to the Graduate Studies catalog for details about the integrated program.

Degree Programs

Bachelor of Science — Instructional Design and Technology

All students seeking the Bachelor of Science in Instructional Design and Technology must complete I, II, III, IV, and V below, and the foreign language/global issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.

I. University General Education Curriculum (p. 69) .............................................. 43 s.h.

II. Core Courses ............................................................................................................. 37 s.h.

IDT 200, 205, 221, 250, 310†, 330†, 345, 351, 360, 390, 433, 440, 496

III. Directed Electives ..................................................................................................... 9 s.h.

Select 9 s.h. of any IDT courses except IDT 278 or IDT 285

IV. Any approved minor ................................................................................................ 16–25 s.h.

V. Open Electives ......................................................................................................... 6–15 s.h.

#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) any major’s discipline-specific global issues course (including IDT 390); or 4) an approved Study Abroad program.

†IDT 310 and 330 fulfill the Writing Instruction in the Discipline (WID) graduation requirement.

Minors

Minor in Web Design .................................................................................................... 21 s.h.

1. Required Core Courses: IDT 205, 250, 345, 351 ............................................................ 12 s.h.

2. Directed Electives ...................................................................................................... 9 s.h.

Select 9 s.h. from the following courses: IDT 200, 221, 230, 235, 240, 310, 330, 355, 360, 390, 406, 408, 433, 440, 445, 460, 480

Minor in Digital Media ................................................................................................ 21 s.h.

1. Required Core Courses: IDT 221, 345, 360, 433 ............................................................ 12 s.h.

2. Directed Electives ...................................................................................................... 9 s.h.
Instructional Design and Technology

Select 9 s.h. from the following courses: IDT 200, 205, 230, 240, 250, 310, 350, 355, 390, 406, 408, 440, 445, 460

Minor in Photographic Media ...........................................21 s.h.
1. Required Core Courses: IDT 240, 340, 406, 408 ..........................12 s.h.
2. Directed Electives ..............................................................9 s.h.
Select 9 s.h. from the following courses: IDT 200, 205, 221, 230, 250, 310, 345, 351, 360, 440, 445

Course Descriptions

INSTRUCTIONAL DESIGN AND TECHNOLOGY (IDT)

200 Introduction to Instructional Technology. (3) Introductory survey of the literature and structure of instructional technology. The course stresses the advantages, limitations, issues, and utilizations of technologies as applied to education and training.

205 Computing for Instructional Trainers. (3) Introduces a variety of computer software applications used by instructional technologists in the field. Also, includes principles of visual literacy for electronic application and the selection and trouble-shooting of computer hardware.

221 Introduction to Instructional Multimedia. (3) Introduction to developing multimedia instructional materials. Includes basic design and development guidelines as well as an introduction to representative multimedia instructional development.

230 Introduction to Interactive Instruction. (3) Introduction to design and development of interactive instructional animations and applications that run on the desktop and mobile devices. Students will import and create objects and animations, incorporate sound and video, create special effects, and script interactive animations.

235 Instructional Materials Development. (3) Introductory experiences and studies in creating and presenting print-based instructional materials for training and development purposes. Includes basic analysis, design, content writing, and development guidelines. Provides an introduction to representative print-based instructional development software and face-to-face instruction.

240 Photography I. (3) Introductory experiences in producing black and white and color photographs as well as color slides. Emphasizes the practical application of photographs as a communication medium.

250 Introduction to Web-Based Instruction. (3) Introductory experiences in creating and publishing web-based instructional materials. Emphasizes the use of markup languages as well as editing software. Also includes basic principles of user-centered design and website maintenance.

310 Principles of Instructional Design. (3) Course includes the study of the knowledge and skills required to perform the primary steps in the instructional design process; analysis, design, development, implementation, and evaluation. Writing Instruction in the Discipline (WID) course. Prerequisites: IDT 206, 205, and ENG 280.

330 Instructional Project Management. (3) This course will examine principles, tools, and techniques used by instructional designers and instructional project managers to effectively manage instructional development projects. Writing Instruction in the Discipline (WID) course. Prerequisite: IDT 310.

333 Production/Evaluation of Videos for Classroom Use. (2) Theory and practice in the production and evaluation of videos for use in educational settings. Prerequisite: admission into the Teacher Education program.

340 Advanced Photography. (3) Advanced camera handling and darkroom techniques. Students will use a variety of films and photographic techniques leading to the production of a portfolio of photographs ready for presentation or display. Prerequisite: IDT 240.

345 Electronic Imagery. (3) A survey course of electronic imagery including digital still imaging, 3D modeling, and virtual reality (VR) movies as used in electronic media and photographic applications. Prerequisite: IDT 205.

351 Intermediate Web-Based Instruction. (3) Overview of how to better integrate the Web as resources (information, communication, and collaboration) to improve education and training. Trends of the Web, education, and implications for teaching and learning will be discussed and followed by hands-on experiences. Prerequisite: IDT 250 or permission of the instructor.

355 (Formerly IDT 455) Instructional Simulation and Gaming. (3) Uses of educational games and simulations in interactive computer-based multimedia. Students will design and construct computer models to use in drill and practice and exploration, and complete several projects using a representative authoring environment. Prerequisite: IDT 250 or permission of instructor.

360 Instructional Video. (3) Introduction to instructional video production techniques including camera handling, digital editing, and special effects used in video production for multimedia.

375 Advanced Computing for Instructional Technologists. (3) A detailed examination of computer hardware and software principles in education and training environments, with attention to trouble-shooting configuration, operating system problems, and software operation. Prerequisite: IDT 205.

390 Interactive Distance Learning. (3) (Global Issues) Study of central issues and concepts in the field of distance learning, with emphasis on the Web. Students will apply distance learning concepts and design principles to a group project converting a site-based course to a Web-based class. Prerequisite: IDT 310.

406 Advanced Topics in Photography. (3) Advanced camera and darkroom controls for processing and printing both black and white and color. Prerequisite: IDT 240.

408 Large Format Photography. (3) Introduction to the large format view camera and its controls. Studio, available, and location lighting will be used with a variety of different subjects and props in both black and white and color. Prerequisite: IDT 240.

433 Instructional Three-Dimensional Modeling and Animation. (3) Instructional uses of three-dimensional modeling and animation are explored including basic modeling tools, virtual camera controls, materials, video production, and lighting. Prerequisite: IDT 205 or equivalent.
Developing Computer-Based Instruction. (3) Study of the design and development of multimedia products and the effective integration of interactive multimedia into training environments. Using knowledge of instructional design, students will develop a mini-instructional system. Prerequisite: IDT 310 or permission of instructor.

Advanced Instructional Media. (3) Advanced study of the design and development of interactive multimedia instruction. Emphasis on instructional design, advanced multimedia delivery techniques, and techniques for the development of non-linear computer-based training modules that incorporate sound, video, graphic, and photographic images, animation, and text. Prerequisite: IDT 221 or permission of instructor.

Implementing and Facilitating Instruction. (3) Study of the development of integrated instructional systems for performance improvement in training settings. Emphasis is on the collaborative and project-based design, development, implementation, and evaluation of instructional and non-instructional solutions, including techniques for facilitating face-to-face training. Prerequisite: IDT 235 or permission of instructor.

Instructional Virtual Reality Design. (3) Focuses on the integration of virtual reality technologies for instruction and training. Provides opportunities to develop instructional/training virtual environments utilizing virtual reality authoring systems. Prerequisite: IDT 255 or permission of instructor.

Advanced Web-Based Instruction. (3) Emphasizes the potential of Internet technology to foster interactivity in design of performance solutions. Students move beyond static Web page creation to advanced incorporation of resources in support of highly interactive forms, database creation and management, and client/server integration. Prerequisite: IDT 250 or permission of instructor.

Independent Study. (1–4, repeatable to 6) Independent study for advanced students who desire to research a topic in Instructional Design and Technology. Prerequisite: 15 s.h. in IDT coursework.

Senior Portfolio and Resume Preparation. (1) IDT majors develop a capstone portfolio with resume, class annotations, projects, project annotations, and reflection paper. The projects can include professional work from IDT classes and internship. Career options and job interview techniques will be explored. Prerequisites: IDT major and senior standing. Graded S/U only.

Senior Portfolio Exam. (0) IDT majors will complete a portfolio which may include refined projects from IDT classes and internship, documentation, a reflection paper, and a current resume. Prerequisite: IDT senior. Graded S/U only.

Instructional Technology Internship. (6–12) The internship provides qualified students with a supervised, practical work experience in instructional technology, training, distance learning, multimedia or video production, telecommunications, or other appropriate area. Only 6 s.h. may apply toward major. Prerequisite: completion of the IDT core with a 3.00 grade point average, at least one 489 project, and attendance at the Internship Orientation with department chair. Graded S/U only.

Assistive Technology for Students with Special Needs. (1) Explores the research on using assistive technology devices with children with special needs, offers pre-service teachers the opportunity to develop the technological skills needed to work with children included in the regular classrooms who are required to use these technologies. Provides hands-on experience using these devices. Open only to students in the Teacher Education Program (TEP). Prerequisites: IDT 285 and permission of advisor.

Technology Integration Standards for Pre-Service Teachers. (3) Introduces pre-service teachers to fundamental concepts, skills, and attitudes for applying technology in educational settings, as defined by ISTE National Technology Standards for Teachers and ISBE Technology Standards for All Illinois Teachers. Open only to students in the Teacher Education Program (TEP). Prerequisites: successful completion of the Technology Competency Assessment (TCA), CS 111, or permission of instructor.
Coordinator and Advisor: Ms. Michele Aurand
Office: Centennial Honors College, Malpass Library, Second Floor
Telephone: (309) 298-2586; Fax: (309) 298-2591
E-mail: IDST@wiu.edu
Website: wiu.edu/idst

Under the auspices of the Interdisciplinary Studies Committee, students in the
Interdisciplinary Studies Program design and pursue individualized programs of study
leading to either the Bachelor of Arts or Bachelor of Science degree. These students may
select courses from several departments, take courses leading to a liberal program of study,
or select courses in preparation for certain graduate programs that do not require a specific
undergraduate major. Students may also pursue concentrations in Youth Development;
Renewable Energy and Biofuels Technology; Renewable Energy and Wind Technology; and

The Youth Development Concentration will enable students to develop skills necessary in a
broad range of careers in nonprofit youth and human service organizations which seek to
assist young people in developing the capacities needed to live a quality life. Professionals
in these organizations play pivotal roles in making a difference in the lives of others and in
their communities.

The Renewable Energy Concentrations will enable students to develop skills necessary in a
broad range of careers in the biofuels industry, wind energy industry, or in developing
policy, project planning, and management in a variety of renewable energy industries.

The Interdisciplinary Studies Program is intended to give students transferable skills.
Courses articulated in the concentrations or those selected by the student in consultation
with his/her advisor encourage students to think critically, comprehend what they read,
communicate orally, and write effectively. In addition, students may enroll in an internship
to help them incorporate relevant work-site experiences with academic courses they have
taken or plan to take.

Honors Curriculum— Academically qualified students in this department are welcome
to complete an honors curriculum in University Honors, Upper Division Honors, or Lower
Division Honors. All Honors students must complete the one-hour honors colloquium (G H 299).
Lower Division Honors includes General Honors coursework. Upper Division Honors
includes honors work in the major. University Honors combines Upper and Lower Division
Honors. For more information about honors curricula, see page 98 or visit the Centennial
Honors College website at wiu.edu/Honors.

Admission

Admission to the program is by application from students in good standing. Freshmen
who wish to declare Interdisciplinary Studies as a major should contact the Coordinator for
application procedures. Students who have earned more than 75 s.h. will be admitted only
by exception granted by the Interdisciplinary Studies Committee and only if the student
has a grade point average of 2.00 or better. Students admitted by exception must complete
at least 24 s.h. of credit after admission to the Interdisciplinary Studies Program.

Graduation

To graduate, students are required to:
(1) complete 120 s.h.;
(2) complete 42 s.h. in courses numbered 300 or above;
(3) complete the University’s General Education requirements for the B.S. or B.A. degree
   described below*;
(4) have an overall C average by graduation;
(5) complete an approved Writing Instruction in the Discipline (WID) requirement;
(6) fulfill the foreign language/global issues requirement for the major#;
(7) complete an approved course of study for the program, no more than 21 s.h. of which may come from an individual WIU department and/or major;
(8) meet additional requirements as stated in the Undergraduate Catalog. Interdisciplinary Studies students may include an approved concentration in their degree plan, which will be shown on the transcript upon successfully completing all degree program requirements. Minors are not shown on the transcript of an Interdisciplinary Studies student.

*(3) Complete the University's General Education requirements for the B.S. or B.A. degree described below:

Students following the Bachelor of Science degree will complete the University General Education requirements with the following stipulation:

A minimum of 14 s.h. in Natural Sciences and Mathematics to include 8 s.h. of laboratory science, chosen from the University General Education offerings.

Students following the Bachelor of Arts degree will complete the University General Education requirements with the following stipulation:

A minimum of 15 s.h. in the Humanities, chosen from the University General Education offerings.

Total.................................................................................................................. B.S. = 47 s.h.; B.A. = 49 s.h.

The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) any major's discipline-specific global issues course; or 4) an approved study abroad program.

Concentrations

Bachelor of Arts or Bachelor of Science—Youth Development

All students seeking the Bachelor of Arts or Bachelor of Science in Interdisciplinary Studies with a concentration in Youth Development must complete I, II, III, and IV below, and the foreign language/global issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.

I. University General Education Curriculum (p. 69)........................................47 or 49 s.h.
   B.A.—University General Education plus 6 additional s.h. in the Humanities (49 s.h.)
   B.S.—University General Education to include 8 s.h. of lab science plus 6 additional s.h. in the Natural Sciences/Mathematics category (47 s.h.)

II. Concentration Courses ......................................................................................46 s.h.
   FCS 121—Introduction to Life Span Development (3)
   JOUR 329—Fundamentals of Public Relations (3)
   PSY 221—Psychology of Child Development (3)
   PSY 422—Adolescent Development (3)
   PSY 425—Psychology of Exceptional Children (3)
   RPTA 111—Introduction to Leisure Services (3)
   RPTA 199—Fieldwork in Leisure Services (1)
   RPTA 230—Leadership in Leisure Services (3)
   RPTA 235—Programming Principles and Applications in Leisure Services (3)
   RPTA 270—Introduction to Nonprofit Organizations (3)
   RPTA 322—Administration of Leisure Services (3)
   RPTA 424—Fund Raising and Volunteerism in Leisure Services (3)
   RPTA 428—Youth and Leisure Services (3)
   RPTA 470—Alliance Management/Leadership Institute (0)
   SOC 425—Juvenile Delinquency (3)
   UNIV 490—Career Internship (6)

III. Other.............................................................................................................9 s.h.
Interdisciplinary Studies Degree

PSY 100, SOC 100, SOC Elective

IV. Open Electives .................................................................................................................. 16–18 s.h.

#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) any major’s discipline-specific global issues course; or 4) an approved Study Abroad program.

†RPTA 322 fulfills the Writing Instruction in the Discipline (WID) graduation requirement.

Bachelor of Science—Renewable Energy and Biofuels Technology

All students seeking the Bachelor of Science in Interdisciplinary Studies with a concentration in Renewable Energy and Biofuels Technology must complete I, II, III, and IV below, and the foreign language/global issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.

I. University General Education Curriculum (p. 69) .......................................................... 47 s.h.
   B.S.—University General Education to include 8 s.h. of lab science plus 6 additional s.h. in the Natural Sciences/Mathematics category

II. Concentration Courses ................................................................. 46 s.h.*
   AGEC 447—Commodities Markets and Futures Trading (3)
   AGTM 461—Surveying and Soil and Water Conservation Engineering (4)
   CHEM 331—Organic Chemistry I (5)
   CHEM 332—Organic Chemistry II (4)
   ECON 465—Economics of Energy (3)
   ENG 381—Technical Communication (3)†
   ET 345—Quality Engineering (3)
   ET 356—Introduction to Power Systems (3)
   ET 448—Industrial and Construction Occupational Safety and Health (3)
   GEOG 100—Introduction to Human Geography (3)
   GEOG 208—Cartographic Design for GIS (3)
   MICR 200—Introductory Microbiology (4)
   SCM 211—Supply Chain Management (3)
   UNIV 495—Renewable Energy Capstone (2)

III. Other .......................................................................................................................... 32 s.h.*
   BOT 200; CHEM 201, 202; ECON 231, 232; ET 105; GEOG 120; MATH 137; PHYS 100

IV. Open Electives .................................................................................................................. 18 s.h.

#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) any major’s discipline-specific global issues course; or 4) an approved Study Abroad program.

†ENG 381 fulfills the Writing Instruction in the Discipline (WID) graduation requirement.

*23 s.h. of II and III may count toward the University General Education requirement.

Bachelor of Science—Renewable Energy and Wind Technology

All students seeking the Bachelor of Science in Interdisciplinary Studies with a concentration in Renewable Energy and Wind Technology must complete I, II, III, and IV below, and the foreign language/global issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.

I. University General Education Curriculum (p. 69) .......................................................... 47 s.h.
   B.S.—University General Education to include 8 s.h. of lab science plus 6 additional s.h. in the Natural Sciences/Mathematics category

II. Concentration Courses ................................................................................................. 46 s.h.*
   AGEC 336—Rural Appraisal (4)
   AGEC 342—Agricultural Law (3)
Bachelor of Science—Renewable Energy Policy, Planning and Management

All students seeking the Bachelor of Science in Interdisciplinary Studies with a concentration in Renewable Energy Policy, Planning and Management must complete I, II, III, and IV below, and the foreign language/global issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.

I. University General Education Curriculum (p. 69) ................................................................. 47 s.h.
   B.S.—University General Education to include 8 s.h. of lab science plus 6 additional s.h. in the Natural Sciences/Mathematics category

II. Concentration Courses ........................................................................................................... 45 s.h.*
   AGEC 336—Rural Appraisal (4)
   AGEC 342—Agricultural Law (3), OR
   BL 431—The Law of Commercial Transactions (3)
   AGEC/ECON 430—Environmental Economics (3)
   AGEC 447—Commodities Markets and Futures Trading (3)
   ECON 465—Economics of Energy (3)
   FIN 331—Financial Management I (3)
   GEOG 100—Introduction to Human Geography (3)
   GEOG 208—Cartographic Design for GIS (3)
   BCOM 320—Business Communications (3)†
   JOUR 329—Fundamentals of Public Relations (3)
   MGT 349—Principles of Management (3)
   POLS 302—Introduction to Public Policy (3)
   POLS 393—Environmental Politics (3)
   SOC 345—Rural Social Organizations (3)
   UNIV 495—Renewable Energy Capstone (2)

III. Other ..................................................................................................................................... 36 s.h.*
   ACCT 201; AGRI 220; ECON 170, 231, 232; GEOG 120; MATH 123 or STAT 171; PHYS 114, 115; POLS 122; SOC 100

IV. Open Electives ....................................................................................................................... 15 s.h.

#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) any major’s discipline-specific global issues course; or 4) an approved Study Abroad program.
†ENG 381 fulfills the Writing Instruction in the Discipline (WID) graduation requirement.
*23 s.h. of II and III may count toward the University General Education requirement.
The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) any major’s discipline-specific global issues course; or 4) an approved study abroad program.

†BCOM 320 fulfills the Writing Instruction in the Discipline (WID) graduation requirement.

*23 s.h. of II and III may count toward the University General Education requirement.
Interdisciplinary Studies Minors

Western Illinois University offers a variety of minor programs using an interdisciplinary approach. These programs include individual courses, taught by instructors from one or more departments, that embrace the subject matter and class methods of several disciplines. All interdisciplinary studies minors include courses from at least two departments (not including the student’s major). To enroll in an interdisciplinary minor, students should consult their major academic advisor and the minor advisor listed below.

Interdisciplinary Minor in Environmental Studies ......................................................... 18–22 s.h.
Academic Advisor: Ms. Jennifer Sandrik-Rubio, College of Arts and Sciences

1. Core Requirements .................................................................................................. 6 s.h.
   ENVR 201—Introduction to Environmental Studies (3)
   ENVR 401—Colloquium on Environmental Studies (3)

2. Must take at least one course from each Foundation Area and a fourth course from any Foundation Area ................................................................. 12–16 s.h.
   a. Foundation Area 1: Environmental and Earth Sciences
      AGRN 278—Fundamentals of Soil Science (3)
      BIOL 350—General Ecology (4)
      BIOL 453—Streams Ecology (3)
      BOT 210—Local Flora (3)
      CHEM 342—Fundamentals of Environmental Chemistry (4)
      EOS 310—Environmental Sciences (3)
      EOS 311—Environmental and Occupational Health Problems (3)
      GEOG 327—Environmental Climatology (3)
      GEOL 113—Energy and Earth Resources (3)
      GEOL 310—Geologic Field Methods (2)
      GEOL 375—Environmental Geology (3)
      GEOL 380—Hydrogeology (4)
      GEOL 420—Geomorphology (3)
      PHYS 124—General Physics (5)
   b. Foundation Area 2: Human Dimensions and Environmental Interactions
      ANTH 410—Anthrozoology (3)
      ANTH/BOT 463—Ethnobotany (4)
      ENG 340—American Nature Writing (3)
      ENG 481—Topics in Rhetoric and Composition (3)
      HIST 420—Capstone Seminar: Illinois History (3)
      HIST 422—American Environmental History (3)
      PHIL 333—Environmental Ethics (3)
      RPTA 376—Perspectives in Outdoor Recreation (3)
      RPTA 448—Interpretation of Cultural and Environmental Resources (3)
      WS/ANTH 395—Gender, Race, and the Environment (3)
   c. Foundation Area 3: Environmental Management and Decision-Making
      CONS 405—Soil and Water Conservation (4)
      EOS 316—Integrated Waste Management (3)
      ECON/AGEC 430—Environmental Economics (3)
      GEOG 308—Introduction to GIS (3)
      GEOG/BIOL 426—Conservation and Management of Natural Resources (3)
      INAG 310—International Agriculture in Developing Countries (3)
      MGT 481—Management and Society: Ethics and Social Responsibility (3)
      POLS 395—Environmental Politics (3)

Interdisciplinary Minor in Film .................................................................................. 18 s.h.
Academic Advisors: Dr. Richard Ness, Department of Broadcasting;
Dr. Roberta Di Carmine, Department of English and Journalism
Ms. Ellen Poulter, Department of English and Journalism

1. Core Courses ......................................................................................................... 9 s.h.
Interdisciplinary Studies Minors and Courses

BC/ENG 290—Introduction to Film (3)
BC/ENG 390—Film History (3)
BC/ENG 496—Topics in Film (3)

2. Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS 483—African Film and Cinema (3)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>BC/ENG 394—Documentary Film and Video (3)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>BC/ENG/WS 494—Women and Film/Television (3)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ENG 389—Film Theory and Criticism (3)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ENG 392—National Cinemas (3)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ENG 393—American Film Genres (3)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ENG 395—Film and Literature (3)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ENG/REL 492—Religion, Literature, and Film (3)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>F L 392—French Cinema (3)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>POLS 301—Politics and Cinema (3)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>THEA 473—Acting and the Camera (3)</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>


text continues...

Interdisciplinary Minor in Functional Morphology and Evolutionary Anatomy

Academic Advisor: Ms. Jennifer Sandrik-Rubio, College of Arts and Sciences

1. Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 111—Introduction to Physical Anthropology and Archaeology (3) or</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ANTH 310—Methods in Physical Anthropology (3)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ZOOL 321—Comparative Anatomy (3)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ZOOL 325—Vertebrate Evolution (3)</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

2. Complete one of the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 490—Individual Investigation in Anthropology (3) or</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ANTH 494—Internship (3)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>BIOL 477—Research Experience in Biology (3)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>BIOL 478—Honors Thesis in Biological Sciences (3)</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

3. Choose at least 9 s.h. from at least two departments:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 204—Human Biology (4)</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>BIOL 350—General Ecology (4)</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>BIOL 419—Organic Evolution (3)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ZOOL 320—Vertebrate Embryology (3)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ZOOL 330—Human Anatomy and Physiology I (4)</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>ZOOL 331—Human Anatomy and Physiology II (4)</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>ZOOL 410—Ornithology (3)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ZOOL 412—Mammalogy (3)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ZOOL 413—Herpetology (3)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ZOOL 414—Ichthyology (3)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ZOOL 416—Marine Mammalogy (3)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ZOOL 451—Advanced Topics in Animal Ecology (3)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ANTH 310—Methods in Physical Anthropology (3)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ANTH 405—Forensic Anthropology (3)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ANTH 415—Environmental Anthropology (3)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ANTH/ZOOL 417—Primate Ecology, Behavior and Evolution (3)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>GEOL 330—Paleontology (4)</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>GEOL 340—Stratigraphy and Sedimentology (4)</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>KIN 290—Anatomy and Physiology I (3)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>KIN 291—Anatomy and Physiology II (3)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>KIN 391—Physiology of Exercise (3)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>KIN 392—Biomechanics (3)</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Interdisciplinary Minor in Gerontology

Academic Advisor: Dr. Robert C. Intrieri, Department of Psychology

18 s.h.
Interdisciplinary Studies Minors and Courses

1. Core Courses
   GER 200—Introduction to Gerontology (3)
   PSY 423—Psychology of Adulthood and Aging (3)
   SOC 405—Sociology of Aging in Rural and Urban America (3)

2. Practicum
   PSY 487—Field Experience (1)
   PSY 490—Seminar (2)

3. Electives
   Select 6 s.h. from the following courses*:
   CN 433—Special Problems in Counseling (1–3)
   HS 410—Human Diseases (3)
   HS 412—Public Health Administration (3)
   HSM 314—Health Care Management (3)
   MUS 151—Introduction to Music Therapy (2)
   KIN 290—Anatomy & Physiology I (3)
   KIN 300—Fitness Activities for the Older Adult and Target Populations (3)
   RPTA 251—Introduction to Therapeutic Recreation (3)
   RPTA 452—Leisure Services for the Elderly (3)
   SW 325—Social Welfare Policy (3)
   ZOOL 420—Biology of Aging (3)
   *Check the course prerequisites to determine eligibility to take the course.

Interdisciplinary Minor in Horticulture

Academic Advisor: Ms. Ember Keithley; School of Agriculture

1. Required Courses
   BOT 329—Plant Structure and Function (3)
   HORT 180—Introductory Horticulture (3)
   HORT 493—Practicum in Horticultural Science (1)

2. Choice of one of the following courses: 3 or 4 s.h.
   FOR 208—Dendrology (4)
   HORT 380—Landscape Plants I (3)
   HORT 381—Landscape Plants II (3)

3. Electives to be selected from any of the following four emphases: 7 or 8 s.h.
   a. Production
      AGRN 373—Integrated Pest Management (4)
      FOR 406—Arboriculture (4)
      HORT 384—Landscape Management (3)
      HORT 385—Landscape Design (3)
      HORT 393—Greenhouse and Nursery Management (3)
      HORT 485—Turf Management (3)
   b. Design and Construction
      RPTA 483—Landscape Construction (3)
      RPTA 487—Site Planning in Recreation and Parks (3)
   c. Plant Science
      AGRN 278—Fundamentals of Soil Science (3)
      BOT 462—Diseases of Trees and Shrubs (3)
      HORT 389—Home Horticulture (3)
   d. Operations
      FOR 407—Urban Forest Management (3)
      RPTA 489—Park Maintenance and Operations Management (3)

Interdisciplinary Minor in International Studies

Academic Advisor: Dr. Vincent A. Auger, Department of Political Science

1. Core Requirements
   a. Required of all minors: 6 s.h.
POLS 228—Fundamentals of International Relations (3)
b. Choose one of the following four courses:
   The chosen course must not be in the student’s major department.
   ANTH 110—Introduction to Cultural Anthropology (3)
   GEOG 110—World Regional Geography (3)
   HIST 126—Western Civilization since 1648 (3)
   POLS 267—Introduction to Comparative Government and Politics (3)

2. Language Component ............................................................................ 0–6 s.h.
   Some, but not all, of the areas of study require a foreign language. Language study is
   encouraged but not required for the others. This requirement can be satisfied in
   whole or part by proficiency credit. The areas which involve language requirements are:
   Latin America (6 hours Spanish)
   Eastern Europe (6 hours German)
   Western Europe (6 hours French or 6 hours German or 6 hours Spanish)

3. Area Studies .......................................................................................... 6–12 s.h.
   This requirement is for 6 or 12 s.h., depending on whether a language is required
   for the student’s area of study (see 2 above). If a language is required in 2, only 6
   s.h. are required here. If no language is required in 2, 12 s.h. are required. Note that
   courses in a non-required but appropriate language (e.g., Japanese for a student in
   Asian Studies) can satisfy part of this requirement. Courses must be in a minimum
   of two departments. The elective courses from which the student must elect 6 or 12
   s.h., as appropriate, are listed below by area.
   a. African Studies
      AAS/HIST 349—Africa since 1800 (3)
      AAS/POLS 327—Political Systems of Africa (3)
      AAS 381—Modern African Literature (3)
      ANTH 201—World Culture Regions—Africa (3)
      ECON 420—Economic Development (3)
      ECON 470—International Trade (3)
      GEOG 466—World Regions—Africa (3)
      INAG 310—International Agriculture in Developing Countries (3)
   b. Asian Studies
      ANTH 201—World Culture Regions—Asia (3)
      ECON 420—Economic Development (3)
      ECON 470—International Trade (3)
      F L 151—Self Instruction I in an Asian Language (1–6)
      GEOG 466—World Regions—Monsoon Asia (3)
      HIST 345—China (3)
      HIST 346—Japan (3)
      INAG 310—International Agriculture in Developing Countries (3)
      REL 350—Hindusim (3)
      REL 355—Buddhism (3)
   c. Latin American Studies
      ANTH 201—World Culture Regions—Latin America (3)
      ECON 420—Economic Development (3)
      ECON 470—International Trade (3)
      GEOG 466—World Regions—Latin America (3)
      HIST 341—Latin America since 1860 (3)
      INAG 310—International Agriculture in Developing Countries (3)
      POLS 329—Political Systems of Latin America (3)
      SPAN 456—Masterpieces of Spanish American Literature (3)
      SPAN 457—Contemporary Spanish American Prose (3)
   d. Middle Eastern Studies
      ANTH 201—World Culture Regions—Middle East (3)
      ECON 420—Economic Development (3)
Interdisciplinary Studies Minors and Courses

ECON 470—International Trade (3)
HIST 344—Modern Middle East (3)
INAG 310—International Agriculture in Developing Countries (3)
REL 365—Islam (3)

e. Russian and East European Studies
ARTH 489—Early Christian, Byzantine, or Medieval Art (3)
ECON 470—International Trade (3)
GEOG 466—World Regions—Russia (3)
HIST 399—Impperial Russia, 1689–1917 (3)
HIST 400—Soviet Union, 1917–1991 (3)

f. Western European Studies
ARTH 283—History of Art: Renaissance to 1900 (3)
ENG 228—Introduction to British Literature (3)
FR 404—French Civilization and Culture I (3)
HIST 338—Germany (3)
HIST 427—French Revolution and Napoleon (3)
HIST 429—Europe, 1914–1968 (3)
HIST 438—Hitler’s Germany, 1919–1949 (3)
MKTG 317—International Business (3)
PHIL 300—History of Ancient Philosophy (3)
PHIL 310—History of Modern Philosophy (3)
POLS 322—Political Systems of Europe (3)
SPAN 408—Spanish Civilization and Culture (3)
THEA 390—World Theatre History I (3)
THEA 391—World Theatre History II (3)

Interdisciplinary Minor in Law and Society .............................................................................. 18 s.h.
Academic Advisor: Dr. Richard Hardy, Department of Political Science

1. Required Courses.................................................................................................................. 3 s.h.
POLS 226—Introduction to Law and Society (3) or
PHIL 205—Philosophy, Law and Society (3)

2. Electives................................................................................................................................ 15 s.h.
Courses must be selected from the following list. They must be drawn from three different departments, not including the student’s major. Student may count PHIL 205 as a Directed Elective only if the student has taken POLS 226.
AAS 270—Blacks and the Law (3)
HIST 305—American Legal History (3)
JOUR 417—Law of Mass Communications (3)
LEJA 212—Criminal Law (3)
LEJA 312—Criminal Procedure (3)
LEJA 441—Seminar on Current Issues in the Court System (3)
PHIL 205—Philosophy, Law and Society (3)
PHIL 330—Moral Philosophy (3)
PHIL 420—Philosophy of Law (3)
POLS 319—The Judiciary (3)
POLS 382—Modern Political Theory (3)
POLS 410—Constitutional Law: Government Organization and Powers (3)
POLS 411—Constitutional Law: Civil Liberties and Civil Rights (3)
POLS 448—The Supreme Court (3)
PSY 453—Psychology and Law (3)
SOC 355—Criminology (3)
SOC 463—Sociology of Law (3)

Interdisciplinary Minor in Nonprofit Administration .............................................................. 19 s.h.
Academic Advisor: Dr. Dean Zoerink, Department of Recreation, Park and Tourism Administration
Interdisciplinary Studies Minors and Courses

This interdisciplinary minor is designed to enable students from a variety of majors to seek meaningful careers in youth and human service nonprofit agencies. Those who enroll in the program work toward certification offered by Nonprofit Leadership Alliance, a certification widely recognized by nonprofit organizations throughout the country. The following courses, or their equivalents, should be selected by consulting with the major advisor and the Nonprofit Administration advisor.

1. Required Courses .................................................................................................................... 7 s.h.
   - RPTA 199—Fieldwork in Leisure Services (1), or equivalent experience of 100 hours of direct involvement in a nonprofit organization
   - RPTA 270—Introduction to Nonprofit Organizations (3)
   - RPTA 470—Alliance Management/Leadership Institute (0)
   - Required Internship to include a minimum of 300 hours of direct involvement in a nonprofit organization (3)

2. One of the following: ........................................................................................................... 3 s.h.
   - FCS 121—Introduction to Life Span Development (3)
   - PSY 221—Psychology of Child Development (3)
   - PSY 422—Adolescent Development (3)
   - SOC 360—Gender and Society (3)
   - SOC 425—Juvenile Delinquency (3)
   - SPED 210—The Exceptional Learner (2)

3. One of the following: ........................................................................................................... 3 s.h.
   - RPTA 235—Programming Principles and Applications in Leisure Services (3)
   - RPTA 330—Program Planning for People with Physical Disabilities: Community and Educational Services (3)
   - RPTA 428—Youth and Leisure Services (3)
   - RPTA 430—Principles of Recreational Sports (3)
   - SOC 480—Deviance and Disruption in the American Family (3)

4. One of the following: ........................................................................................................... 3 s.h.
   - HS 400—Grant Writing (3)
   - RPTA 424—Fund Raising and Volunteerism in Leisure Services (3)
   - RPTA 467—Special Event Planning and Management (3)

5. One of the following .............................................................................................................. 3 s.h.
   - JOUR 329—Fundamentals of Public Relations (3)
   - JOUR 331—Advertising Principles and Practice (3)
   - MKTG 327—Marketing Principles (3)
   - RPTA 322—Administration of Leisure Services I (3)
   - RPTA 422—Advanced Administration of Leisure Services (3)

Interdisciplinary Minor in Survey Research Methods .......................................................... 18–19 s.h.

Academic Advisor: Dr. David Rohall, Department of Sociology and Anthropology

1. Survey Research Methods ..................................................................................................... 3 s.h.
   - POLS/SOC 432—Survey Research (3)

2. Statistics .................................................................................................................................. 3–4 s.h.
   - Choose one of the following:
     - DS 203—Introduction to Statistics for Decision Making (3)
     - PSY 223—Research in Psychology I: Statistical Methods and Design (4)
     - SOC 232—Social Research Methods I (3)
     - STAT 171—General Elementary Statistics (3)

3. Research Methods .................................................................................................................. 3 s.h.
   - Choose one of the following:
     - AAS 451—Research Methods in African American Studies (3)
     - MKTG 329—Marketing Research (3)
     - POLS 284—Political Research and Analysis (3)
     - PSY 323—Research in Psychology II: Research Methodology (3)
     - SOC 332—Social Research Methods II (3)

4. Practicum/Capstone Course .................................................................................................. 3 s.h.
Choose one of the following:
MKTG 479—Marketing Practicum in Survey Research (3)
POLS 479—Practicum in Survey Research Methods (3)

5. Directed Electives

(No more than 3 s.h. may be taken in any one department.)
AAS 363—Introduction to Field Work (3)
AAS 490—Independent Study (3)
MKTG 327—Marketing Principles (3)
MKTG 333—Consumer Behavior (3)
POLS 308—Political Psychology (3)
POLS 350—Political Campaigns and Elections (3)
POLS 352—Voting Behavior and Public Opinion (3)
POLS 401—Independent Study (3)
PSY 460—Individual Research in Psychology (3)
SOC 433—Individual Investigations in Sociology (3)
STAT 276—Introduction to Probability & Statistics (3)
STAT 376—Methods of Statistics (3)
STAT 476—Surveys and Sampling Methods (3)

Interdisciplinary Studies Courses

The College of Arts and Sciences offers Interdisciplinary Studies Courses, which involve the consideration of significant concepts and topics that cross the lines of a single department. Several of these courses, such as those dealing with themes in law and society, are primarily designed to serve the needs of students enrolled in interdisciplinary minors. Although not specifically designed for this purpose, Interdisciplinary Studies Courses can be useful for career preparation in some areas.

Course Descriptions

ARTS AND SCIENCES (A&S)

195 Introduction to Liberal Arts and Sciences. (3)
A comparative introduction to the major areas of the liberal arts and sciences. Students will learn how each area evolved and how each approaches problems and controversies. The course may take its particular focus each year from the University theme.

210 Group Diversity. (3) (General Education/Multicultural Studies)
Study of cultural identities, values, and interaction of diverse groups. Among the concepts explored will be race, ethnicity, gender, class, sexual orientation, ableism, and age.

298 Individual Studies. (1–3)
Special projects in Interdisciplinary Studies carried out under the supervision of a faculty member.

495 Liberal Arts and Sciences Senior Capstone. (3)
Capstone course for the Bachelor of Liberal Arts and Sciences degree. Students will study examples of scholarship from a multidisciplinary perspective, research and present an interdisciplinary solution to a significant problem, and prepare a self-reflective academic personal narrative. Writing Instruction in the Discipline (WID) course. Prerequisites: A&S 195, ENG 280, senior standing, and permission of the director of the Liberal Arts and Sciences program.

498 Individual Studies. (1–3)
Special projects in Interdisciplinary Studies carried out under the supervision of a faculty member.

ENVIRONMENTAL STUDIES (ENVR)

201 Introduction to Environmental Studies. (3)
dimensions and scope of environmental studies, includes relationship of humans to nature, ecosystems, earth resources, population, environmental economics, politics, health, and biodiversity.

401 Colloquium on Environmental Studies. (3)
The capstone course in the Environmental Studies minor. Variable topics on such issues as population growth, terrestrial resources, environmental ethics, global warming, politics and economics of environment, environmental regulations, agriculture—world food resources will be examined. Students will complete a research project. Prerequisites: ENVR 201 or permission of instructor.
Kinesiology

Chairperson: Dr. Janet Wigglesworth
Office: Brophy Hall 212
Telephone: (309) 298-1981; Fax: (309) 298-2981
Website: wiu.edu/kinesiology


Kinesiology is the study of human movement. Specific areas of study include: how and why humans move; the physiological, sociological, and psychological antecedents and consequences of movement; and the skills and motor patterns that contribute to the movement repertoire. Through Kinesiology, students learn efficient motor skills for everyday living and apply these fundamental skills in a variety of activities. In addition, they develop and maintain sound physiological function through vigorous cardiovascular and resistance training and learn to use their motor skills in competition and a variety of fitness and lifetime-related activities.

The study of Kinesiology encourages the appreciation of an active and healthy lifestyle and can lead to rewarding careers. Students may choose to major in one of three degree programs offered through the Department of Kinesiology—Athletic Training, Exercise Science, and Physical Education. Students who major in Athletic Training are eligible for national certification, licensure in Illinois, and work as entry level athletic trainers in high schools, clinics, hospitals, or other sport medicine settings. Students who major in Exercise Science pursue careers in cardiac rehabilitation, health/fitness facility management, personal training, strength and conditioning, and professional programs in health-related careers. Students who major in Physical Education are eligible for Illinois Certification to teach Physical Education in the K–12 grade levels and coach.

GradTrac is available to Exercise Science majors. See page 77 for information about GradTrac.

Honors Curriculum—Academically qualified students in this department are welcome to complete an honors curriculum in University Honors, Upper Division Honors, or Lower Division Honors. All Honors students must complete the one-hour honors colloquium (G H 299). Lower Division Honors includes General Honors coursework. Upper Division Honors includes honors work in the major. University Honors combines Upper and Lower Division Honors. For more information about honors curricula, see page 98 or visit the Centennial Honors College website at wiu.edu/Honors.

Degree Programs

Bachelor of Science—Physical Education (Comprehensive Major)

All students seeking the Bachelor of Science in Physical Education must complete I, II, III, and IV below, and the foreign language/global issues requirement for the major#.

The minimum semester hour requirement for the baccalaureate degree is 120 s.h. Teacher Education will require additional hours. A grade of C or better is required in all Kinesiology (KIN) courses required for the major.

In accordance with the Illinois State Board of Education licensure rules, all candidates seeking teacher licensure are required by Western Illinois University to obtain a grade of “C” or better in all directed General Education courses, all core courses, and all courses in the option. Note C- is below a C.

I. University General Education Curriculum (p. 69) ................................................................. 43 s.h.
   Must include a General Education mathematics course

II. Department Core Courses ........................................................................................................ 15 s.h.
   KIN 270, 290, 359, 391, 392

III. Major Core Courses .......................................................... 38–39 s.h.
   A. Movement Content: KIN 102 or 107 or 108; KIN 115, 124, 135, 226, 251, 252, 253, 255
   B. Professional Courses: KIN 160, 250, 265, 325, 365, 369, 393, 395, 461, 477†
IV. Other........................................................................................................................................29 s.h.
   A. RDG 387................................................................................................................................2 s.h.
   B. EDUC 439.........................................................................................................................3 s.h.
   C. C&I 403; EIS 202, 301, 401..........................................................................................12 s.h.
   D. STCH 480 and 483............................................................................................................12 s.h.

#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) any major's discipline-specific global issues course; or 4) an approved Study Abroad program.

†KIN 477 fulfills the Writing Instruction in the Discipline (WID) graduation requirement.

**Bachelor of Science—Athletic Training (Comprehensive Major)**

All students seeking the Bachelor of Science in Athletic Training must complete I, II, III, and IV below, and the foreign language/global issues requirement for the major*. The minimum semester hour requirement for the baccalaureate degree is 120 s.h. A grade of C or better is required in all Kinesiology (KIN) courses required for the major.

I. University General Education Curriculum (p. 69)................................................................43 s.h.

II. Department Core Courses..................................................................................................15–16 s.h.

   KIN 270, 359, 391, 392; KIN 290**or ZOOL 330**

III. Major Core Courses

   A. KIN 147, 247, 292, 293; KIN 291**or ZOOL 331**; HS 250..............................................11–12 s.h.
   B. AT 100, 110, 200, 210, 211, 300, 301, 305, 310, 311, 315, 401, 403, 405, 410†, 413,
      411 ..................................................................................................................................36 s.h.
   C. Internship: AT 420..............................................................................................................12 s.h.

IV. Other

   CHEM 150, FCS 109, BIOL 101 or MICR 200, MATH 123, PHYS 100, PSY 100, PSY 221,
   STAT 171...............................................................................................................................27 s.h.

*The Athletic Training Education Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Admission into the Athletic Training Education Program requires successful completion of the application process. See the program director or Kinesiology Department website for application criteria, technical standards, and procedures. Students may be required to take more than 120 s.h. to complete accredited program requirements.

†For successfully meeting established criteria, the National Strength and Conditioning Association officially recognizes Western Illinois University's educational program in Strength and Conditioning.

#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) any major's discipline-specific global issues course; or 4) an approved Study Abroad program.

**Must complete either KIN 290 and KIN 291, or ZOOL 330 and ZOOL 331.

†AT 410 fulfills the Writing Instruction in the Discipline (WID) graduation requirement.

**Bachelor of Science—Exercise Science**

All students seeking the Bachelor of Science in Exercise Science must complete I, II, III, IV, V, and VI below, and the foreign language/global issues requirement for the major*. The minimum semester hour requirement for the baccalaureate degree is 120 s.h. A grade of C or better is required in all Kinesiology (KIN) courses required for the major.

I. University General Education Curriculum (p. 69)................................................................43 s.h.

II. Department Core Courses..................................................................................................15 s.h.

   KIN 270, 290, 359, 391, 392

III. Major Core Courses........................................................................................................39 s.h.
Kinesiology

A. KIN 170, 291, 300, 319, 343, 347, 401, 440, 444†, 463................................. 27 s.h.
B. Internship: KIN 400................................................................. 12 s.h.

IV. Major Elective Courses
Specialized areas in Kinesiology .................................................. 4–6 s.h.

V. An Approved Minor................................................................. 16–18 s.h.
VI. Other: FCS 109................................................................. 3 s.h.

*For successfully meeting established criteria, the National Strength and Conditioning Association officially recognizes Western Illinois University’s educational program in Strength and Conditioning.
#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) any major’s discipline-specific global issues course; or 4) an approved Study Abroad program.
†KIN 444 fulfills the Writing Instruction in the Discipline (WID) graduation requirement.

Minors

Minor in Coaching ................................................................. 24 s.h.
1. Required Courses................................................................. 22 s.h.
   KIN 270, 290, 325, 359, 371, 392, 394, 466, 471
2. Choose at least one course from: KIN 451, 454, 459..................... 2 s.h.

Minor in Kinesiology ................................................................. 22 s.h.
1. Required Courses................................................................. 15 s.h.
   KIN 270, 290, 359, 391, 392
2. Required Activity Course ........................................................ 1 s.h.
   Select one Kinesiology activity course
3. Directed Electives................................................................. 6 s.h.
   Select 6 s.h. from the following courses: KIN 292, 293, 369, 393, 394, 470

Minor in Scuba Diving ................................................................. 16 s.h.
1. KIN 108, 208, 308, 408........................................................... 8–10 s.h.
2. Select 6–8 s.h. from the following courses:.................................... 6–8 s.h.
   CSD 121, 122; EM 276, 304, 351, 352; FCS 254, 255, 453; Foreign Language—CHIN, FR, GER, JPN, PORT, SPAN; GEOL 115; HE 251; IDT 240, 340, 345, 350, 406, 408; KIN 359; FS 210; MGT 125, 349; PHYS 100; RPTA 366; ZOOL 414, 415, 416, 452

Course Descriptions

ATHLETIC TRAINING (AT)

100 Introduction to Athletic Training. (1)
   Introductory course in Athletic Training, examining educational and professional responsibilities. This course is designed to help students formalize their decision to study Athletic Training and will provide an initial experience for students considering a career in Athletic Training.

110 Prevention and Care of Athletic Injuries. (3)
   An introduction to athletic injuries, assessment, and treatment. Includes laboratory instruction in athletic taping and basic Athletic Training skills. Prerequisite: AT 100; permission of program director. 2 hrs. lect.; 2 hrs. lab.

200 Lower Extremity. (3)
   Assessment and immediate care of athletic injuries of the lower extremity. Prerequisites: AT 110; KIN 292 and KIN 293 or concurrent registration in these courses and permission of program director. 2 hrs. lect.; 2 hrs. lab.

210 Upper Extremity. (3)
   An in-depth study of athletic injuries involving the upper extremity. Evaluation, immediate care, and rehabilitation of these injuries are discussed. Prerequisites: AT 110; KIN 292 and KIN 293 or concurrent registration in these courses and permission of program director. 2 hrs. lect.; 2 hrs. lab.

211 Clinical Education and Experience in Athletic Training I. (1)
   Instruction, practice, and evaluation of NATA clinical proficiencies and clinical experience in clinical settings. Prerequisite: permission of program director.

300 Therapeutic Modalities. (3)
   An introduction to the physiological principles and operational procedures of contemporary therapeutic modalities as they relate to the immediate care, treatment, and rehabilitation of athletic injuries. Prerequisite: admission to ATEP and permission of the program director. 2 hrs. lect.; 2 hrs. lab.

301 Clinical Education and Experiences in Athletic Training II. (1)
   Continuation of instruction, practice, and evaluation of NATA proficiencies, and experience in clinical settings. Prerequisite: AT 211 and permission of the program director.
305 Therapeutic Exercise. (3) Concepts and principles of rehabilitation program design including determination of goals, progressions, and criteria for return to competition. Includes fundamentals of therapeutic exercise principles for common rehabilitation protocols. Prerequisites: admission to ATEP and permission of the program director. 2 brs. lect.; 2 hrs. lab.

310 Head, Neck, Spine, and Abdomen. (3) Assessment and care of athletic injuries including the regions of the head, neck spine, and abdomen. Prerequisites: KIN 292, KIN 293, and permission of the program director. 2 brs. lect.; 2 hrs. lab.

311 Field Experience in Athletic Training I. (1) Field experience in Athletic Training in various clinical settings. Also includes continuation of practice and evaluation of NATA professional proficiencies. Prerequisites: AT 301 and permission of the program director.

315 Advanced Rehabilitation Techniques. (2) Instruction and application in rehabilitation program design and progression strategies for various pathologies and diagnoses will be explored. Prerequisites: AT 300, AT 305, and junior status. 1 hr. lect.; 2 hrs. lab.

401 Field Experience in Athletic Training II. (1) Continuation of Field Experience I. Practice and evaluation of NATA clinical proficiencies. Prerequisites: AT 311 and permission of the program director.

403 Pharmacological Issues in Athletic Training. (3) Study of pharmacological issues in Athletic Training. Prerequisites: admission to the ATEP and permission of the program director.

405 Medical Conditions and Pathologies in Athletic Training. (3) Study of the pathology of general medical conditions common to athletes and physically active individuals. Prerequisite: admission to the ATEP and permission of the program director.

410 Athletic Training Administration. (3) Development and administration of an Athletic Training program including employment, documentation, budget, and facilities. Writing Instruction in the Discipline (WID) course. Prerequisites: permission of the program director; ENG 280.

411 Athletic Training Professional Preparation. (1) Preparation, practice, and assessment of educational competencies and clinical proficiencies in Athletic Training. Prerequisites: AT 401 and permission of the program director.

413 Senior Seminar in Athletic Training. (1) Foundational behaviors of professional practice in Athletic Training. Prerequisite: senior standing in Athletic Training program.

420 Internship. (12) An internship with an approved affiliated site, under the supervision of a Certified Athletic Trainer; designed for the practical application of knowledge and theory in a professional setting. Prerequisites: admission to the ATEP and permission of the program director.

KINESIOLOGY (KIN)
(Kinesiology Courses)

102 Swimming. (1) (General Education/Human Well-Being) For individuals who have some experience and feel comfortable in the water. The individual should be able to move on the face and back and should have had some experience in deep water. Front crawl, back crawl, elementary back stroke, breast stroke, side stoke, fall-in dive, standing front dive, and surface dive will be taught.

107 Lifeguard Training. (2) Students learn basic lifeguarding skills. Includes American Red Cross certification in First Aid, Cardiopulmonary Resuscitation (CPR), Automated External Defibrillator (AED), and Lifeguarding. Prerequisites: Must be able to swim 300 yards continuously and submerge 13 feet underwater.

108 Open Water Scuba. (2) Provides classroom and confined water work needed to scuba dive safely in open water. Certification is available, but not required. Must be able to swim 250 yards continuously, tread water 10 minutes, and swim underwater 50 feet. Physical examination required.

115 Social Dance Forms. (1) Basic fundamentals of ballroom movement. Beginning levels in Fox Trot, Lindy, Waltz, Polka, and country western dances.

117 (Cross-listed with DAN 117) Pilates Exercise. (1) Pilates-based, mat-work fundamentals and basic concepts of Core Dynamics and floor exercises for physical/mental conditioning that change, tone, center, balance, and strengthen the body. Holistic exercise uses specific breath support while the body is engaged in dynamic exercise and includes a posture analysis to determine individual needs and goals. Not open to students with credit in DAN 117.

118 Aerobic Dancercise. (1) (General Education/Human Well-Being) Concepts and principles of aerobic dance movements; routines consisting of different beats, tempo, and movement forms.

121 Badminton. (1) (General Education/Human Well-Being) Beginning level skills and techniques and appreciation for the game of badminton.

122 Bowling. (1) A one-time lab fee of $20 will be charged for this class.

123 Golf. (1) Beginning level skills, techniques, knowledge, and etiquette. A one-time lab fee of $15 will be charged for this class.

124 Educational Gymnastics. (1) Performance and analysis of educational gymnastics skills appropriate for children. Prerequisite: Physical Education Teacher Education major.

127 Riflery. (1) Ammunition charge.

128 Tennis. (1) (General Education/Human Well-Being) Beginning skills, strategies, and rules used to play the game of tennis.

130 Fitness Running. (1) Individualized jogging and running programs for fitness and enjoyment.

131 Aerobic Conditioning. (1) (General Education/Human Well-Being) Designed to acquaint students with cardiovascular endurance exercise. Various training programs will be introduced which are directed at conditioning of the vital organs.

135 Lifelong Leisure Activities. (2) Surveys contemporary noncompetitive activities suitable for participation throughout the lifetime. Examples include hiking, walking, rope challenge course, and adventure activities. Prerequisite: Physical Education Teacher Education major.

140 Personal Fitness Program. (1) (General Education/Human Well-Being) After initial assessment, each student undertakes an individualized conditioning program designed to improve the function of his/her cardiovascular system.

142 Conditioning. (1) A course emphasizing physical fitness and weight control. Much time is spent on conditioning exercises and their benefits. Correct posture is also covered.

147 Weight Training. (1) (General Education/Human Well-Being) Includes learning skills of beginning weight training through familiarity with various types of strength training machines.

149 Stress Management and Relaxation Techniques. (1) (General Education/Human Well-Being) Designed to help one learn causes, consequences of,
Kinesiology

and techniques for handling stress through a systematic mind-body approach. Progressive muscle relaxation, autogenic training, visualization, deep breathing, as well as other techniques will be taught to help relieve stress and muscle tension.

151 Basketball. (1) (General Education/Human Well-Being) Includes basic skills, strategies, and rules for games of basketball.

154 Football. (1) Skills, strategy, and rules of play.

155 Soccer. (1) Skills, strategy, and rules of play.

158 Volleyball. (1) General Education/Human Well-Being) Includes basic skills, strategies, and rules for the game of volleyball.

160 Introduction to Physical Education. (2) Introductory course in Physical Education that presents educational and professional responsibilities and foundations of Physical Education. Designed to help students considering a career in Physical Education to formalize their decision to study Physical Education. Requires 10-hour field experience.

170 Introduction to Physical Wellness. (3) An introduction to concepts of physical wellness with an emphasis on fitness and eating strategies. Designed to help students develop an understanding of the field of Exercise Science.

190 Conditioning and Weight Training for LEJA Majors. (2) Includes weight training and conditioning to prepare Law Enforcement and Justice Administration majors for passing state mandated fitness standards implemented by the State Training Board. For LEJA majors only. Prerequisite: junior or senior standing.

207 Water Safety Instruction. (2) Prerequisite: current lifeguard certification.

208 Advanced Open Water Scuba. (2) Students will learn to navigate underwater and dive at night. Each student will also choose three scuba specialty areas to gain diving experience. Certification available, but not required. Must have a current scuba physical exam on file. Prerequisite: KIN 108 or permission of instructor.

226 Net/Wall Games. (2) Content knowledge and skill development in movement concepts and tactics associated with games where a ball is sent to a wall or over a net (e.g., tennis, badminton, volleyball). Development of resource notebook required. Prerequisite: Physical Education Teacher Education major.

247 Power Training. (1) Designed to enhance the individual's power development and overall performance as well as increase his/her knowledge of plyometric training and Olympic lifting techniques.

248 Advanced Strength Training. (1) Methods of manipulating exercise selection, technique, sets, reps, rest, and intensity for improving overall body symmetry and appearance. Training and principles will focus on the skills needed by the modern day personal trainer, strength coach, athletic trainer, and other fitness professionals. Majors only or permission of instructor. Prerequisite: KIN 147.

250 Instructional Foundations in Physical Education. (2) Theoretical and philosophical foundations of instruction and learning in Physical Education with opportunities to apply these essential concepts. Grade of C or better required. Prerequisites: KIN 160, 270.

251 Invasion Games. (2) Content knowledge and skill development in movement concepts and tactics associated with invasion games (e.g., basketball, soccer, flag football, floor hockey). Development of resource notebook required. Prerequisite: Physical Education Teacher Education major.

252 Contemporary Physical Activities. (1) Content knowledge and skill in movement concepts associated with contemporary physical activities (e.g., yoga, Pilates, tai chi). Development of resource notebook required. Prerequisite: Physical Education Teacher Education major.

253 Target/Field Games. (2) Content knowledge and skill development in movement concepts and tactics in games where balls are pitched, hit, and fielded (baseball, softball) or where the objective is to place an object into a target (bowling, golf). Development of resource notebook required. Prerequisite: Physical Education Teacher Education major.

255 Elementary Movement Fundamentals. (2) Development of knowledge and skill in fundamental movement skills, movement concepts, and basic elements of dance. Designed to provide a content base for elementary school Physical Education programs. Prerequisite: KIN 160.

265 Skill Analysis and Assessment in Physical Education. (2) Techniques in analyzing motor skills and selecting and designing assessments of student learning in physical education. Emphasis on performance-based assessment. Prerequisite: KIN 160.

270 Motor Behavior. (3) Introduction to psychomotor learning and theoretical models of skill acquisition. Selected topics will include neurological structure and function, theory of motor control, scheduling of practice, use of feedback, and motor coordination.

290 Anatomy & Physiology I. (3) An examination of the structural organization and function of the human body with an emphasis on the integumentary, skeletal, muscular, nervous, and cardiovascular systems. 2 hrs. lect.; 2 hrs. lab.

291 Anatomy & Physiology II. (3) A study of normal human anatomy and physiology. Topics include respiration, digestion, metabolism, urology, special senses, reproduction, and endocrinology. 2 hrs. lect.; 2 hrs. lab.

292 Palpatory Anatomy. (2) This course will offer the student an opportunity to learn physical palpation skills. These skills are critical to an accurate and timely physical assessment within the practice of athletic training, physical therapy, occupational therapy, exercise science, and fitness. Prerequisite: KIN 290 or permission of instructor. 1 hr. lect.; 2 hrs. lab.

293 Manual Muscle Testing. (2) This course will offer the student a practical experience in assessing muscular strength, endurance, and neurological deficits using manual testing procedures. These skills are critical within the practice of athletic training, physical therapy, occupational therapy, exercise science, and fitness. Prerequisite: KIN 290 or permission of instructor. 1 hr. lect.; 2 hrs. lab.

300 Fitness Activities for the Older Adult and Target Populations. (3) Development of leadership skills, assessment techniques, and program designs necessary to be an effective fitness professional for older adults and selected target populations (e.g., arthritis, asthma, obesity, etc.). Prerequisites: KIN 170, 290.

308 Scuba Diving Specialties. (2, repeatable to 4) Instruction in rescue and at least two other diving specialties (e.g., deep, night, dry suit, ice, cave wreck) within the realm of recreational scuba diving. Certification available, but not required. Must have a current scuba physical exam on file. Prerequisites: KIN 208 with certification or permission of instructor.

319 Principles and Leadership of Stress Management Techniques. (2) Development of leadership skills and assessment techniques for stress management. Principles will focus on the skills necessary to be an effective fitness professional of stress management and its relationship to physical fitness. Prerequisite: KIN 170.
325 Principles of Health-Related Fitness for the Physical Educator. (3) Principles of health-related fitness and policies of wellness in school-based Physical Education programs. Focusing on application, development, assessment, and teaching of cardiovascular and strength training principles. Prerequisite: KIN 170, 391.

343 Principles and Leadership of Cardiovascular Exercise. (5) Development of leadership skills and assessment techniques for cardiovascular exercise. Principles will focus on the theories and skills necessary to develop and lead appropriate cardiovascular programs. Prerequisite: KIN 170, 391.

347 Principles and Leadership of Resistive Exercise. (3) Development of leadership skills and assessment techniques for resistive exercise. Principles will focus on the skills necessary to be an effective fitness professional of resistive exercise and other weight training techniques. Prerequisite: KIN 170, 290.

359 Sport and Exercise Psychology. (3) An introduction to sport and exercise psychology theories and research including application to performance enhancement. Selected topics include motivation, confidence, stress and anxiety, exercise behavior and adherence, concentration, team dynamics, performance enhancement, and professional and ethical issues. Prerequisite: PSY 100 or permission of instructor.

360 Methods of Elementary Physical Education. (2) Introduction to teaching Physical Education in K–5. Designed especially for the elementary classroom teacher candidate. May include some field experiences and outside teaching assignments. Not open to Kinesiology majors.

365 Physical Education for the Elementary Grades. (3) Planning a curriculum of educational games, gymnastics, and dance based on a movement analysis and exploratory approach. Content centers on curriculum and teaching methodologies for grades K–5. Grade of C or better required. Prerequisites: KIN 124, 160, 250, 255, 265, 270; fully accepted in the Teacher Education Program (TEP). 2 hrs. lect.; 2 hrs. lab.

369 Motor Development. (3) A study of the process of change in perception, acquisition, and performance of physical skills across the lifespan. Prerequisites: KIN 270, 290. 2 hrs. lect.; 2 hrs. lab.

370 Advanced Techniques of Performance/Management. (1, repeatable for different subjects/performance to 6) Prerequisite: permission of instructor. Graded S/U only.

371 Principles of Coaching. (2) A study of philosophical, sociological, and administrative principles applicable to coaching. General problems encountered in coaching will be discussed and evaluated.

391 Physiology of Exercise. (3) A study of the physiological responses to exercise including acute effects, training adaptations, and health related benefits. Specific topics covered include exercise metabolism, neurological and endocrine regulation of exercise, cardiovascular and respiratory physiology, environmental influences, and ergogenic aids. Prerequisite: KIN 290. 2 hrs. lect.; 2 hrs. lab.

392 Biomechanics. (3) The integrated study of applied anatomy and applied mechanics to the analysis of human motion. Prerequisite: KIN 290 and MATH 123 or higher. 2 hrs. lect.; 2 hrs. lab.

393 Physical Activity for Learners with Exceptionalities. (3) Characteristics of individuals with disabilities across the lifespan. Emphasis on modifications and instructional strategies for physical activity in the physical education, recreation, sports, and fitness settings. Includes clinical experience. Grade of C or better required for Teacher Education majors. Prerequisite: KIN 290 or RPTA 251 or permission of instructor. 2 hrs. lect.; 2 hrs. lab.

394 Management of Athletic Injuries. (2) The role of the coach in preventing sport injuries, recognizing injury mechanisms, and providing emergency care. Laboratory sessions emphasize wrapping, taping, and emergency first aid. Prerequisite: KIN 290 or consent of instructor. 1 hr. lect.; 2 hrs. lab.

395 Assessment in Adapted Physical Education. (2) Content centered on purposes, methods, appropriate tools, and processes of assessment (referral, screening, assessment, program implementation, and evaluation) for individuals with disabilities. The focus of the assessment will be in the areas of motor skills and physical fitness. Prerequisites: KIN 265 and 393.

400 Internship. (12) An internship in an approved program designed as laboratory field experiences for practical application of knowledge gained in a professional setting. Prerequisite: 2.5 GPA in the major and permission of instructor.

401 Senior Seminar in Exercise Science. (2) Practical and theoretical information for professional career situations. Prerequisites: senior standing, Exercise Science major.

408 Divemaster. (2) Students complete supervised dives, perform dive briefings, act as safety/rescue divers, and lead underwater tours to learn to be responsible Divemasters and eligible for employment. Must have a current scuba physical exam on file. Divemaster certification available, but not required. Prerequisites: KIN 308, Dive Rescue certification, or permission of instructor.

440 Exercise Stress Testing. (3) Designed to provide an in-depth study of the theories, concepts, procedures, and techniques of exercise stress testing. Prerequisites: KIN 391, CPR Certification, and permission of instructor.

444 Exercise and Wellness Programming. (3) Administration of exercise science and wellness programming with special attention given to leadership skills and assessments necessary to direct exercise and wellness programs. Writing Instruction in the Discipline (WID) course. Prerequisites: senior standing, KIN 440, and permission of instructor; ENG 280.

450 Professional Workshop. (1–3)

451 Basketball Coaching. (2) Beginning and advanced strategies for coaching basketball at the high school and collegiate levels.

454 Football Coaching. (2) Beginning and advanced strategies for coaching football.

459 Individual/Team Sport Coaching. (2, repeatable for different topics to 4) Beginning and advanced strategies for coaching individual or team sports other than basketball, football, or volleyball (e.g., tennis, golf, swimming, soccer, baseball, softball, or theory in a professional setting).

460 Observation and Practice. (1, repeatable for different topics to 2) Preservice practical experiences in Kinesiology activity courses under the supervision of staff. Prerequisite: permission of instructor.

461 Field Experiences. (1) 30-hour observation and teaching experience in area K–12 Physical Education programs with on-campus seminars sessions. Grade of C or better required. Prerequisite or Corequisite: EDUC 439 in the Department of Kinesiology and KIN 477; fully accepted in the Teacher Education Program (TEP).

463 Personal Training. (2) Provides practical application of theoretical information in personal training for Exercise Science students. Prerequisites: KIN 440 and senior status—majors only.

466 Field Experience in Exercise Science. (1) A 30-hour field experience in Exercise Science settings.
Kinesiology

for the practical application/observation of theory and skills. Prerequisites: junior or senior standing, permission of instructor, and one of the following: KIN 300, 345, or 347.

466 Organization and Administration of Physical Education and Athletics. (2) Investigation of administrative principles and policies as they relate to budget, finance, equipment, staff, facilities, public relations, and legal issues in Physical Education and athletics.

470 (Cross-listed with WS 470) Gender and Sport. (3) Examines relationships between gender, sport, and physical activity. Gender is examined within the context of stereotypes and the structure/philosophy of sport and physical activity. Sport and physical activity are investigated as social institutions relative to cultural constructions of gender. Not open to students with credit in WS 470. Prerequisite: WS 190 or permission of instructor.

471 Practicum in Coaching. (1) 40 clock hours of observation and practice under the supervision of a middle school or high school teacher, coach, or outside agency administrator. Prerequisites: KIN 451, 454, or 459, and permission of instructor. Observation and coaching will be required in an outside setting.

477 Physical Education Curriculum. (3) Planning, sequencing, implementing, and evaluating developmentally appropriate and standards driven Physical Education curricula in K-12 Physical Education programs. Writing Instruction in the Discipline (WID) course. Prerequisites: acceptance into the Teacher Education Program (TEP); ENG 280. Corequisite: KIN 461.

485 (Formerly KIN 469) Independent Study. (1–3, repeatable for different topics to 3) Individualized study of a particular topic or problem in the field of Kinesiology. Prerequisite: permission of instructor. Student must secure approval for independent study prior to semester registration.

490 Honors Thesis in Kinesiology. (3) Independent thesis project resulting in a substantial original research paper and oral presentation. Students will work under the direction of one or more members of the Kinesiology Department faculty who will oversee and evaluate the project. Prerequisites: junior or senior honors major in Kinesiology, with good standing in the Centennial Honors College. Approval of thesis advisor(s).

493 (Cross-listed with RPTA 493) Sport and Recreation for Individuals with Disabilities. (3) The course will provide students with information about sport and recreation opportunities for individuals with disabilities across the lifespan at all levels from community programs to elite levels of competition. Not open to students with credit in RPTA 493. Prerequisite: KIN 393, RPTA 251, or permission by instructor.

(Physical Education Methods)

439 Methods and Materials in Physical Education. (3) Planning, developing, and teaching Physical Education content at the secondary level. Includes a field experience at the middle or high school level. Grade of C or better required. Prerequisite: EIS 301; KIN 115, 124, 135, 226, 251, 252, 253, 365; fully accepted in the Teacher Education Program (TEP). 2 hrs. lect.; 2 hrs. lab.
Law Enforcement and Justice Administration

Director: Dr. Terry M. Mors
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Faculty: Alexander, Anderson, Bailey, Bowman, Clontz, Dodson, Durkin, Janoski, Lee, Lough, McBride, McCravy, Meloni, Mericle, Mhlanga, Mors, Myers, Nozum, Rehling, Schafer, Sergevnin, Swanson, Walker.

Adjunct Faculty: Bliss, Bytner, Carper, Daugherty, Dejoode, DiFonso, Elliott, Henning, Leezer, McCamey, Oosternryk, Reinhart, Schwartz.

Academic Advisors: Bradford, Dorsett, Eskridge, Wheeler, Wilson

Students pursuing this course of study receive a Bachelor of Science degree in Law Enforcement and Justice Administration. The program is designed to provide professional knowledge, understanding, and skills for criminal justice, loss prevention, and fire personnel and, at the same time, develop an educational base for further development into staff and administrative positions in criminal justice and private security agencies. The program allows the student ample flexibility for liberal and professional education to meet the anticipated needs of the criminal justice and fire networks. All majors in the program participate in an internship for one academic semester to gain firsthand acquaintance with criminal justice agencies at the federal, state, county, and local levels. Graduates find employment in city, county, state, and federal agencies, in private security, in fire service, and in adult and juvenile corrections.

GradTrac is available to Law Enforcement and Justice Administration and Fire Protection Services—Fire Science option majors. See page 77 for information about GradTrac.

Honors Curriculum—Academically qualified students in this School are welcome to complete an honors curriculum in University Honors, Upper Division Honors, or Lower Division Honors. All Honors students must complete the one-hour honors colloquium (G H 299). Lower Division Honors includes General Honors coursework. Upper Division Honors includes honors work in the major. University Honors combines Upper and Lower Division Honors. For more information about honors curricula, see page 98 or visit the Centennial Honors College website at wiu.edu/Honors.

Integrated Baccalaureate and Master’s Degree Program—An integrated baccalaureate and master’s degree program is available for the Bachelor of Science in Law Enforcement and Justice Administration: Master of Business Administration. An integrated degree program provides the opportunity for outstanding undergraduates to earn both degrees in five years. Please refer to the Graduate Studies catalog for details about the integrated program.

Selection/Retention Policy

There are two levels of LEJA students: Pre-LEJA and LEJA.

1. Pre-LEJA: Freshmen and Sophomores (0–59 hours earned).
   Pre-LEJA students at WIU become LEJA majors after completion of 60 hours earned with a cumulative 2.50 GPA. Students with less than 45 hours earned may not pre-register for upper-division courses. Students with 45 to 59 hours earned may pre-register for upper-division courses provided that they have at least a 2.50 cumulative GPA. Students who fail to maintain the 2.50 cumulative GPA or do not complete 60 hours will be disenrolled from upper-division LEJA courses. Any student with less than 60 hours earned may not register for upper-division LEJA courses. The LEJA Undergraduate Student Selection and Retention Committee will hear appeals from students who have 45 to 59 earned hours and whose cumulative GPA is below 2.50 but not less than 2.00.
2. **Transfer Students**: Students with 60 hours earned or more who transfer from other schools or from other areas or programs at WIU must have a cumulative GPA of 2.50 in order to become an LEJA major and enroll in upper-division LEJA courses. All grades on the transfer transcript will count in the calculation of the 2.50 GPA. Students with incomplete transfer files will be considered Pre-LEJA students. Students admitted to the University under the New Start Program and students pursuing a Second Bachelor's Degree will be reviewed by the LEJA Undergraduate Student Selection and Retention Committee. Any student planning to transfer from another institution or from another WIU department to the LEJA major must take 30 hours of LEJA courses from WIU (including Internship), maintain adequate progress in fulfilling General Education requirements, and have the required GPAs.

3. **LEJA Majors**: Juniors and Seniors (60 or more hours).

4. All students are required to take the following LEJA core courses, or their equivalents, before becoming an LEJA major (earning 60 hours): LEJA 101, 201, 212, and 242.

5. LEJA majors must establish and maintain a 2.25 cumulative GPA and 2.50 GPA in the LEJA major to apply for and be assigned an internship.

6. Students having double majors of LEJA and another major are held to the same standards in LEJA as other LEJA majors.

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**Degree Programs**

**Bachelor of Science—Law Enforcement and Justice Administration**

All students seeking the Bachelor of Science in Law Enforcement and Justice Administration must complete I, II, III, and IV below, and the foreign language/global issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 120 s.h. LEJA majors must complete at least 30 s.h. in LEJA courses at WIU (including internship); at least 9 s.h. must be at the 300/400 level (no more than 3 s.h. LEJA 404).

I. **University General Education Curriculum (p. 69)** ................................................................. 43 s.h.
   - Students must take one of the following mathematics courses before they are allowed to take LEJA 303: any WIU or IAI General Education mathematics courses, or permission of the instructor.

II. **Core Courses** .................................................................................................................. 39 s.h.
   - LEJA 101, 201, 212, 242, 303, 306, 312, 345, 490, 491

III. **Directed Electives** ........................................................................................................... 3 s.h.
   - Any one of the following: LEJA 440†, 441†, 442†, 443†, 444†

IV. **Other Requirements**
   - A. CS 101 .......................................................................................................................... 3 s.h.
   - B. Any approved minor ............................................................................................... 16–20 s.h.
   - C. Electives (number of hours depends on choice of minor) ........................................ 12–16 s.h.

#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) any major’s discipline-specific global issues course; or 4) an approved Study Abroad program.

†LEJA 440 or 441 or 442 or 443 or 444 fulfills the Writing Instruction in the Discipline (WID) graduation requirement.

**Bachelor of Science—Fire Protection Services**

All students seeking the Bachelor of Science in Fire Protection Services must complete I, II, and either III.A or III.B below, and the foreign language/global issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.

I. **University General Education Curriculum (p. 69)** ................................................................. 43 s.h.
II. Core Courses .................................................................................................................. 18 s.h.
   FS 210, 211, 212, 301, 345, 485†

III. Options of Study (select A or B) .................................................................................. 59 s.h.
   A. Fire Administration (Comprehensive)
      1. Special Courses........................................................................................................ 24 s.h.
         FS 481, 482, 483; SOC 487, 488; EM 477, 478; PSY 481
      2. Directed Electives .................................................................................................. 6 s.h.
         Select 6 s.h. from the following list of courses: HRM 353, 443; POLS 300, 302; FS
         484, 486; ET 443, 444; LEJA 331; HS 400; EM 461
      3. Open Electives ....................................................................................................... 29 s.h.
   B. Fire Science (Comprehensive)
      1. Special Courses........................................................................................................ 32 s.h.
         EM 351, 352; LEJA 331; ET 444; FS 484, 486, 490, 491
      2. Open Electives ....................................................................................................... 27 s.h.

#The foreign language/global issues graduation requirement may be fulfilled by
successfully completing one of the following: 1) an intermediate foreign language
requirement; 2) a General Education global issues course; 3) any major’s discipline-specific
global issues course; or 4) an approved Study Abroad program.
†FS 485 fulfills the Writing Instruction in the Discipline (WID) graduation requirement.

Minors

Minor in Law Enforcement and Justice Administration ..................................................... 18 s.h.
   1. LEJA 101, 212, 306 ............................................................................................... 9 s.h.
   2. Any one of the following: LEJA 440, 441, 442, 443, 444 ...................................... 3 s.h.
   3. LEJA Electives ........................................................................................................ 6 s.h.
      Note: At least 6 s.h. of LEJA coursework must be taken from WIU, excluding LEJA 404.

Minor in Criminalistics ....................................................................................................... 18 s.h.
   1. LEJA 212, 255, 355, 455 ....................................................................................... 12 s.h.
   2. Choose 6 s.h. from the following courses: ANTH 405; ARTS 140, 246; CHEM 101,
      440; COMM 247, 305, 341, 344, 377; CS 305, 395, 455; ENG 380; EOS 311; FCS 270;
      FS 486; GEOG 401, 403; IDT 240, 340, 406, 433...................................................... 6 s.h.

Minor in Fire Administration ................................................................................................ 18 s.h.
   1. FS 481, 482, 483, 485 ............................................................................................. 12 s.h.
   2. Any two of the following: FS 301, 345, 484; ET 443; HRM 353, 443; PSY 481;
      POLS 300, 302; SOC 487, 488............................................................................... 6 s.h.

Minor in Fire Science ......................................................................................................... 18 s.h.
   1. FS 210, 212, 301, 486 ............................................................................................. 12 s.h.
   2. Choose at least 6 s.h. from the following courses: FS 484; LEJA 330, 331; EM 323,
      351, 352, 478, 461; ET 443, 444; PSY 481; SOC 487, 488 ...................................... 6 s.h.

Minor in Homeland Security .............................................................................................. 18 s.h.
   1. LEJA 330, 331, 414, 416 ......................................................................................... 12 s.h.
   2. Choose two courses from the following: CS 455, DS 435, ECON 310, EM 461,
      EOS 377, LEJA 332, POLS 353, REL 456, SOC 462.............................................. 6 s.h.
      Sophomore standing required to declare a minor in Homeland Security.

Minor in Legal Studies ........................................................................................................ 18 s.h.
   1. LEJA 212, 312, 412, 441 ......................................................................................... 12 s.h.
   2. Choose any two of the following: BL 230, 431, 432, 435; LEJA 413, 414, 415;
      FS 485 .................................................................................................................... 6 s.h.
Law Enforcement and Justice Administration

Minor in Security Administration ...................................................................................... 18 s.h.
Plan A—Minor in Security Administration for students whose major is Law Enforcement and Justice Administration
1. Core Requirements: LEJA 208, 309, 413, 443 ......................................................... 12 s.h.
2. Electives ......................................................................................................................... 6 s.h.
Choose 6 s.h. from the following courses: ACCT 201, 202; CS 305, 455; FIN 351, 452;
EOS 270, 311, 377; ET 448; FCS 453; HRM 353, 443; FS 210; LEJA 430; MGT 349;
MKTG 327, 343
Plan B—Minor in Security Administration for students whose major is other than Law
Enforcement and Justice Administration
Core Requirements: LEJA 101, 208, 242, 309, 413 (note prerequisites),
443 .............................................................................................................................. 18 s.h.

Course Descriptions

LAW ENFORCEMENT AND JUSTICE ADMINISTRATION (LEJA)

101 Survey of Criminal Justice. (3) Administration of justice in the United States with emphasis on the total
system of police, courts, corrections; loss prevention, and principles of law.
IAI: CRJ 901.

201 Juvenile Justice. (3) Definitions of delinquent behavior; development and trends in the juvenile court
movement; laws and procedures; the adjudication process—philosophy and practices; causation,
prevention, treatment, and control. Prerequisite: LEJA 101.
IAI: CRJ 914.

205 Traffic Administration. (3) Basic principles
of traffic control, education, engineering, and
enforcement; practical applications to traffic control
and administration; current research techniques.
Prerequisite: LEJA 101.

208 Introduction to External Security. (3) Overview
of security systems found in retail, industrial, and
governmental agencies; legal framework for security
operations; detailed presentations of specific security
programs.

212 Criminal Law. (3) The study of legal terminology
and definitions of crimes, criminal procedures, criminal
responsibility, analysis of crimes and their proof in the
context of practical fact situations. Prerequisite: LEJA 101.

242 Survey of Criminal Investigation. (3) Criminal
investigation theory and procedures; case preparation,
methodology and techniques; problems in criminal
investigations. Prerequisite: LEJA 101 or permission of
the instructor/chairperson.

255 Crime Scene Investigation. (3) Criminalistics
overview addressing law enforcement responsibilities
for and activities of crime scene investigation,
evidence collection, and applicable forensic sciences.
Prerequisite: LEJA 101 or permission of the instructor.

300 Writing in Law Enforcement and Justice
Administration. (3) Instruction and experiences
in writing professional criminal justice reports.
Prerequisites: junior standing and completion of 12 s.h.
of LEJA courses, or equivalents. ENG 280.

303 Quantitative Techniques for Criminal Justice.
(3) Introduction to statistical methods useful for
analyzing data most often encountered in criminal
justice research. Students will conduct data analysis
using computer software with the emphasis on the
propriety application and understanding of descriptive
and inferential statistics for policy-making purposes.
Prerequisite: LEJA 101 and any WU or IAI General
Education mathematics course, or permission of
instructor/chairperson.

306 Organization and Administration in Criminal
Justice. (3) Fundamental overview of criminal justice
organization and administration; organization structure,
demands, and situations; emphasis on the role of the
criminal justice administrator in policy formulation in
the community. Prerequisite: LEJA 101 or permission of
the instructor/chairperson.

309 Security Management/Internal Security. (3)
Emphasis on theft. Comparison of white collar and blue
collar crime. Techniques of detection, apprehension,
and prevention. Subject areas of employee dishonesty,
cost considerations, pilferage, and embezzlement.
Prerequisite: LEJA 208.

312 Criminal Procedure. (3) Emphasis on
constitutional rights; related responsibility of police;
special emphasis on amendments to the Constitution
as related to the rights of the individual. Prerequisite:
LEJA 212.

330 Principles of Terrorism. (3) Overview of
terrorism, including: definition, root causes, ideologies,
historical and current perspectives, modus operandi
terrorist group structures, terrorists in the economic system,
domestic and international terrorist groups, state
sponsors, and counterterrorism. Prerequisite: junior
standing or consent of instructor.

331 Homeland Security Entities. (3) Overview of
homeland security and its implications. Administrative,
legislative, and operational entities developed for
the protection of the United States. Strengths and
weaknesses of this framework are addressed. The
roles of industry and non-profits in homeland security
framework are discussed. Prerequisite: sophomore
standing.

332 Terrorism Financing and Responses. (3)
Provides an overview of terror financing activities and
industry, government, and non-governmental responses.
The critical nature of financing schemes, disparate
methodologies, and costs associated with terrorism will
be identified. Connections with other criminal activity
and global responses will be analyzed. Prerequisites:
junior standing and LEJA 330, or permission of
instructor/chairperson.

345 Diversity, Ethics, and Professionalism in
Criminal Justice. (3) This course is designed to
familiarize students with concepts related to cultural
diversity and the ethics/morality of criminal justice
practitioners in the U.S. It identifies specific issues that
are recurrent and problematic and suggests possible
solutions for practitioners. Prerequisite: 12 s.h. of LEJA
courses.

355 Basics of Criminal Investigation. (3)
Examination of the history, basic techniques, analysis,
and procedures unique to criminal investigations in
357 Theories of Crime. (3) An interdisciplinary overview of criminological theories with an emphasis on the causes of crime, the etiology of criminal offenses and offenders, and how each affects evidence-based policy, research, and regulations in the field of criminal justice. Prerequisite: LEJA 101; junior standing or permission of the instructor.

404 Independent Study. (1–3, repeatable to 9) Individual selected program of supervised group or individual study dealing with some phase of criminal justice administration. Open only to qualified students. Prerequisites: approval of LEJA director and instructor, 90 s.h. of credit, and 2.50 GPA prior to enrollment.

412 Evidence. (3) Advanced study of criminal law and procedure; concentration on evidence rules; trial procedure, testifying, rules of admissibility of evidence into trial, pre-trial discovery. Prerequisite: LEJA 312.

413 Civil Law. (3) The study of civil law and procedure; problems of citizen arrest, search, and interrogations. Emphasis on criminal/civil liability of private employers and employees for enforcement, protection, and investigatory activities. Prerequisite: LEJA 312 or consent of instructor/chairperson.

414 Legal Aspects of Homeland Security and Terrorism. (3) This course covers the legal aspects of terrorism and homeland security including domestic, foreign, and international legislation and cases. Other civil and criminal legal matters and public policy relating to terrorism/homeland security will be addressed. Prerequisite: LEJA 331 or permission of instructor/chairperson.

415 Privacy, Technology, and Law. (3) This course examines the controversial developments in technology, legislative enactments, and governmental policy that challenge and shape traditional expectations of privacy. Surveillance strategies impacting public safety, health, law enforcement, consumer and personal selections, property rights, and family matters are discussed. Prerequisite: junior standing or consent of instructor.

416 Terrorism and Law Enforcement. (3) Discusses law enforcement risks and responses in relation to terrorist activities. Counterterrorism policing theories and U.S. law enforcement experiences with terrorism are addressed. Law enforcement experiences overseas are shared. Case studies in this realm are analyzed. Prerequisites: junior standing and LEJA 330, or permission of instructor/chairperson.

430 White-Collar Crime. (3) Analysis of types of white-collar crime (occupational, economic, political, and corporate). Emphasis also on statutes, investigation, and sentencing of offenders. Prerequisite: junior standing.

431 Organized Crime. (3) Historical and contemporary review of organized criminal groups with emphasis on structure and range of activities. Analysis of laws and successful investigations and prosecutions of organized crime figures and families. Prerequisite: junior standing.

440 Seminar on Current Issues in Policing. (3) Discussion of specific problems of police in contemporary American society. Emphasis on historical roots or current policing, policing as a profession, and various components of policing. Writing Instruction in the Discipline (WID) course. Prerequisite: 15 s.h. of LEJA courses or consent of instructor/chairperson.

441 Seminar on Current Issues in the Court System. (3) Examination of the structure and functions of courts, including informal and formal aspects of judicial process. Emphasis on organizational as well as legal roles. Writing Instruction in the Discipline (WID) course. Prerequisite: LEJA 255 or permission of the instructor.

442 Seminar on Current Issues in Corrections. (3) Ideological and pragmatic justification for punishment and imprisonment; sentencing trends and alternatives to incarceration; organization and management of correctional institutions; inmate life, prisonization, treatment and custody; discharge and parole. Writing Instruction in the Discipline (WID) course. Prerequisite: 15 s.h. of LEJA courses or consent of instructor/chairperson.

443 Seminar on Current Issues in Security. (3) Discussion of specific problems of the security industry in contemporary American society. Emphasis on the development, nature, and functions of the private security sector as it relates to various elements of American business. Writing Instruction in the Discipline (WID) course. Prerequisite: 15 s.h. of LEJA courses, including LEJA 208 and 309, or consent of instructor/chairperson.

444 Seminar on Current Issues in Probation and Parole. (3) The process of probation and parole in terms of its historical development, philosophy, and standards. Concepts and problems in administration, organization, investigation, and supervision. Selection and discharge process will be examined. Writing Instruction in the Discipline (WID) course. Prerequisite: 15 s.h. of LEJA courses or consent of instructor/chairperson.

445 Advanced Criminal Investigation. (3) Course explores specialized information and techniques in dealing with victims with trauma, various detection and deception methods as they relate to interrogation, profiling, and crime classification. Prerequisite: LEJA 355 or permission of instructor.

490 Internship in Law Enforcement. (12) Off-campus practical work experience in an appropriate field. Seminars and written reports required. Prerequisites: Approval of the internship coordinator or chair and 2.25 GPA overall and a 2.50 GPA in LEJA classes at time of application (semester prior to internship), and during internship. Internship application must be made during the first month of the semester prior to actual internship (i.e., Spring internship—application made in September; Summer/Fall internship—application made in January). Internship application is made by attending a mandatory internship meeting the semester prior to the internship. Corequisite: Concurrent with LEJA 491. Graded S/U only.

491 Internship Summary. (3) Projects designed to bring together all experiences acquired during internship for discussion and analysis. A complete overview of the criminal justice system as observed by interns. Corequisite: concurrent with LEJA 490.

495 Seminar in Criminal Justice. (1–3, repeatable to 6) Study of specific criminal justice topics not covered in-depth within the current Law Enforcement and Justice Administration curriculum. Topic(s) to be announced prior to enrollment. Prerequisite: open only to junior and senior students, consent of instructor/chair prior to enrollment.

499 Honors Internship Project. (3) The preparation of a major written work involving analysis of appropriate scholarly literature applied within the context of the internship experience. Corequisite: concurrent enrollment in LEJA 490.

FIRE SERVICE (FS)

210 (Formerly LEJA 310) Fire Protection. (3) Organization and function of fire prevention; inspections and hazard analysis; economics of and survey of fire protection equipment. Examination of
direct and indirect personnel functions, responsibilities, and coordination with other agencies.

211 Fire Suppression Tactics. (3) This course is an introduction to basic concepts in fire suppression operations. Topics include an overview of the incident command system, building construction, basic fire strategy, fire ground tactics, and situational response. Prerequisite: FS 210 or permission of instructor/chairperson.

212 Introduction to Fire Prevention. (3) This course serves as a general introduction to strategies in fire prevention. Concepts reviewed include building inspection, code enforcement, construction plan review, zoning practices and public education programs. Prerequisite: FS 210 or permission of instructor/chairperson.

301 Firefighter Safety and Survival. (3) Firefighter safety introduces essential principles and history related to the national firefighter life safety initiatives, focusing on the need for cultural and behavioral change throughout the emergency services. Prerequisite: FS 210 or permission of instructor/chairperson.

345 Ethics, Diversity, and Professionalism in the Fire and Emergency Services. (3) This course will familiarize students with concepts relating to diversity, professionalism, ethics, and morality within fire service delivery from both the individual and organizational perspective. Special attention is provided to ethical and moral dilemmas that are recurrent and problematic. Prerequisite: 12 hours in fire protection study or permission of instructor.

481 (Formerly LEJA 481) Fire and Emergency Administration. (3) Organization and management of fire services, including new technologies and changing organizational structures. Blending personnel and equipment. Municipal fire protection planning. Fire department functions. Manpower and training. Prerequisite: acceptance into the Open Learning Fire Service Program for inservice fire/safety personnel by the director of the School of Distance Learning, International Studies and Outreach, or FS 210, or permission of instructor/chairperson.

482 (Formerly LEJA 482) Analytic Approaches to Public Fire Protection. (3) The course is designed to show the application of the systems approach to problems in the fire protection services including fire suppression and prevention systems. Prerequisite: acceptance into the Open Learning Fire Service Program for inservice fire/safety personnel by the director of the School of Distance Learning, International Studies and Outreach, or FS 210, or permission of instructor/chairperson.

483 (Formerly LEJA 483) Personnel Management for the Fire and Emergency Services. (3) Examines personnel practices, management procedures, investigates collective bargaining, binding arbitration, applicable legislative procedures, and administrative and supervisory procedures. Other topics: promotion and personnel development. Prerequisite: acceptance into the Open Learning Fire Service Program for inservice fire/safety personnel by the director of the School of Distance Learning, International Studies and Outreach, or FS 210, or permission of instructor/chairperson.

484 (Formerly LEJA 484) Fire Prevention Organization and Management. (3) Examines and evaluates the techniques, procedures, programs, and agencies involved with fire prevention. Consideration is given to related governmental inspection and education procedures. BGS online writing course. Prerequisite: acceptance into the Open Learning Fire Service Program for inservice fire/safety personnel by the director of the School of Distance Learning, International Studies and Outreach, or FS 210, or permission of instructor/chairperson.

485 (Formerly LEJA 485) Political and Legal Foundations. (3) The legal basis for the police power of government related to public safety. Legal limitations and responsibility. Liability of fire prevention organizations and personnel. Review of judicial decisions. Writing Instruction in the Discipline (WID) course. BGS online writing course. Prerequisite: acceptance into the Open Learning Fire Service Program for inservice fire/safety personnel by the director of the School of Distance Learning, International Studies and Outreach, or FS 210, or permission of instructor/chairperson; ENG 180 and 280.

486 (Formerly LEJA 486) Fire Investigation and Analysis. (3) Examination of techniques for the collection and analysis of evidence relative to a fire's origin. Legislative, economic, psychological, and sociological variables of the incendiary fire. Prerequisite: acceptance into the Open Learning Fire Service Program for inservice fire/safety personnel by the director of the School of Distance Learning, International Studies and Outreach, or FS 210, or permission of instructor/chairperson.

490 Fire Service Internship. (9) The fire internship provides practical experience through real world observation and interaction with practitioners in the work environment. The student observes and participates in the daily routines associated with the provision of public safety services. Prerequisites: Minimum 2.25 GPA overall and a 2.50 GPA in the core courses within the fire major. C grade or better in each of FS 210, 211, 212, 301, and 345; junior or senior standing. Corequisite: FS 491. Graded S/U only.

491 Fire Service Internship Paper Summary. (3) This course consists of a writing exercise whereby interns reflect on their thoughts and opinions regarding the internship experience, including events that played an important part in their academics or internship experience as it relates to their career pursuits. Corequisite: FS 490.
Liberal Arts and Sciences Degree

Interim Director: Dr. Amy Patrick Mossman
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Academic Advisor, Macomb: Ralph Heissinger, Jr.
Academic Advisor, Quad Cities: Kenneth W. Wheeler II

The Bachelor of Liberal Arts and Sciences is a multidisciplinary degree emphasizing comparative critical thinking, communication, and a broad range of methodologies and applied skills. As is true of many degree programs in the Liberal Arts and Sciences, students pursuing a Bachelor of Liberal Arts and Sciences are not specifically trained for a particular vocation or career path. Instead, this degree offers breadth, flexibility, and responsiveness to student needs. Furthermore, the degree program emphasizes the modes of critical thinking and self-directed learning that lie at the heart of liberal studies. Rather than training for a specific career, this degree offers a comprehensive and rigorous intellectual foundation for a lifetime of learning, preparing individuals to adapt to many different academic, personal, and professional paths.

In addition to the introductory and capstone courses, the degree consists of two possible emphases. The first, Multidisciplinary Emphasis, offers students the opportunity to study People in Context or the Environment. Students choose one of these concentrations and take approved courses from departments throughout the College of Arts and Sciences. The second, Paired Minors Emphasis, requires students to complete two approved minors.

GradTrac is available to Liberal Arts and Science majors—Paired Minors and People in Context emphases. See page 77 for information about GradTrac.

Integrated Baccalaureate and Master’s Degree Program—An integrated baccalaureate and master’s degree program is available for the Bachelor of Liberal Arts and Sciences: Master of Liberal Arts and Sciences. An integrated degree program provides the opportunity for outstanding undergraduates to earn both degrees in five years. Please refer to the Graduate Studies catalog for details about the integrated program.

Degree Programs

Bachelor of Liberal Arts and Sciences

All students seeking the Bachelor of Liberal Arts and Sciences must complete I, II, III, IV, and V below, and the foreign language/global issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.

I. University General Education and College of Arts and Sciences Bachelor of Liberal Arts and Sciences Requirements (p. 83) ........................................................................................................57 s.h.

II. Core Courses .................................................................................................................................................6 s.h.
A&S 195—Introduction to Liberal Arts and Sciences (3 s.h.)
A&S 495—Liberal Arts and Sciences Senior Capstone (3 s.h.)†

III. Emphases of Study (select A or B; at least 18 s.h. must be at the 300 or 400 level) at least 30 s.h.
A. Multidisciplinary Emphasis (select 1 or 2)
   1. People in Context
      (No more than 9 s.h. of courses with the same prefix can count toward the major.)
      a. Social and Natural Sciences: Take a minimum of 12 s.h. from the following:
         AAS 145—Famous People of African Descent (3 s.h.)
         ANTH 110—Introduction to Cultural Anthropology (3 s.h.)
         ANTH 111—Introduction to Physical Anthropology and Archaeology (3 s.h.)
         ANTH 249—Native North American Cultures (3 s.h.)
         ANTH 305—Applied Anthropological Methods (3 s.h.)
## Liberal Arts and Sciences Degree

ANTh/WS 315—Gender and Anthropology (3 s.h.)
BIOL 204—Human Biology (4 s.h.)
BIOL 250—Principles of Ecology (3 s.h.)
CHEM 150—Contemporary Chemistry (4 s.h.)
ECON 100—Introduction to Economics (3 s.h.)
ECON 170—The Global Economic Environment (3 s.h.)
ECON 231—Principles of Macroeconomics (3 s.h.)
ECON 232—Principles of Microeconomics (3 s.h.)
ECON 350—Economics of Poverty and Discrimination (3 s.h.)
GEOG 110—World Regional Geography (3 s.h.)
GEOG 120—Introduction to Weather and Climate (4 s.h.)
GEOG 426—Conservation and Management of Natural Resources (3 s.h.)
GEOG 466—World Regions (3 s.h.)
GEOL 113—Energy and Earth Resources (3 s.h.)
GEOL 375—Environmental Geology (3 s.h.)
GERO 200—Introduction to Gerontology (3 s.h.)
POLS 200—Introduction to Political Thought (3 s.h.)
POLS 228—Fundamentals of International Relations (3 s.h.)
POLS 267—Introduction to Comparative Government and Politics (3 s.h.)
POLS 382—Modern Political Theory (3 s.h.)
PSY 100—Introduction to Psychology (3 s.h.)
PSY 221—Psychology of Child Development (3 s.h.)
PSY 250—Human Social Behavior (3 s.h.)
PSY 251—Personality and Adjustment (3 s.h.)
PSY 340—Fundamentals of Learning and Behavior (3 s.h.)
PSY 343—Physiological Psychology (3 s.h.)
PSY 422—Adolescent Development (3 s.h.)
PSY 423—Psychology of Adulthood and Aging (3 s.h.)
PSY 424—Abnormal Psychology (3 s.h.)
PSY 442—Principles of Behavior Modification (3 s.h.)
PSY 451—Personality (3 s.h.)
SOC 100—Introduction to Sociology (3 s.h.)
SOC 200—Contemporary Social Problems (3 s.h.)
SOC 272—Individual and Society (3 s.h.)
SOC 300—Minority Peoples (3 s.h.)
SOC 330—Bureaucracy and Formal Organization (3 s.h.)
SOC 355—Criminology (3 s.h.)
SOC/WS 360—Gender and Society (3 s.h.)
SOC 415—Social Stratification (3 s.h.)
SOC/WS 430—Sociology of Women’s Health (3 s.h.)
SOC/WS 435—Women and Crime (3 s.h.)
SOC 451—Special Topics in Sociology (1–2 s.h.)
SOC 460—The Family (3 s.h.)
SOC 462—Political Sociology (3 s.h.)
SOC 480—Deviance and Disruption in the American Family (3 s.h.)
WS 190—Introduction to Women’s Studies (3 s.h.)
WS 370—Women in Popular Culture (3 s.h.)

Other courses may also be appropriate for this category; see advisor.

b. Humanities: Take a minimum of 12 s.h. from the following:
AAS 100—Introduction to African American Studies (3 s.h.)
AAS 251—Social Problems of Black Americans (3 s.h.)
AAS 281—Literature of the Black World (3 s.h.)
AAS 282—Black Theatre (3 s.h.)
AAS 283—African American Folklore (3 s.h.)
AAS 290—African Roots in American Soil (3 s.h.)
AAS 325—The Black Family (3 s.h.)
AAS 381—Modern African Literature (3 s.h.)
ENG 195—Introduction to Literature (3 s.h.)
ENG 206—Issues in U.S. Literature (3 s.h.)
ENG/WS 301—Women and Literature (3 s.h.)
ENG 340—American Nature Writing (3 s.h.)
ENG 348—Ethnic Literatures of the United States (3 s.h.)
ENG 353—Great Books (3 s.h.)
ENG 355—Myths, Legends, and Literature (3 s.h.)
ENG 358—Studies in Non-Western Literature (3 s.h.)
HIST 105—American History to 1877 (3 s.h.)
HIST 106—American History since 1877 (3 s.h.)
HIST 125—Western Civilization to 1648 (3 s.h.)
HIST 126—Western Civilization since 1648 (3 s.h.)
HIST/AAS 314—African American History, 1877–Present (3 s.h.)
HIST/WS 317—Women in American History (3 s.h.)
HIST/WS 318—Women and Gender in European History (3 s.h.)
HIST 341—Latin America since 1860 (3 s.h.)
HIST 419—Recent America, 1945 to Present (3 s.h.)
HIST 429—Europe, 1914–1968 (3 s.h.)
HIST 445—Modern East Asia (3 s.h.)
PHIL 105—Philosophical Explorations (3 s.h.)
PHIL 120—Contemporary Moral Problems (3 s.h.)
PHIL 205—Philosophy, Law and Society (3 s.h.)
PHIL/WS 220—Feminism and Ethics (3 s.h.)
PHIL 330—Moral Philosophy (3 s.h.)
PHIL 420—Philosophy of Law (3 s.h.)
REL 101—Exploring Religion (3 s.h.)
REL 103—The Christians (3 s.h.)
REL 301—Religion in America (3 s.h.)
REL/WS 303—Women in Religion (3 s.h.)
REL 350—Hinduism (3 s.h.)
REL 355—Buddhism (3 s.h.)
REL 365—Islam (3 s.h.)
REL 370—Judaism (3 s.h.)
REL 454—Contemporary Spiritual Movements (3 s.h.)
REL 456—Religion and War (3 s.h.)
REL/AAS 494—Religion in African American Culture (3 s.h.)
Other courses may also be appropriate for this category; see advisor.
c. Select one of the following methods courses:
   AAS 451—Research Methods in African American Studies (3 s.h.)
   BIOL 451—Ecological Techniques (3 s.h.)
   ENG 380—Writing in the Humanities and Social Sciences (3 s.h.)
   ENG 381—Technical Communication (3 s.h.)
   ENG 383—Public and Persuasive Writing (3 s.h.)
   GEOG 405—Senior Thesis Capstone Course (3 s.h.)
   PSY 223—Research in Psychology I: Statistical Methods and Design (4 s.h.)
   SOC 232—Social Research Methods I (3 s.h.)
   Other methods courses may also be appropriate for this category; see advisor.
d. Select one additional Writing Instruction in the Discipline (WID) course
   (esp. ENG 380†, ENG 381†; ENG 383†; other WID courses may be appropriate; see advisor).
2. The Environment
   (No more than 9 s.h. of courses with the same prefix can count toward the major.)
a. ENVR 201—Introduction to Environmental Studies (3 s.h.)
## Liberal Arts and Sciences Degree

**ENVR 401**—Colloquium on Environmental Studies (3 s.h.)

b. Select three of the following methods courses:
   - BIOL 452—Biological Applications of GIS (3 s.h.)
   - CHEM 341—Analytical Techniques (3 s.h.)
   - ENG 380—Writing in the Humanities and Social Sciences (3 s.h.) or ENG 381—Technical Communication (3 s.h.) or ENG 383—Public and Persuasive Writing (3 s.h.)
   - GEOG 308—Introduction to GIS (3 s.h.)
   - GEOL 310—Geologic Field Methods (2 s.h.)
   - MATH 123—Modeling with Mathematical Functions (3 s.h.)
   - STAT 171—General Elementary Statistics (3 s.h.)

c. Select at least 15 s.h. from at least three different departments:
   - ANTH/BOT 463—Ethnobotany (4 s.h.)
   - BIOL 250—Principles of Ecology (3 s.h.)
   - BIOL 350—General Ecology (4 s.h.)
   - BIOL 440—Advanced Genetics (3 s.h.)
   - BIOL 451—Ecological Techniques (3 s.h.)
   - BIOL 452—Biological Applications of GIS (3 s.h.)
   - BIOL 453—Streams Ecology (3 s.h.)
   - BIOL 454—Mississippi River Ecology (3 s.h.)
   - BIOL 455—Mississippi River Ecology Laboratory (1 s.h.)
   - BIOL 458—Plant-Animal Interactions (3 s.h.)
   - BIOL 479—Tropical Ecology (3)
   - BIOL/GEOG 459—Biogeography (3 s.h.)
   - BOT 210—Local Flora (3 s.h.)
   - BOT 451—Plant Ecology (3 s.h.)
   - BOT/MICR 423—Phycology (3 s.h.)
   - BOT/ZOOL 452—Freshwater Biology (3 s.h.)
   - MICR 402—Field Mycology (3 s.h.)
   - MICR 451—Microbial Ecology (3 s.h.)
   - ZOOL 408—Field Ornithology (3 s.h.)
   - ZOOL 410—Ornithology (3 s.h.)
   - ZOOL 411—Entomology (3 s.h.)
   - ZOOL 412—Mammalology (3 s.h.)
   - ZOOL 413—Herpetology (3 s.h.)
   - ZOOL 414—Ichthyology (3 s.h.)
   - ZOOL 451—Advanced Topics in Animal Ecology (3 s.h.)
   - CHEM 342—Fundamentals of Environmental Chemistry (4 s.h.)
   - ECON/AGEC 430—Environmental Economics (3 s.h.)
   - ECON 432—Public Finance (3 s.h.)
   - ENG 340—American Nature Writing (3 s.h.)
   - GEOG 100—Introduction to Human Geography (3 s.h.)
   - GEOG 110—World Regional Geography (3 s.h.)
   - GEOG 120—Introduction to Weather and Climate (4 s.h.)
   - GEOG 121—Planet Earth: Surface Processes and Interactions (4 s.h.)
   - GEOG 327—Environmental Climatology (3 s.h.)
   - GEOG 426—Conservation and Management of Natural Resources (3 s.h.)
   - GEOG 445—Urban Geography (3 s.h.)
   - GEOG 448—Introduction to Urban and Regional Planning (3 s.h.)
   - GEOL 112—History of the Earth (4 s.h.)
   - GEOL 113—Energy and Earth Resources (3 s.h.)
   - GEOL 115—Oceanography (3 s.h.)
   - GEOL 375—Environmental Geology (3 s.h.)
   - GEOL 380—Hydrogeology (4 s.h.)
   - PHIL 335—Environmental Ethics (3 s.h.)
   - PHYS 114—Applied Physics I (4 s.h.)
PHYS 115—Applied Physics II (4 s.h.)
PHYS 124—General Physics I (5 s.h.)
PHYS 125—General Physics II (5 s.h.)
POLS 302—Introduction to Public Policy (3 s.h.)
POLS 393—Environmental Politics (3 s.h.)
SOC 471—Urban Sociology (3 s.h.)
Other courses may also be appropriate for this category; see advisor.
d. Select one additional Writing in the Discipline (WID) course from:
   BOT 451—Plant Ecology (3 s.h.)†
   ENG 380—Writing in the Humanities and Social Sciences (3 s.h.)†
   ENG 381—Technical Communication (3 s.h.)†
   ENG 383—Public and Persuasive Writing (3 s.h.)†
   MICR 451—Microbial Ecology (3 s.h.)†
   ZOOL 451—Advanced Topics in Animal Ecology (3 s.h.)†
   Other courses may also be appropriate for this category; see advisor.
B. Paired Minors Emphasis
Choose two minors from different categories. No more than two courses or 6 s.h.
may be shared across selected minors. One Writing Instruction in the Discipline
(WID) course (in addition to A&S 495) must be taken from either of the departments
offering the selected minors, or ENG 380†, or ENG 381†, or ENG 383†.
Categories:
1. Creative Writing; English; Ethics; History; Journalism; Philosophy; Religious
   Studies
2. Botany; Chemistry; Forensic Chemistry; Forensic Science; Geology; Meteorology;
   Microbiology; Neuroscience; Physics; Zoology
3. Anthropology; Economics; Forensic Psychology; International Relations;
   Sociology; Political Science; Psychology; Public Administration
4. French; Geographic Information Systems; Geography; German; Mathematics;
   Professional Writing; Spanish; Statistics
5. African American Studies; Communication; Environmental Studies; Gerontology;
   Functional Morphology and Evolutionary Anatomy; Law and Society;
   International Studies; Women's Studies.
IV. Minor .................................................................................................................................... minimum of 16 s.h.
V. Open Electives ........................................................................................................................................ 11 s.h.
#The foreign language/global issues graduation requirement may be fulfilled by
successfully completing one of the following: 1) an intermediate foreign language
requirement; 2) a General Education global issues course; 3) any major's discipline-specific
global issues course; or 4) an approved Study Abroad program.
†A&S 495 and one other approved Writing Instruction in the Discipline (WID) course will
fulfill the WID graduation requirement.

Course Descriptions

ARTS & SCIENCES (A&S)

195 Introduction to Liberal Arts and Sciences. (3)
A comparative introduction to the major areas of the
liberal arts and sciences. Students will learn how each
area evolved and how each approaches problems and
controversies. The course may take its particular focus
each year from the University Theme.

495 Liberal Arts and Sciences Senior Capstone. (3)
Capstone course for the Bachelor of Liberal Arts
and Sciences degree. Students will study examples
of scholarship from a multidisciplinary perspective,
research and present an interdisciplinary solution to
a significant problem, and prepare a self-reflective
academic personal narrative. Writing Instruction in the
Discipline (WID) course. Prerequisites: A&S 195, ENG
280, senior standing, and permission of the director of
the Liberal Arts and Sciences program.
Management and Marketing

Chairperson: Dr. Craig Conrad
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E-mail: CA-Conrad1@wiu.edu
Website: wiu.edu/mandm


The Department of Management and Marketing offers four Bachelor of Business degree programs that provide the theory, practical knowledge, and skills needed for high-potential managerial and specialist jobs in various types of organizations.

Human Resource Management improves the effectiveness of people in organizations. The B.B. in Human Resource Management degree program is designed to develop the professional skills needed for a successful career in both service and production organizations. In addition, students receive a solid base in other functional areas of an organization. Typical career areas are employment recruiting and staffing, training and development, industrial and labor relations, compensation and benefits, safety and health, and government compliance.

The B.B. in Management degree program emphasizes practical professional management skills, allowing students the flexibility to focus on such areas as organizational behavior/organization development, small business management, and operations management. Management is a diverse and applied field of study. Therefore, the objectives of the program include 1) preparing generalists who integrate and coordinate organizational activities of marketing, finance, accounting, operations, and human resources in order to meet organizational goals, and 2) preparing specialists who focus on management analysis, information systems, policy and strategic analysis, and the management of a single operation. Typical placements include general management, retailing management, hotel/motel management, and operations management positions in manufacturing and service organizations, computer-related occupations, high technology administration, organization development consulting, health care administration, government services, and non-profit organization administration.

Marketing is the activity of developing products and services to satisfy customers' needs and then making them available at the right places, at the right times, and at competitive prices. Changes in social and economic systems have created new challenges for Marketing professionals. Increasingly, they must focus on both domestic and global opportunities in-step with ever-evolving technologies. They must also be continually responsive to cultural differences and ethical issues. The B.B. in Marketing degree offers students a broad-based education in a variety of marketing specialties including integrated marketing communications, marketing technologies, and sales management. When combined with the capstone course in marketing management, students are qualified to assume a variety of careers including personal selling (for consumer and industrial products), marketing research, public relations, advertising management, and retailing management.

Supply Chain Management (SCM) is a field that cuts across the functional lines of a company. SCM involves managing the internal and external components of a supply system including purchasing parts and supplies, arranging transportation, and managing inventory levels. SCM professionals work with marketing, operations, accounting, and finance to ensure that products/services are available to the company and the consumer when needed and to control costs. For the B.B. in Supply Chain Management, students take courses in logistics, transportation, international business, professional selling, negotiations, and purchasing. Employment opportunities in SCM are particularly attractive as graduates command above-average salaries.
GradTrac is available to Human Resource Management, Management, and Marketing majors. See page 77 for information about GradTrac.

Honors Curriculum—Academically qualified students in this department are welcome to complete an honors curriculum in University Honors, Upper Division Honors, or Lower Division Honors. All Honors students must complete the one-hour honors colloquium (G H 299). Lower Division Honors includes General Honors coursework. Upper Division Honors includes honors work in the major. University Honors combines Upper and Lower Division Honors. For more information about honors curricula, see page 98 or visit the Centennial Honors College website at wiu.edu/Honors.

Integrated Baccalaureate and Master's Degree Program—An integrated baccalaureate and master's degree program is available for the Bachelor of Business in Management, Human Resource Management, Marketing, or Supply Chain Management: Master of Business Administration. An integrated degree program provides the opportunity for outstanding undergraduates to earn both degrees in five years. Please refer to the Graduate Studies catalog for details about the integrated program.

Degree Programs

Bachelor of Business—Human Resource Management

All students seeking the Bachelor of Business in Human Resource Management must complete I, II, III, IV, and V below, and the foreign language/global issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.

Pre-Human Resource Management students who have earned 60 hours, but are ineligible to declare a business major will be limited to a maximum of 29 hours of business courses (see Limit on Business Credits, page 90) and may be removed from business courses.

I. University General Education Curriculum (p. 69) ................................................................. 43 s.h.
II. Business Core Courses† (p. 91) .................................................................................................. 33 s.h.
III. Departmental Core Courses .................................................................................................... 21 s.h.
    BL 431 or 432; CS 302; HRM 353, 441, 442, 446, 449, 499
IV. Electives
    A. Directed................................................................................................................................. 12 s.h.
        ECON 440; HRM 400, 443, 444; MGT 350, 448, 481; either MGT 425 or 445; OM 352;
        EOS 311 or EOS 377 or ET 448 (choose one); PSY 457
    B. Open....................................................................................................................................... 11 s.h.
V. Other........................................................................................................................................... 15 s.h.*
    Natural Sciences/Mathematics: MATH 137 and STAT 171
    Social Sciences: ECON 251 and 232 and either PSY 100 or SOC 100

#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) any major's discipline-specific global issues course; or 4) an approved Study Abroad program.
†BCOM 320 (Business Core) fulfills the Writing Instruction in the Discipline (WID) graduation requirement.
*12–15 s.h. may count toward the University General Education requirement.

Bachelor of Business—Management

All students seeking the Bachelor of Business in Management must complete I, II, III, IV, and V below, and the foreign language/global issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.
Management and Marketing

Pre-Management students who have earned 60 hours, but are ineligible to declare a business major will be limited to a maximum of 29 hours of business courses (see Limit on Business Credits, page 90) and may be removed from business courses.

I. University General Education Curriculum (p. 69) .......................................................... 43 s.h.

II. Business Core Courses† (p. 91) ...................................................................................... 33 s.h.

III. Departmental Core Courses ...................................................................................... 21 s.h.

IV. Electives

   A. Directed.................................................................................................................. 12 s.h.

      Management courses.......................................................................................... 6 s.h.

      Upper-division Business courses .................................................................. 6 s.h.

   B. Open.................................................................................................................. 8–11 s.h.

V. Other................................................................................................................. 15 s.h.*

Natural Sciences/Mathematics: MATH 137 and STAT 171
Social Sciences: ECON 231 and 232 and either PSY 100 or SOC 100

#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) any major’s discipline-specific global issues course; or 4) an approved Study Abroad program.

†BCOM 320 (Business Core) fulfills the Writing Instruction in the Discipline (WID) graduation requirement.

*12–15 s.h. may count toward the University General Education requirement.

Bachelor of Business—Marketing

All students seeking the Bachelor of Business in Marketing must complete I, II, III, IV, and V below, and the foreign language/global issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.

Pre-Marketing students who have earned 60 hours, but are ineligible to declare a business major will be limited to a maximum of 29 hours of business courses (see Limit on Business Credits, page 90) and may be removed from business courses.

I. University General Education Curriculum (p. 69) .......................................................... 43 s.h.

II. Business Core Courses† (p. 91) ...................................................................................... 33 s.h.

III. Departmental Core Courses ...................................................................................... 21 s.h.

CS 302; MKTG 329, 331, 337, 429, 497; SCM 211

IV. Electives

   A. Directed.................................................................................................................. 15 s.h.

      Choice of any 5 of the following:

      Any 300–400 level MKTG courses

      GCOM 217

      No more than 3 s.h. of MKTG 400 may be applied towards this total.

   B. Open.................................................................................................................. 5–8 s.h.

V. Other................................................................................................................. 12–15 s.h.*

Natural Sciences/Mathematics: MATH 137 and STAT 171
Social Sciences: ECON 231 and 232 and either PSY 100 or SOC 100

#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) any major’s discipline-specific global issues course; or 4) an approved Study Abroad program.

†BCOM 320 (Business Core) fulfills the Writing Instruction in the Discipline (WID) graduation requirement.

*12–15 s.h. may count toward the University General Education requirement.

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Bachelor of Business—Supply Chain Management

All students seeking the Bachelor of Business in Supply Chain Management must complete I, II, III, IV, and V below, and the foreign language/global issues requirement for the major. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.

Pre-Supply Chain Management students who have earned 60 hours, but are ineligible to declare a business major will be limited to a maximum of 29 hours of business courses (see Limit on Business Credits, page 90) and may be removed from business courses.

I. University General Education Curriculum (p. 69)........................................................................43 s.h.

II. Business Core Courses† (p. 91)........................................................................................................33 s.h.

III. Departmental Core Courses........................................................................................................24 s.h.
    CS 302; OM 352; SCM 211, 340, 400 (or approved substitute), 411, 451, 453, 499

IV. Electives
    A. Directed........................................................................................................................................9 s.h.
        One of the following courses (3): SCM 330, 370, 460, 461, 465, 480
        Two of the following courses (6):
        AGEC 333, 349
        MKTG 317, 335, 441, 497
        ET 241, ET 344, ET/ENGR 345
        OM 457
        SCM 330, 370, 460, 461, 465, 480, or any SCM elective with department chairperson approval
    B. Open............................................................................................................................................10–11 s.h.

V. Other................................................................................................................................................15 s.h.∗
    Natural Sciences/Mathematics: MATH 137 and STAT 171
    Social Sciences: ECON 231 and 232 and either PSY 100 or SOC 100

#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) any major’s discipline-specific global issues course; or 4) an approved Study Abroad program.

†BCOM 320 (Business Core) fulfills the Writing Instruction in the Discipline (WID) graduation requirement.

∗12–15 s.h. may count toward the University General Education requirement.

Minors

Minor in Entrepreneurship..................................................................................................................21 s.h.
    1. MGT 349; MKTG 327; FIN 311; MGT 472*, 473*, 474*..............................................18 s.h.
    2. ACCT 200, 201, or 307; or ECON 232..........................................................................3 s.h.
    *Note: A prescribed sequencing of courses, where MGT 472 and 473 are taken prior to MGT 474, is preferred.

Minor in Human Resource Management, Management, or Operations

Management
    1. BL 230*, MGT 349*, OM 352, HRM 355.................................................................12 s.h.
    2. Select two courses from one of the following sets of courses in Management,
       Operations Management, or Human Resource Management......................6 s.h.
       Human Resource Management: HRM 441, 442, 443, 444, 446, 449
       Management: MGT 350, 425, 445, 447, 448, 470, 472, 473, 474, 481, 483, 485
       Operations Management: OM 455, 457; SCM 453
    NOTE: Management majors may not minor in Operations Management.
    *Business majors should consult with their academic advisor.

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Management and Marketing

Minor in International Business
Option I: For Business Majors ............................................................... 16 s.h.
1. Foreign Language (3–4 s.h); MKTG 317 .................................. 6–7 s.h.
2. 9 or 10 s.h. from ECON 420 or 470, FIN 497, INAG 310, MGT 485, MKTG 417, SCM 411; one course may be taken from Foreign Languages (any second course in the same language as core course), BAT 300, FCS 300, POLS 331, or History (any non-U.S. History course at the 300 or 400 level) ......................... 9–10 s.h.

Option II: For Non-Business Majors .................................................. 24 s.h.
1. Foreign Language (3 or 4 s.h.); MKTG 317; 6 s.h. from ACCT 200, ECON 231, FIN 311, MGT 349, MGT 125, MKTG 327, SCM 211 ................................12–13 s.h.
2. 11–12 s.h. from same courses listed in Option I.2 ...................... 11–12 s.h.

Minor in Marketing ........................................................................... 18 s.h.
1. ACCT 200 or ACCT 201 or ECON 232 ................................. 3 s.h.
2. Business Elective ................................................................. 3 s.h.
3. MKTG 327 ............................................................................ 3 s.h.
4. Marketing Electives ............................................................ 9 s.h.

Minor in Supply Chain Management .............................................. 16 s.h.
1. Supply Chain Management Electives .................................... 12 s.h.
2. Business Electives .............................................................. 4 s.h.

Course Descriptions

BUSINESS AND TECHNOLOGY (BAT)

300 Global Study. (1–9, repeatable to 9) (General Education/Multicultural Studies) Integrates the study of international business or technology with international travel. Focuses on preparing students for the global environment of the 21st century. Only 3 s.h. can be applied toward the International Business minor. Prerequisite: permission of instructor.

BUSINESS COMMUNICATION (BCOM)

310 Business & Government Communications Essentials. (3) Essentials of oral and written communication skills necessary for success in today’s business and government organizations. Students may not earn credit for both BCOM 310 and BCOM 320. Prerequisite: Must be accepted in the Learning to Lead Program which includes ENG 280 as a prerequisite.

315 Analytical Report Writing in Business.
Conceptual and practical aspects of effective communication through analytical report writing. Prerequisite: BCOM 310.

320 Business Communications. (3) Conceptual and practical aspects of effective communication through reports, letters, and memorandums. Writing Instruction in the Discipline (WID) course. Prerequisite: ENG 280.

BUSINESS LAW (B L)

230 The Legal Environment of Business. (3)
An introduction to the legal system and the laws governing activities of business, including a study of the foundations of the legal system, business ethics, alternative dispute resolution, contracts, business wrongs (torts), and an introduction to business organizations.

431 The Law of Commercial Transactions. (3) A study of commercial transactions including contracts, sales, bankruptcy, secured transactions, and the legal environment of business.

432 The Law of Business Organizations. (3) A study of the laws governing business organizations, including agency, partnerships, corporations, employment, real estate, and an overview of the legal relationships between business and government.

435 Cyberlaw. (3) A study of the legal, ethical, and public policy issues related to computer technology, the Internet, and electronic business and commerce with special emphasis on the state of the law and policy as it is developing. Prerequisite: BL 230 or consent of instructor.

460, 461, 462 Independent Research in Business
Law I, II, and II. (1–2 each) Independent research study of an approved topic. For selected business majors. Prerequisites: a cumulative GPA of 2.50 or above and permission of the department chairperson.

484 Legal Environment of International Business.
(3) An introduction to the laws regulating international trade and commerce, including international and comparative law, and the legal and ethical environment of international business. Course examines the special risks of international business and how to minimize those risks. Prerequisite: junior standing.

HUMAN RESOURCE MANAGEMENT (HRM)

353 Human Resource Management. (3) This course focuses on recruitment and human resource planning; employment, placement, compensation, and benefits; training and development; employee and labor relations; health, safety, and security; and personnel research in business and industry.

400 Human Resource Management Internship.
(1–3, repeatable to 3) Integrates human resource management theories with application to actual business practice. Internships are supervised by a faculty coordinator and an executive in the firm. Proportional credit available for shorter internships. Hours cannot be applied toward requirements of a Human Resource Management minor. Prerequisites: Human Resource Management major, junior standing, completion of HRM 353 with a B- or higher, 2.0 GPA, written approval of department chair. Graded S/U only.

441 Staffing. (3) The study of human resource planning techniques in business and industry such
as measurement and testing principles; attracting, selecting, and placing personnel. Prerequisite: HRM 353.

442 Compensation Management. (3) The course focuses on pay systems, which includes a study of compensation laws, job evaluation methods, wage/salary curves, development of compensation packages, and administrative procedures used in compensation and benefits administration. Prerequisite: HRM 353.

443 Collective Bargaining. (3) A comprehensive study of collective bargaining. Stress is given to legislation, policies, and practices pertinent to collective bargaining, as well as to procedures and techniques utilized in bargaining. Attention also focuses upon the problem of handling and settling industrial controversy. Prerequisite: HRM 353.

444 International Human Resource Management. (3) (Global Issues) The study of human resource management practices and regulations. Topics will include staffing, selection, training and development, labor relations, performance appraisal, and managing workforce diversity in a global economy.

446 Human Resource Management in the Legal Environment. (3) Social and economic implications of government regulations concerning equal employment opportunity are considered. Includes laws and agencies relating to equality in employment for women, minorities, veterans, older employees, and disabled workers. Prerequisite: HRM 353.

449 Appraising and Developing Employees. (3) Examination of employee performance appraisal and development activities in organizations. Emphasis on the design implementation, and evaluation, and on the systemic relationships among training, careers, and the management of organization development. Prerequisite: HRM 353.

460, 461, 462 Independent Research in Human Resource Management I, II, and III. (1–3 each, not repeatable) Independent research study of an approved topic. For selected Management majors. Prerequisites: a cumulative GPA of 2.50 or above and permission of the department chairperson.

499 HRM Knowledge Assessment. (0) All Human Resource Management majors are required to complete the knowledge assessment examination prior to graduation. Graded S/U only. Prerequisites: senior standing; Human Resource Management major.

MANAGEMENT (MGT)

125 Business and Technology in a Global Society. (3) A comprehensive overview of global business principles, practices, and trends that are reshaping today's business and affecting tomorrow's competitive environment. Consideration of the impact of technology, ethics, diversity, culture, and various emerging issues on all business disciplines.

349 Principles of Management. (3) Study of the managerial process in an organizational setting with emphasis on decision making, planning, organizing, and controlling including discussion of motivation, leadership, communication, and interpersonal dynamics in an organization context.

350 Organizational Behavior. (3) Extended study of concepts dealing with individual and group behavior in organizations. Students explore theory and research as well as practical applications related to management. Prerequisite: MGT 349.

425 Managerial Decision Making. (3) An examination of problem solving or decision making processes. Emphasis is on skills and techniques of individual and group problem solving and decision making including creative and critical thinking. Prerequisites: MGT 349 and CS 101.

445 Organization Development. (3) Examines current models and methods for bringing about change in organizations. Emphasizes understanding organizations as complex adaptive systems. Provides knowledge and practical tools to promote and maintain system viability across the dynamic contexts facing modern organizations. Prerequisite: MGT 350.

447 Analysis of Behavior in Organizations. (3) Examines organizational behavior from a cultural/interpretive perspective for the purpose of describing how organizations are run rather than how they should be run. The nature of the course allows the students to gather information on how to cope with life in organizations, with specific focus on being a successful organizational member. Prerequisite: MGT 350.

448 Business Organization Structure/Theory. (3) Explores the influence of organization structure on behavior by examining such topics as technology, environment, bureaucracy, effectiveness, and power. Course includes case analysis and small group activities. Prerequisite: MGT 349.

460, 461, 462 Independent Research in Management I, II, and III. (1–3 each, not repeatable) Independent research study of an approved topic. For selected Management majors. Prerequisites: a cumulative GPA of 2.50 or above and permission of the department chairperson is required.

465 Internship. (3–12, repeatable to 12) Work experience, on- and/or off-campus, in an organization involving on-the-job training in management-related areas. Intern will be supervised by a faculty coordinator and a supervisor in the organization. Reports of work experience are submitted to the coordinator. These hours cannot be applied toward meeting the requirements for a Management or Human Resource Management major or minor. Prerequisites: junior standing, Management or Human Resource Management major or minor, and permission of department chairperson. Graded S/U only.

470 Seminar in Management. (3, repeatable once) An in-depth treatment of various facets of management problems and concepts. Possible topics include conflict resolution, organizational change, and stress management. Topics determined by instructor. Prerequisite: MGT 349.

472 Entrepreneurship I: Innovation, Creativity, and Concept. (3) The course looks at the basic concept of entrepreneurship, types of entrepreneurial opportunities, creativity and innovation, testing the idea, and early business stage processes. Ethical, legal, and moral issues relating to entrepreneurship will be addressed. Prerequisite: MKTG 327.

473 Entrepreneurship II: Business Plan. (3) The course focuses on the business plan and its key segments, sources, and types of financing, legal forms of business ownership, intellectual property issues, and prototyping. Prerequisites: MGT 472, MKTG 327, and either FIN 311 or 331.

474 Entrepreneurship III: Small Business Management. (3) This course examines issues in running a small business. Topics include: problems, advantages, and disadvantages of operating and managing a small business. A complete business plan will be prepared. Cases, interviews, and other hands-on methods are used. Prerequisite: MGT 349.

481 Management and Society: Ethics and Social Responsibility. (3) A study of relationships between business, government, society, and individuals. Topics include ethics, social responsibility, regulation, globalization, and managing ethical and social issues of concern to various stakeholders and the natural environment. Prerequisite: MGT 349.
483 Managing Organizations for Environmental Sustainability. (3) Studies how businesses and other organizations can become more environmentally sustainable, emphasizing sustainability management practices/methods. Includes background coverage of sustainability, ecological principles, and environmental problems and philosophies, organizations’ environmental impacts, and government policy approaches. Includes a project to improve organization sustainability. Prerequisite: MKTG 349 or permission of instructor.

485 International Management. (3) (Global Issues) The study of managing people and organizations in a multicultural global environment. Topics include the management functions of planning, organizing, leading, and controlling as they apply to strategy formulation, decision-making, cross-cultural organizational behavior, global teams, and intercultural communication. Prerequisite: MGT 349.

490 Business Strategy. (3) This capstone course integrates functional perspectives in a general manager's view of organizational competition under uncertainty; explores frameworks analyzing external environments and firm resources; building and sustaining competitive advantage; and develops skills in designing, communicating, and implementing strategies. Prerequisites: senior business major; 12 s.h. in major area; and FIN 311 or 331, MGT 349, and MKTG 327.

MARKETING (MKTG)

317 International Business. (3) (Global Issues) Introductory review of international trade emphasizing the role of marketing and distribution in directing the flow of products to and from the United States. The course also focuses on the impact of competition, politics, regulation, culture, finance, and technology.

327 Marketing Principles. (3) A general examination of the basic elements of the marketing functions. Such elements include the development, pricing, promotion, and distribution of goods and services studied in the framework of strategic and tactical decision-making by marketing managers as applied to business and non-business organizations. Prerequisite: ACCT 201 or ACCT 201 or ECON 232 or junior standing.

329 Marketing Research. (3) This course concentrates on the fundamental techniques involved in determining problems, gathering and processing secondary and primary sources of information to solve marketing problems. Students will apply the research process to particular problem areas or cases through computer applications and statistical analysis. Prerequisites: MKTG 327 and STAT 171 or equivalent.

331 Promotional Concepts. (3) Emphasis is on promotion as the communication function of marketing. Attention is given to marketing communications theory, concepts, and research with in-depth treatment of all elements of the promotion mix (i.e., advertising, sales promotion, personal selling, public relations, and point-of-purchase communications). Prerequisite: MKTG 327.

333 Consumer Behavior. (3) The application of behavior science concepts and methods to the solution of marketing problems and the development of marketing strategies. Psychological and socio-cultural factors are examined in relation to the consumer decision-making process. Prerequisite: MKTG 327.

335 Professional Selling. (3) Learning to develop and apply essential professional selling skills through the use of interpersonal communication to effectively market yourself and the organization you represent. Basic concepts, processes, and techniques for selling, including customer analysis, prospecting, developing rapport, handling objections, customer service, and other related areas. Prerequisite: MKTG 327.

337 Services and Product Marketing. (3) This course provides students with skills to understand and effectively manage both services and product marketing strategies. Students will apply these skills in developing a new service in either a profit or non-profit context. Prerequisite: MKTG 327.

343 Retailing Management. (3) Retailing is studied from a decision-making approach. Topics covered include retailing strategy, consumer shopping behavior, human resource planning, the retail mix, communications, merchandising, and location. Prerequisite: MKTG 327.

371 Internet Marketing. (3) An examination of how businesses are using the Internet as a viable marketing tool. Understand the impact of the World Wide Web on the marketing mix and examine the unique competencies of this technology. Prerequisite: MKTG 327.

400 Marketing Internship. (1–12, repeatable to 12) Integrates marketing theories with application to actual business practice. All internships are supervised by a faculty coordinator and an executive in the business firm. In order to receive maximum credit, the student must be in a full-time position for a minimum of 16 weeks. Proportional credit will be granted for internships of shorter duration or with less working hours. These hours cannot be applied toward meeting the requirements for a Marketing minor. Prerequisites: Marketing major or minor, minimum junior standing, 2.75 GPA, 9 s.h. of Marketing coursework, and written approval of department chairperson. Graded S/U only.

411 Mobile Marketing. (3) An exploration of the applications of mobile marketing to increase brand awareness, generate customer profile information, increase site traffic, improve customer loyalty, and enhance revenues. Prerequisite: MKTG 327.

417 International Marketing. (3) (Global Issues) Emphasis is on marketing planning and strategies in the global environment. An examination of the cultural, political, economic, and other important factors affecting the international marketer and international marketing operations. Prerequisite: MKTG 327.

421 Seminar in Marketing Technologies. (3) A seminar course on the latest technological advances being deployed by marketers. Students will learn to understand and evaluate the impact of potential technologies on marketing strategy using industry and organizational examples. Prerequisite: MKTG 327.

429 Marketing Measurement and Pricing. (3) This course provides students with skills to measure the effectiveness of marketing strategies with emphasis on the pricing component of the marketing mix. Computation, application, and interpretation of commonly used marketing measurements provide students the ability to evaluate marketing decisions. Prerequisite: MKTG 327. Prerequisite or Corequisite: CS 302.

431 Direct Marketing Management. (3) An examination of the concepts, strategies, and applications involved in direct marketing, including direct mail, direct response advertising, telemarketing, catalogs, broadcast, and co-ops. Measurability, accountability, lists, database management, and the integration of direct marketing programs into the marketing mix are stressed. Prerequisite: MKTG 327.

432 Advertising and Promotional Campaigns. (3) Planning and development of advertising campaigns by students. A skills and techniques course which focuses on the application of advertising, sales promotion, and public relation concepts to the development of a promotional campaign. Prerequisites: MKTG 331, 333, or permission of the instructor.

435 Sales Management. (3) Enhancement of creative sales and managerial skills. Responsibilities and functions of the sales manager including recruiting,
SUPPLY CHAIN MANAGEMENT (SCM)

211 Supply Chain Management. (3) A survey course in Supply Chain Management. The student will study strategies involving quality and service, procurement, inventory management, warehousing, material handling, transportation, supplier selection, information flows, international trade, and rigorous statistical analysis of business uncertainties.

330 Warehouse Management. (3) An examination of the body of handling and warehousing knowledge common to all materials management. Should provide the student with skills necessary to cope with problems in the areas of purchasing, inventory control, traffic management, and production. Prerequisite: SCM 211 or permission of instructor.

340 Transportation Management. (3) Deals with the day-to-day buying and selling of transportation services. Reviews the basic job of a traffic manager, the decision variables considered by a traffic manager, the organization position of traffic management, and freight classifications and tariff interpretations. Prerequisite: SCM 211 or permission of instructor.

370 Inventory Strategy. (3) A review of current and emerging strategies for managing and controlling inventory levels. Emphasis is on the development of quantitative techniques for successfully managing inventory costs and supply. Prerequisites: SCM 211 and STAT 171 or equivalent.

400 Supply Chain Management Internship. (1–12, repeatable to 12) Integrates transportation and Supply Chain Management theories with application to actual business practice. All internships are supervised by a faculty coordinator and an executive in the business firm. For maximum credit, position must be full-time for 16 weeks. Proportional credit available for shorter internships. These hours cannot be applied toward meeting the requirements for a Supply Chain Management minor. Prerequisites: SCM major or minor; written approval of the department chairperson; completion of SCM 211 with a grade of “C” or higher; 2.0 GPA; and BCOM 320 or COMM 241 or permission of instructor. Graded S/U only.

411 Global Supply Chain Management. (3) (Global Issues) Advanced study of global Supply Chain Management and the managerial functions involved in the movement of goods into and out of businesses. Prerequisite: SCM 211 or permission of the instructor.

451 Supply Chain Negotiation. (3) Course examines the various aspects and processes of supply chain negotiation, particularly between buyers and sellers of goods and services. Through instruction and practice, students gain knowledge and understanding of the principles and techniques of business bargaining. Cross-cultural comparisons will be included. Prerequisite: SCM 211 or consent of instructor.

453 Supply Management. (3) A study of procurement with specific attention to strategic sourcing of goods and services. Emphasis is on supplier relationship management; supplier selection, evaluation, and development; as well as e-sourcing, lean supply chain management, contract management, and purchasing law and ethics. Prerequisite: SCM 211 or OM 352 or permission of instructor.

460, 461, 462 Independent Research in Operations Management I, II, and III. (1–3 each, not repeatable) Independent research study of an approved Operations Management topic. For selected business majors. Prerequisites: a cumulative GPA of 2.50 or above and permission of the department chairperson.

480 Seminar in Operations Management. (3, repeatable once) Examination of current problems and concepts in Operations Management selected by instructor. Possible topics include, but are not limited to, enterprise resource planning, sales and operations planning, production scheduling, lean operations, operations strategy, capacity planning, rapid prototyping, and theory of constraints. Prerequisite: OM 352 or permission of instructor.
mitigation and recovery; responses to government regulatory, sustainability, societal, and stakeholder demands; and financial aspects of managing supply chain risk. Prerequisites: SCM 340 or 411 or 453 or permission of instructor.

480 Seminar in Supply Chain Management. (3, repeatable once) An examination of various current problems and concepts in Supply Chain Management to be selected by the instructor. Possible topics include, but not limited to, Supply Chain Management activities, regulation versus deregulation, transport nationalization and the role of departments of transportation, and the Container Revolution. Prerequisite: SCM 211 or permission of instructor.

499 SCM Knowledge Assessment. (0) All Supply Chain Management majors are required to complete the knowledge assessment examination prior to graduation. Graded S/U only. Prerequisites: senior standing. Supply Chain Management major.
Chairperson: Dr. Iraj Kalantari  
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Telephone: (309) 298-1054; Fax: (309) 298-1857  
E-mail: Mathematics@wiu.edu  
Website: wiu.edu/math


Mathematics is a creation of the mind of man. Its diversity sweeps across a continuum from the abstract and theoretical to the applied and practical. Various concepts of mathematics are useful to an increasing number of disciplines in which quantification and logical order are essential.

Occupational fields open to students who have completed one of the department’s programs include mathematical analysis in industry or government, teaching, computer-related employment, data analysis and other statistical work, and mathematical aspects of business and finance.

The Department of Mathematics provides coursework for a major in Mathematics with options in Mathematics and Teacher Education (for licensure as secondary teachers). Requirements are sufficiently flexible to allow for individual interests and some specialization based upon career goals.

Minors are offered in Mathematics and Statistics.

A concentration in Mathematics which will meet the Illinois State Board of Education endorsement in Mathematics for upper middle school and junior high teachers is also available for Elementary Education majors. Service courses are taught for students majoring in business, the physical sciences, and pre-engineering, and courses are available to meet the University General Education requirements.

GradTrac is available to Mathematics majors. See page 77 for information about GradTrac.

Honors Curriculum—Academically qualified students in this department are welcome to complete an honors curriculum in University Honors, Upper Division Honors, or Lower Division Honors. All Honors students must complete the one-hour honors colloquium (G H 299). Lower Division Honors includes General Honors coursework. Upper Division Honors includes honors work in the major. University Honors combines Upper and Lower Division Honors. For more information about honors curricula, see page 98 or visit the Centennial Honors College website at wiu.edu/Honors.

Advanced Placement (AP) and College Level Examination Program (CLEP)

Students scoring 3 or higher on the AP calculus AB Examination will receive 4 s.h. of credit for MATH 133 and advanced placement into MATH 134. Students scoring 5 or 4 on the AP Calculus BC Examination will receive 8 s.h. of credit for MATH 133 and 134 and advanced placement into MATH 231. Students scoring a 3 or 2 on the AP Calculus BC Examination and with a Calculus AB subscore of 3 will receive 4 s.h. of credit for MATH 133 and advanced placement into MATH 134.

Students scoring 3 or higher on the AP Statistics Examination will receive 3 s.h. of credit for STAT 171.

Students scoring 53 or higher on the CLEP Calculus Examination will receive 4 s.h. of credit for MATH 133 and advanced placement into MATH 134.

Proficiency Examinations

Proficiency examinations are available from the Proficiency Examination Coordinator (Morgan Hall 476) for the material covered in MATH 133, 134, 231, 137, 138, 139, and STAT
Mathematics

276. The Department of Mathematics may approve proficiency examinations in some upper division courses if sufficient justification and evidence of knowledge are presented. Students will receive the appropriate hourly credit for each course for which they pass the proficiency examination.

Advisement

The Department of Mathematics provides advising for:
1. Mathematics majors and minors
2. Statistics minors
3. Transfer students
4. Area of endorsement in Mathematics for Elementary Education majors

A person seeking advice in one of these areas should contact the Department of Mathematics.

Degree Programs

Bachelor of Science—Mathematics

All students seeking the Bachelor of Science in Mathematics must complete I, II, and III.A or III.B below, and the foreign language/global issues requirement for the major. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.

In accordance with the Illinois State Board of Education licensure rules, all candidates seeking teacher licensure are required by Western Illinois University to obtain a grade of “C” or better in all directed General Education courses, all core courses, and all courses in the option. Note C- is below a C.

I. University General Education and College of Arts and Sciences Curriculum Requirements (p. 83) .......................................................................................................................... 55 s.h.

Except Teacher Education students must complete the University General Education Curriculum Requirements—43 s.h. (p. 69)

II. Core Courses ........................................................................................................................................................................ 22 s.h.

MATH 133, 134, 231, 280, 311, 341, and either 391† or 444†

III. Options of Study (select A or B)

A. Mathematics

1. Special Courses ......................................................................................................................................................................... 12 s.h.
   a. MATH 421 and 435 ....................................................................................................................................................... 6 s.h.
   b. Choose one course from: MATH 333, 383, or 433 .................................................. 3 s.h.
   c. Choose one course from: MATH 481 or STAT 471 ........................................... 3 s.h.

2. Directed Electives ........................................................................................................................................................................ 9 s.h.

   Three upper-division electives (9 s.h.) in addition to the chosen Option Courses. The chosen Option Courses and Directed Electives, together, are to include an approved sequence of two 400-level courses in one of the following areas: algebra, analysis, applied mathematics, or statistics. Statistics minors may not count 471, 472 as a sequence for the major.

3. Any Minor ................................................................................................................................................................................. 16–21 s.h.

4. Open Electives ........................................................................................................................................................................... 9–14 s.h.

B. Mathematics—Teacher Education

1. Special Courses: STAT 276; MATH 355, 383, 411, 421 .................................................. 15 s.h.

2. Upper-Division Mathematics Elective: MATH 433 or 435 ................................... 3 s.h.

3. Other ......................................................................................................................................................................................... 51 s.h.

   a. 8 s.h. science sequence ................................................................................................................................. 8 s.h.
   b. MATH 211, 304, 389 (1 s.h.); EDUC 439 ................................................................................. 12 s.h.
   c. EIS 202, 301, 303 (2 s.h.), 304 (1 s.h.), 305, 401 ........................................................................ 13 s.h.
   d. RDG 387 or ENG 366 ......................................................................................................................... 2 s.h.
   e. SPED 210 and 390 ......................................................................................................................... 4 s.h.
   f. Student Teaching ........................................................................................................................... 12 s.h.
The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) any major’s discipline-specific global issues course; or 4) an approved Study Abroad program.

†MATH 391 or MATH 444 fulfills the Writing Instruction in the Discipline (WID) graduation requirement.

Minors

Minor in Mathematics

1. MATH 133, 134 ........................................................................................................... 8 s.h.
2. At least 9 hours of approved Mathematics Electives with at least 6 of the hours in courses numbered above 300................................................................. 9 s.h.

Note: Students majoring in Physics and minoring in Mathematics may count PHYS 468 as one three-hour Mathematics elective course numbered above 300.

Minor in Statistics

1. One semester of calculus or 3 s.h. of approved courses numbered above 183 ........................................................................................................... 3–4 s.h.
2. At least 15 s.h. of Mathematics and Statistics courses numbered above 183 to include STAT 276 and 376 or STAT 471 and 472 (Mathematics majors must take 471, 472) and three courses chosen from STAT 474, 476, 478, 490 ........................................................................................................... 15 s.h.

Note: Students majoring in Mathematics and minoring in Statistics may count any Mathematics/Statistics course (other than STAT 471, 172) in either the major or the minor, but not both.

Courses Not Counting towards a Mathematics Major or Minor (#)


Note: The symbol # is placed by each of the numbers above in the course descriptions which follow.

Course Descriptions

MATHEMATICS (MATH)


#100 Core Competency in Mathematics. (3) Introduction to and use of mathematics in problem solving, modeling, and drawing inferences, through a study of diverse examples and cases of real-world problems. Prerequisite: one year of high school geometry with grade of C or higher and MATH 099N or equivalent with a grade of S (C grade or higher), or WIU placement. Graded A, A-, B+, B, B-, C+, C, or U.

#101 Concepts of Mathematics. (3) General Education/Mathematics An introduction to sets, logic, counting and probability, and statistics to provide students with an insight into mathematical reasoning and its applications. Prerequisite: MATH 100 or equivalent (C grade or higher) or WIU placement. IAI: MI 904.

#102 Mathematics for General Education. (3) General Education/Mathematics Three or four topics chosen from Mathematics of social choice and game theory, management science and graph theory, linear programming, mathematics of finance, geometry and symmetry, emphasizing applications. Prerequisite: WIU placement, or MATH 100 or equivalent (C grade or better). IAI: MI 904.

#106 Mathematics for Elementary School Teachers. (3) General Education/Mathematics A first course in Mathematics for elementary school teachers examining the real number system from an algebraic perspective featuring problem solving, applications, and concrete representations. Prerequisites: WIU Placement, or MATH 100 or equivalent (C grade or better). Open only to Elementary Education, Early Childhood Education, Bilingual/Bicultural Education, and Special Education majors, and may count as General Education/Mathematics credit for these majors only.

#123 Modeling with Mathematical Functions. (3) General Education/Mathematics The application of numeric, geometric, algebraic, and trigonometric models to analyze situations and solve problems from natural, social, and applied sciences, with integrated use of technology. Not open to students with credit in MATH 128. Prerequisite: MATH 100 (grade of C or higher) or WIU placement. IAI: MI 907.
#128 PreCalculus Algebra. (3) Polynomial, exponential, logarithmic, and rational functions. Emphasis on algebraic manipulation. Not open to students with credit in MATH 131. Prerequisite: WIU placement, or MATH 100 or equivalent (C grade or better).

#129 PreCalculus Trigonometry. (3) Trigonometric and inverse trig functions, graphing, proving identities, solving equations, and additional trig topics. Some non-trig material such as polar coordinates and complex numbers are included. Not open to students with credit in MATH 131. Prerequisite: MATH 128 (C grade or better) or equivalent.

133 Calculus with Analytic Geometry I. (4) (General Education/Mathematics) Derivatives and integrals of elementary functions with applications and analytic geometry. Prerequisite: MATH 129 or equivalent (C grade or better). IAI: MI 900-1; MTH 901.

134 Calculus with Analytic Geometry II. (4) (General Education/Mathematics) Further techniques of integration with applications, additional topics in analytic geometry, infinite series. Prerequisite: MATH 133 (C grade or better). IAI: MI 900-2; MTH 902.

#137 Applied Calculus I. (3) (General Education/Mathematics) Introduction to differential and integral calculus with applications to business and social science. Not open to students who have credit for MATH 133. Prerequisite: MATH 128 (C grade or better) or MATH 129 or equivalent. IAI: MI 900B.

#138 Applied Calculus II. (3) (General Education/Mathematics) Extension of basic operations to new functions including functions of several variables with appropriate applications. Prerequisite: MATH 137 (C grade or better). IAI: MI 900B.

#139 Applied Linear Algebra and Finite Mathematics. (3) (General Education/Mathematics) Matrix algebra with applications. Topics from finite mathematics. Not open to students with credit in MATH 311. Prerequisite: MATH 128 (C grade or better) or equivalent, or MATH 123 (C grade or better). IAI: MI 906.

197 Honors Calculus Seminar. (1, repeatable to 2) A more rigorous development of selected topics from calculus including limits, continuity, definition of derivatives, and definite integrals and notions of proof. Prerequisites: concurrent enrollment in either MATH 133 or 134 and consent of the Honors Committee.

#206 Geometry for Elementary School Teachers, (3) (General Education/Mathematics, 3 credits for the sequence 106/206) A second course in Mathematics for elementary school teachers examining geometry data analysis featuring problem solving and applications using concrete and pictorial representations. Prerequisite: MATH 106 (C grade or better). Open only to Elementary Education, Early Childhood Education, Bilingual/Bicultural Education, and Special Education majors, and may count as General Education/Mathematics. IAI: MI 903.

#207 Basic Concepts of Calculus. (3) A sequence approach to limits and the basic ideas of differentiation and integration. Open only to students majoring in an Elementary Education program. Prerequisite: MATH 128 or equivalent.

211 Euclidean Geometry. (3) Euclidean geometry through constructions and proofs. Topics include angles, triangles, circles, quadrilaterals, congruence and similarity, area, three-dimensional objects, volume and surface area, and Euclidean transformations. Prerequisite: MATH 133 or equivalent, or permission of the department chair.

231 Calculus with Analytic Geometry III. (4) Vectors, three dimensional analytic geometry, partial differentiation, and multiple integration. Prerequisite: MATH 134 (C grade or better). IAI: MI 900-3; MTH 903.

255 Discrete Mathematical Structures for Computer Science. (3) Topics to be studied include sets, logic, method of proof, combinatorial methods, graph theory, and trees. Prerequisite: MATH 128, or MATH 129, or MATH 133, or equivalent.

280 Topics in Computer-Assisted Mathematics. (3) Computer tools in service to mathematical experimentation and investigation in various subjects; tools include a Computer Algebra System, such as Mathematica, and other mathematical software; subjects include calculus, number theory, algebra, geometry, and other areas. Prerequisites: MATH 231 or equivalent.

297 Honors Problem Seminar. (2–3) The study and analysis of the techniques of problem solving from different areas of Mathematics. Prerequisites: MATH 134 and at least a 3.00 GPA in Mathematics.

304 Pedagogical Content Knowledge and Reading in Secondary School Mathematics. (3) Study of the secondary Mathematics curriculum for purposes of representing knowledge meaningfully for all students. Focus is on conceptual content knowledge, methods of inquiry, appropriate use of technology in the classroom, creation of learning experiences, and instruction in reading Mathematics. Prerequisites: 2.50 GPA or higher in Mathematics, MATH 341 (C grade or better), and EIS 301; or permission of the department chair. Corequisite: EIS 303 (2 s.h.).

311 Linear Algebra. (3) Systems of linear equations, matrix algebra, vector spaces, linear transformations, and related topics. Prerequisite: MATH 134; or MATH 138; or MATH 133 and MATH 255, or CS 355; or MATH 137 and MATH 255 and CS 355.

333 Ordinary Differential Equations. (3) Elementary theory and applications of ordinary differential equations including linear equations of first and second order and linear systems. Prerequisite: MATH 231. IAI: MTH 912.

334 Differential Equations Computation Laboratory. (1) The computer as an investigative tool to study the theory and applications of differential equations. Basic numerical methods such as Euler and Runge-Kutta are illustrated. Prerequisites: MATH 280 and co-enrollment in MATH 333, or consent of instructor.

341 Sets and Logic. (3) Elementary logic, sets and their properties, relations and functions, Boolean algebras, and finite and infinite sets. Prerequisite: MATH 134.

355 Applied Combinatorics. (3) Applications of enumerations (counting) and graph theory (networks, circuits, trees) are covered. Combinatorial problems including applications in computer science and operations research are solved through a careful logical analysis of possibilities. Prerequisite: STAT 276 or MATH 311.

#362 Teaching Mathematics in the Primary Grades (K–3). (3) Methods and content for planning, implementing, and assessing math curriculum for children in the primary grades. Prerequisites: ECH 271, 273, 274; MATH 206 or equivalent (C grade or better).

#364 Teaching School Mathematics I—Elementary School. (3) A study of teaching strategies and current trends in Mathematics education as they apply to the elementary school Mathematics curriculum. Prerequisites: MATH 206 or equivalent and permission of the College of Education and Human Services, full acceptance into the Teacher Education Program.
Mathematics

#367 Teaching School Mathematics II—Elementary and Middle School. (3) An examination of the pedagogical Mathematics content in elementary and middle school, the development of lesson plans implementing national and state standards, and integration of technology in the Mathematics classroom. Prerequisite: MATH 364 (C grade or better).

383 An Introduction to Mathematical Modeling. (3) Modeling using graphs, proportionality, and the derivative; the modeling process; model fitting; optimization, dimensional analysis. Prerequisite: MATH 134 or consent of instructor.

389 Teaching of Algebra Seminar. (1) A course for students concurrently assigned to assist in laboratory sections of MATH 099N. The course will provide students with a weekly forum to reflect upon and discuss experiences from the algebra classroom. Prerequisite: 2.50 GPA or higher in Mathematics or permission of the department chair. Graded S/U only.

390 Independent Study. (1–3, repeatable to 3) Prerequisites: sophomore standing and consent of instructor.

391 Writing in the Mathematical Sciences. (1) Issues of technical writing and the effective presentation of Mathematics in formal and informal formats. Instruction and practice in writing. Co-registration in an approved 400-level Mathematics or Statistics course is required. Writing Instruction in the Discipline (WID) course. Prerequisites: MATH 234, 311, and 341; ENG 280. Corequisite: Any 400-level course counting toward a major in Mathematics.

397 Honors Mathematics Seminar. (1–3, repeatable to 6) Prerequisites: MATH 134, consent of instructor, and 3.00 GPA in Mathematics.

#402 Investigations in School Geometry. (3) A conceptual development of geometry through the investigation of geometric relationships and informal understandings leading to formal deductions. Middle and junior high school emphasis. Prerequisite: MATH 123 or MATH 128 or equivalent.

#406 Problem Solving and the History of Mathematics. (3) Various problems, their solutions, related mathematical concepts, and their historical significance are analyzed through investigation of classic problems and their connection to middle school mathematics. Contributions by Archimedes, Descartes, Eratosthenes, Euler, Gauss, Pascal, Pythagoras, and others are studied. Open only to students majoring in an Elementary Education program. Prerequisite: MATH 123 or 128 or equivalent.

304, MATH 341, and co-registration in EIS 304; or permission of the department chair. Graded S/U only.

#407 Number Theory Concepts in School Mathematics. (3) Divisibility, prime numbers, perfect numbers, modular arithmetic, linear Diophantine equations, and related topics. Open only to students majoring in an Elementary Education program. Prerequisite: MATH 123 or MATH 128 or equivalent.

#408 Mathematical Topics and Technology for Middle School. (3) The study of programming, algorithms, and technology resources to investigate concepts and connections in the content areas of middle school Mathematics. Prerequisite: MATH 123 or MATH 128 or equivalent.

411 Geometry. (3) A rigorous study of Euclidean and non-Euclidean geometries. The necessary axioms are introduced and several models including the hyperbolic geometry are examined. Prerequisite: MATH 341.

421 Abstract Algebra. (3) An introduction to the basic properties of groups, rings, and fields. Prerequisite: MATH 341.

424 Advanced Linear Algebra. (3) Matrix algebra, vector spaces, linear independence, bases, linear transformations, canonical forms, inner product spaces. Prerequisite: MATH 311 and 341, or equivalent.

430 Multivariable Calculus. (3) The algebra of functions, continuity, differentiation, and integration of n-place functions, and related topics. Prerequisites: MATH 231 and 311.

431 Partial Differential Equations. (3) Fourier series, partial differential equations, Bessel and Legendre functions, and transform methods. Numerical techniques illustrated using the computer. Prerequisite: MATH 333 or consent of instructor.

433 Complex Variables and Applications. (3) Functions of a complex variable including differentiation, integration, series, residues, and conformal mappings. Applications to evaluation of real integrals and boundary value problems. Prerequisite: MATH 231.

435 Introduction to Real Variables I. (3) Topology of the real line, sequences, limits, and series. Rigorous introduction to the study of one-variable functions, continuity, differentiability, and integrability based on the epsilon-delta method. Prerequisites: MATH 231 and 341.

439 Teaching and Assessment in Secondary School Mathematics. (4) A study of teaching strategies and current trends in secondary mathematics education. Students will focus on curriculum, lesson-planning, and assessment, and will learn to effectively incorporate technology into the teaching and learning of mathematics. Open to Teacher Education majors only. Prerequisite: 2.50 GPA or higher in Mathematics; MATH 304, MATH 341, and co-registration in EIS 304; or permission of the department chair.

441 Mathematical Logic. (3) Introduction to some of the principal topics of mathematical logic. Topics include propositional calculus, quantification theory, the Completeness Theorem, formal theories, models of theories, and recursion theory. Prerequisite: MATH 341.

444 Undergraduate Research Project. (1-2) Dedicated, individual pursuit of a mathematical topic/application from an area of research that is represented within the department culminating in a final paper or presentation to peers and faculty. Writing Instruction in the Discipline (WID) course. Prerequisites: MATH 341, ENG 280, junior standing, and consent of instructor.

461 Introductory Topology. (3) Basic properties of topological spaces. Open and closed sets, compactness, the intermediate value theorem, metric spaces, completeness, and uniform continuity. Prerequisite: MATH 341 or consent of instructor.

480 Student Teaching. (12) See STCH 480 in Teacher Education curriculum. Credit for Teacher Education major only.

481 Numerical Analysis I. (3) A survey of current methods in numerical analysis. Error analysis, solution of nonlinear equations and systems of linear equations, polynomial interpolation and approximations, and related topics. Prerequisites: MATH 231, 280, and 311; or consent of instructor.

482 Numerical Analysis II. (3) A continuation of MATH 481. Numerical differentiation and integration, numerical solution of ordinary and partial differential equations, function approximations in various norms. Prerequisite: MATH 481 or consent of instructor.

488 Models in Applied Mathematics. (3) Theory and computer exploration of mathematical models using difference equations, differential equations, and dynamical systems. Applications from the sciences. Prerequisites: MATH 231, 280, and 311; or consent of instructor.

497 Honors Mathematics Seminar. (1–3, repeatable to 6) Prerequisites: 3.00 GPA in Mathematics and either MATH 341 or consent of instructor.
Mathematics

STATISTICS (STAT)

#171 General Elementary Statistics. (3) (General Education/Mathematics) Principles and applications of sampling, estimation, and hypothesis testing. Prerequisite: WIU placement, or MATH 100 or equivalent (C grade or better). IAI: M1 902.

276 Introduction to Probability & Statistics. (3) Probability laws, random variables, probability distribution functions, population parameters, counting rules, statistics and sampling, estimating, testing hypotheses, regression, and correlation. Not open to students with credit in STAT 471. Prerequisite: MATH 133 or 137 or equivalent.

376 Methods of Statistics. (3) Analysis and estimation of experimental results using analysis of variance, correlation and regression, contingency tables, analysis of covariance, and some nonparametric methods. Prerequisite: STAT 276 or equivalent.

#409 Probability and Statistics for Middle School Teachers. (3) Probability laws, random variables, probability distributions, estimation and inference, sampling and data analysis, emphasis on concepts and connections of probability and statistical content to the challenges of teaching statistics for middle school teachers. Prerequisite: MATH 123 or 128, or equivalent.

471 Introduction to Mathematical Statistics I. (3) The mathematical foundations of probability and statistics, principles of probability, sampling, distributions, moments, and hypothesis testing. Prerequisite: MATH 231 or equivalent.

472 Introduction to Mathematical Statistics II. (3) Continuation of STAT 471 including further topics in estimation and hypothesis testing. Prerequisite: STAT 471.

474 Regression and Correlation Analysis. (3) Least squares theory; correlation theory; simple, multiple, and stepwise regression, computer assisted model building; and applied problems. Prerequisite: STAT 276 or equivalent.

476 Surveys and Sampling Methods. (3) The design of surveys and the study of sampling methods including simple random, stratified random, systematic, and cluster sampling. Prerequisite: STAT 171 or equivalent.

478 Analysis of Variance. (3) A study of analysis of variance and covariance with applications. Includes experimental design. Prerequisite: STAT 276 or equivalent.

490 Topics in Statistics. (1–6, nor repeatable) General topics in statistics. Prerequisite: consent of instructor.
The Military Science program provides instruction and practical experience in leadership and management that will help students succeed in any desired career, civilian or military. Students take Military Science course while majoring in any discipline at the University. Those students seeking a commission in the United States Army may minor in Military Science if they desire.

Requirements for Commission

1. Completion of requirements for baccalaureate degree.
2. Departmental core in Military Science under the **Four-Year Program** (18 s.h.)
   a. MS 111—Leadership and Personal Development and MS 112—Introduction to Tactical Leadership (2 s.h.)
      or MS 113—Introduction to Military Science (2 s.h.)
   b. MS 211—Innovative Team Leadership and MS 212—Foundations of Tactical Leadership (4 s.h.)
      or MS 213—Basic Military Science (4 s.h.)
   c. MS 311—Adaptive Tactical Leadership and MS 312—Leadership in Changing Environments (6 s.h.)
   d. Leader Development and Assessment Course (6 s.h. placement credit)
   e. MS 411—Developing Adaptive Leaders and MS 412—Leadership in a Complex World (6 s.h.)
3. Departmental core in Military Science under the **Two-Year Program** (18 s.h.)
   a. Leader's Training Course or equivalent training (6 s.h. placement credit)
   b. MS 311—Adaptive Tactical Leadership and MS 312—Leadership in Changing Environments (6 s.h.)
   c. Leader Development and Assessment Course (up to 6 s.h. placement credit)
   d. MS 411—Developing Adaptive Leaders and MS 412—Leadership in a Complex World (6 s.h.)
4. Maintain a University cumulative grade point average of 2.00 or better.
5. Meet prescribed medical and fitness standards.
6. Completion of History 304 (earning a minimum grade of “C”).
7. Pass Army required swimming test.

Advanced Placement

Students with prior military service or those who have completed one or more years at a service academy or three or more years of Junior ROTC may receive credit for advanced placement.

Minors

**Minor in Military Science** ................................................................. 18 s.h.
1. Military Science core at the junior and senior level........................... 12 s.h.
2. HIST 304......................................................................................... 3 s.h.
3. Approved elective in an area other than the student's major............... 3 s.h.
   *Note: Electives must be approved by Professor of Military Science.*
Extra-Curricular Activities

A variety of extra-curricular activities are offered for all students enrolled in Military Science. Many involve team competition with other universities. A description of these may be found in the Student Handbook.

Reserve Officers' Training Corps (ROTC)

The Western Illinois University Department of Military Science offers a variety of opportunities for qualified students to earn a commission as an officer in the United States Army. Commissions are earned through ROTC while the students obtain their bachelor's or master's degree in the academic discipline of their choice. Many students earn their degrees with federal or state ROTC scholarship assistance and receive financial aid from ROTC. The opportunities to obtain a commission include a four-year program and a two-year program.

Four-Year Program

The Four-Year Program consists of the Basic Course (first two years) and the Advanced Course (second two years). University academic credit is earned for all coursework satisfactorily completed.

Basic Course: Basic Course enrollment is usually limited to freshmen and sophomores. Each year, freshmen and sophomores compete for several ROTC state and federal scholarships. Basic Course students do not incur any military obligation. During the period of the Basic Course, the students decide whether they want to enter the Advanced Course. The Department of Military Science evaluates their qualifications and determines their eligibility for acceptance.

Advanced Course: Advanced Course students include all students who have successfully completed the Basic Course or received advanced placement credit for the Basic Course. Entry into the Advanced Course is a joint decision by the student and the Department of Military Science. Requirements include being of good character, a U.S. citizen, under 33 years of age (waiver possible) upon graduation and commissioning, medically qualified, not a conscientious objector, and maintaining a 2.00 grade point average. Students entering the Advanced Course sign a contract with the government and earn a tax-free stipend each month during their last two years of college. Currently, juniors earn $450 per month and seniors earn $500 per month. They continue to compete for numerous federal and state scholarships. Advanced Course students incur a military obligation in either the Army Reserve, National Guard, or Active Army. The length of obligation varies depending on the type of commission received. Students can be guaranteed Reserve Forces Duty or National Guard Duty. Coursework for the Advanced Course spans two years and is discussed in the Military Science course descriptions. Advanced Course students also attend a Leader Development and Assessment Course of 32 days duration, normally between their junior and senior years. Students receive pay, travel allowance, and room and board while attending the course.

Two-Year Program

The Two-Year Program permits the student who has successfully completed the ROTC Leader’s Training Course, or who has a status of Veteran, prior service, NG, or USAR, to enter directly into the Advanced Course Program. The ROTC Leader’s Training Course is approximately four weeks long and provides military training in such subjects as leadership, rappelling, map reading, rifle marksmanship, physical fitness, tactics, communications, first aid, and water survival. The student attending ROTC Leader’s Training Course is paid to attend and receives free lodging, meals, and college credit (up to 6 elective hours). There is no service obligation connected with the course. The course is designed to provide the student with Basic Course credit. Students wishing to attend the Leader’s Training Course should apply early in the Spring semester. Veterans, prior service
students, and junior ROTC students (three or more years) may receive advanced placement credit for the Basic Course.

Scholarships and Financial Aid

Scholarships

Federal and state ROTC scholarships are available on a competitive merit basis to qualified students. Scholarships are awarded based upon merit, not financial need. Scholarships are awarded based upon evidence of scholastic ability, military aptitude, and demonstrated leadership ability. The federal ROTC scholarship covers annual tuition, pays most fees, and provides book allowances of $1,200. The State ROTC scholarship pays tuition and some fees.

Financial Aid

During the last two years of Military Science, contracted Advanced Course students receive a total subsistence allowance of approximately $9,500 tax-free. This allowance is received in monthly installments during the school year. Simultaneous Membership Program cadets also receive pay from their Army Reserve or National Guard unit.

Army Nurse Corps Program

The Reserve Officer's training Corps (ROTC) provides an opportunity for college Nursing students to receive practical, hands-on leadership experience. The ROTC courses provide a chance for students to develop management, communication, and decision-making skills. Students interested in obtaining a Bachelor of Science in Nursing may enroll in ROTC. Students may enroll as a freshman, sophomore, or as late as an entering college junior. Upon completion of the program, students obtain nursing experience as a commissioned officer in the United States Army. Specialized financial and educational benefits are available to qualified students.

Commission as a Second Lieutenant

Upon completion of University and ROTC requirements, students are commissioned as Second Lieutenants. Commissionees fulfill their contractual obligations by serving in the Army Reserve, National Guard, or in the Active Army. Service in the Army Reserve or National Guard is an ideal way of blending a full-time civilian career with part-time service to the country as an officer. Students may request to delay their military duties to attend graduate school or to attain professional degrees. Students desiring further information should visit the Department of Military Science in Horrabin Hall, Room 103, or call (309) 298-1161.

Course Descriptions

MILITARY SCIENCE (MS)

111 Leadership and Personal Development. (1) A course designed to introduce students to Army ROTC and the organization of the U.S. Army and its role in American society. Teach fundamental concepts in leadership in both classroom and outdoor activities. Increase self-confidence through optional activities in rappelling, leadership reaction course, and basic marksmanship.

112 Introduction to Tactical Leadership. (1) A continuation of MS 111. This course continues to build a knowledge base of soldier skills such as first aid, marksmanship, and writing. Expends students’ opportunity for and knowledge of leadership skills through basic drill, rappelling, and the leadership reaction course.

113 Introduction to Military Science. (2) A combination version of MS 211 and 212 for students entering program in mid-year.

211 Innovative Team Leadership. (2) Students participate in discussions of selected leadership principles and the methods of military instruction. Introduction to a Leadership Development Program which assesses using 16 leader dimensions. Instruction in basic individual military skills. Not open to students who have credit for MS 213.

212 Foundations of Tactical Leadership. (2) Continuation of discussions of personal leadership development and individual military skills. Exercises in team building, small unit leadership techniques, and military map reading. Not open to students who have credit for MS 213.

213 Basic Military Science. (4) A combination version of MS 211 and 212 for students entering in mid-year or who need to accelerate the completion of the basic
282 Individual Studies. (1–3) Special study in Military Science carried out under the supervision of a faculty member. Limited to enrolled Military Science students. Prerequisite: permission of the department chairperson.

311 Adaptive Tactical Leadership. (3) Theories and techniques of military leadership. Concentration on leader-group interaction, organizational demands, communication, and counseling. Practical opportunities to lead small groups, receive assessment, and lead in situations of increasing complexity. Application of leadership techniques in small unit tactics and preparation for Advanced Camp. Prerequisites: MS 111 and 112, or 113, and MS 211 and 212, or 213, or Leader’s Training Course, and consent of the department chairperson. Field trips required. 3 hrs. lect.; 2 hrs. lab.

312 Leadership in Changing Environments. (3) Continues methodology of MS 311. Tactical organization and operations, and small unit leadership of rifle squad and platoon in the attack and defense. Written and oral presentations of operations orders, reports, and control systems. Proficiency in land navigation. Preparation for Advanced Camp. Prerequisites: MS 311 and consent of the department chairperson. Field trips required. 3 hrs. lect.; 2 hrs. lab.

411 Developing Adaptive Leaders. (3) Designed to prepare the cadet for transition to lieutenant. Students will learn the expectations and duties of the newly commissioned officer, including command and staff functions through classroom discussion. They will also function as a battalion level command and staff element. MS 411 will also continue to improve presentation skills, after action review/reports, Army Training Doctrine, operation orders, and military justice. Prerequisites: MS 312 and consent of the department chairperson. Field trips required. 3 hrs. lect.; 2 hrs. lab.

412 Leadership in a Complex World. (3) Culmination of the leader development process at the pre-commissioning level, preparing for the transition from cadet to lieutenant. Training is to solidify the commitment to officership, reinforce individual competencies, and offer practical leader experiences. Includes the study and application of oral and written communications, leadership/professional ethics, logistics, and maintenance. Prerequisites: MS 411 and/or consent of the department chairperson. 3 hrs. lect.; 2 hrs. lab.

498 Individual Studies. (1–3) Special study in Military Science carried out under the supervision of a faculty member. Limited to enrolled Military Science students. Prerequisite: permission of the department chairperson.
Director: Dr. Bart Shanklin  
Office: Browne Hall 122  
Telephone: (309) 298-1544; Fax: (309) 298-1968  
Website: wiu.edu/music


The School of Music has been an accredited member of the National Association of Schools of Music since 1961 and offers a Bachelor of Music degree with options in Applied Music (performance, jazz, composition), Music Business, Music Therapy, and Teacher Education and a Bachelor of Arts degree in Music. Students may elect to study in keyboard, voice, winds, strings, and percussion as well as specialized study in jazz and composition. Certification as a music therapist is available through the Certification Board for Music Therapists (CBMT).

All majors and minors (except Music Business minor) must pass entrance performance auditions. Periodic reviews of student progress include a performance jury examination each semester, the undergraduate mid-career assessment, and recitals. An assessment exam must be taken by transfer students before registration for Music courses at the 300 level.

The Teacher Education option prepares students to teach Music in the public schools. All Music Education students must appear before the Student Teaching Committee of the School of Music for evaluation of competencies and skills prior to student teaching. Final approval for student teaching is granted only by this committee. Students may obtain Illinois K–12 licensure in Music by completing degree requirements and state licensure tests.

The Bachelor of Arts in Music, with a minor in another field, provides an opportunity to study Music in a less intensive mode for those students seeking a liberal arts background. This also allows students in pre-professional programs such as Pre-Law to complete a major in Music, meeting professional school entrance requirements through the minor and other guided electives. The School of Music offers minors in Liberal Arts, Music Business, and Jazz Studies.

**GradTrac** is available to Bachelor of Music—Applied Music and B.A.—Music majors. See page 77 for information about GradTrac.

**Honors Curriculum**—Academically qualified students in this School are welcome to complete an honors curriculum in University Honors, Upper Division Honors, or Lower Division Honors. All Honors students must complete the one-hour honors colloquium (G H 299). Lower Division Honors includes General Honors coursework. Upper Division Honors includes honors work in the major. University Honors combines Upper and Lower Division Honors. For more information about honors curricula, see page 98 or visit the Centennial Honors College website at wiu.edu/Honors.

**Degree Programs**

**Bachelor of Music**

All students seeking the Bachelor of Music must complete I and II, plus III.A, III.B, III.C, or III.D below, and the foreign language/global issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.

*In accordance with the Illinois State Board of Education licensure rules, all candidates seeking teacher licensure are required by Western Illinois University to obtain a grade of “C” or better in all directed General Education courses, all core courses, and all courses in the option. Note C- is below a C.*
I. University General Education Curriculum (p. 69).....................................................43 s.h.
Option D, Teacher Education, should include a General Education Mathematics course.

II. Core Courses..................................................................................................................34 s.h.
A. MUS 165, 166, 181, 182, 183, 184, 281, 282, 283, 284, 330, 390†, 391† (22 s.h.).
B. 12 s.h. applied study of one principal performance medium over six semesters.
C. Seven semesters of MUS 100 with a satisfactory grade (S).

III. Options of Study (select A, B, C, or D)
A. Applied Music (Comprehensive)
1. Special Courses.................................................................................................14 s.h.
   MUS 265 and 266 or MUS 365; MUS 381, 481 or 485, 482, 491
2. Music Ensembles ...................................................................................................8 s.h.
   Students must register each semester for credit and successfully complete the
   ensembles specified below under a, b, c, d, or e until the 8 s.h. ensemble
   requirement is met. Students must participate on their principal instrument for
   the number of hours specified below unless indicated otherwise by the ensemble
   director. No more than one ensemble per semester can be used to satisfy the
   ensemble requirements.
3. Music Electives** .....................................................................................................20–21 s.h.
   Choose a, b, c, d, or e as approved by advisor.
   a. Instrumental Performance
      1) Additional principal applied study, to include minimum of four semesters at
         junior/senior level at 4 s.h. per semester, including one-half junior and full
         senior recital.
      2) Ensembles:
         a) Winds/Percussion: 8 s.h. total, minimum of 6 s.h. in MUS 101, 113, or 114.
         b) Trumpet, Trombone, and Saxophone principals may satisfy 2 s.h. out of
            the total 8 s.h. required by registering for MUS 117.
         c) Strings: 8 s.h. in MUS 101 and 102.
         d) Organ: 8 s.h. total, 6 minimum in MUS 101, 105, 106, 113, 114, or 117.
         e) Guitar: 4 s.h. in MUS 101, 105, 106, 113, 114, or 117; 4 s.h. in MUS 128 or
            127
      3) MUS 332 for Winds/Percussion, or MUS 461 (2 s.h.) for Strings, and 483,
         plus other Music Electives to total 20 s.h.
   b. Piano Performance
      1) Additional principal study to include minimum of four semesters at junior/
         senior level at 4 s.h. per semester, including one-half junior and full senior
         recital.
      2) Ensembles: 4 s.h. of MUS 101, 102, 105, 106, 113, 114, 116, or 117; 2 s.h. of
         MUS 125; 2 s.h. of MUS 127 or 129.
      3) MUS 465, 466, 495, 496.
   c. Vocal Performance
      1) Additional principal applied study, to include minimum of four semesters at
         junior/senior level at 4 s.h. per semester, including one-half junior and full
         senior recital.
      2) Ensembles: 8 s.h. total, minimum of 6 s.h. in MUS 105 or 106; by advisor
         approval, 1–2 s.h. out of the total 8 s.h. required may be satisfied by
         performing major operatic roles in MUS 109.
      3) MUS 262, 263, 499, plus other Music Electives to total 20 s.h.
   d. Jazz Studies
      1) Additional Applied Study 2 sem. 2 s.h./sem., including one-half junior and
         full senior recital
      2) Ensembles: 6 s.h. in MUS 117; 2 s.h. in MUS 101, 113, 114, or 116.
      3) MUS 167, 187, 267, 337, 367, 387, 397, 487, 497
   e. Composition
      1) 4 s.h. of applied study in principal performance medium.
2) Ensembles: 8 s.h. total, minimum of 4 s.h. in MUS 101, 105, 106, 113, 114, or 117.

3) MUS 411 (8 s.h.), MUS 215 (2 s.h.), 481, 483, 485

4. Electives ................................................................. 8–9 s.h.
Students electing groupings a–e in #2 above may select Music or other electives. Students selecting 2.a must include MUS 492 (strings) or 1 s.h. of MUS 490 (winds/percussion). Students electing grouping 2.b above must select 3 s.h. each of MUS 125 and 129 and 1 s.h. of MUS 167 plus other electives of the student’s choice. Students electing grouping 2.c above must select 4 s.h. each of French and German. Students electing grouping 2.d above must complete MUS 195* or 394*; and 5 s.h. from the following: MUS 141, 341, 342, 343, 344, 345, 348, 441, 481, 485. The student’s course selections for Electives must include (but are not limited to) courses from English (literature course), History, Religion and Philosophy, Art, and Foreign Languages.

B. Music Business

1. Special Courses................................................................. 15 s.h.
MUS 141, 195, 341, 248 or 485, 442, 441

2. Ensembles................................................................. 8 s.h.
Students must register each semester for credit and successfully complete the ensembles specified below until the 8 s.h. ensemble requirement is met. No more than one ensemble per semester can be used to satisfy the ensemble requirement. Students must participate on their principal instrument for the number of hours specified below unless indicated otherwise by the ensemble director.

a. Winds/Percussion: 6 s.h. minimum in MUS 101, 113, 114, 116, 117.
b. Strings: 6 s.h. minimum MUS 101 or 102.
c. Organ: 6 s.h. minimum in MUS 101, 105, 106, 113, 114, 116, or 117.
d. Piano: 4 s.h. in MUS 101, 105, 106, 113, 114, 116, or 117; 2 s.h. in MUS 125; 2 s.h. in MUS 127 or 129.
e. Voice: 4 s.h. minimum in MUS 105 or 106; 2 s.h. minimum in MUS 105, 106, 107, 108, or 109.
f. Guitar: 4 s.h. in MUS 101, 105, 106, 113, 114, or 117; 4 s.h. in MUS 127 or 128.

3. Other Requirements................................................................. 21 s.h.
ACCT 200; BCOM 320; CS 102; ECON 232*; MGT 349; MKTG 327; PSY 100*

4. Directed Electives in a grouping approved by advisor to total 16 s.h. (7 s.h. of which must be in Music)........................................ 16 s.h.
HRM 353, 441, 442, 443, 444, 446, 449
MGT 350, 425, 445, 447, 448, 474, 481, 483, 485
MKTG 317, 331, 333, 335, 343, 371, 411, 417, 431, 432, 441
MUS 241, 342, 343, 344, 345, 348, 485

C. Music Therapy

1. Special Courses................................................................. 34 s.h.
MUS 138, 151, 157, 232, 254, 255, 258 (2 s.h.), 261, 355, 451, 452, 453, 454, 455, 457 (4 s.h.), 458 (3 s.h.)

2. Ensembles................................................................. 8 s.h.
Students must register each semester for credit and successfully complete the ensembles specified below until the 8 s.h. ensemble requirement is met. No more than one ensemble per semester can be used to satisfy the ensemble requirement. At least 1 s.h. of the total number of ensemble hours must be fulfilled by singing in MUS 105, 106, 107, or 108. After the principal instrument and singing requirements have been met, students may choose any University catalog ensemble to complete the total 8 s.h.

a. Winds/Percussion: 6 s.h. minimum in MUS 101, 113, 114, 116, 117.
b. Strings: 6 s.h. minimum in MUS 101 or 102.
c. Organ: 6 s.h. minimum in MUS 101, 105, 106, 113, 114, 116, or 117.
d. Piano: 4 s.h. in MUS 101, 105, 106, 113, 114, 116, or 117; 2 s.h. in MUS 125, 127, or 129.
e. Voice: 4 s.h. minimum in MUS 105 or 106; 2 s.h. minimum in MUS 105, 106, 107, 108, or 109.
f. Guitar: 4 s.h. MUS 101, 105, 106, 113, 114, 116, or 117; 4 s.h. in MUS 127 or 128
3. Other requirements of certifying music therapy association ............................... 19 s.h.
   BIOL 100* or 101*; KIN 290; PSY 100*, 424; PSY 425 or SPED 210; SOC 100*
D. Music—Teacher Education
1. Special Courses ...................................................................................................... 10 s.h.
   MUS 130, 300, 333, 334, 394*
2. Music Ensembles .................................................................................................. 8 s.h.
   Students must register each semester for credit and successfully complete the ensembles specified below under 3.a or 3.b until the 8 s.h. ensemble requirement is met. No more than one ensemble per semester can be used to satisfy the ensemble requirement. Students must participate on their principal instrument for the number of hours specified below unless indicated otherwise by the ensemble director.
3. Directed Electives ................................................................................................. 19–22 s.h.
   Choose a or b, as approved by advisor
   a. Instrumental/General
      1) Choose 7 s.h.*** from MUS 132 or 461, 133, 134, 135, 136, 137, 138, 231
      2) Choose one course from MUS 195*, 232, 337, 397
      3) MUS 332, 336, 395, 461, or 430
      4) Ensembles:
         a) Wind/Percussion: 8 s.h. total, minimum of 6 s.h. in MUS 101, 113, 114, or 117 (maximum 3 s.h. in MUS 117); minimum of 1 s.h. in MUS 116; minimum of 1 s.h. in MUS 105, 106, 107, or 108.
         b) Piano: 8 s.h. total, minimum of 3 s.h. in MUS 101, 113, 114, or 117; minimum of 1 s.h. in MUS 116; minimum of 1 s.h. in MUS 105, 106, 107, or 108; minimum of 3 s.h. in MUS 125, 127, or 129.
         c) Organ: 8 s.h. total, minimum of 4 s.h. in MUS 101, 113, 114, or 117; minimum of 1 s.h. in MUS 116; minimum of 1 s.h. in MUS 105, 106, 107, or 108; minimum of 2 s.h. in MUS 463.
         d) Guitar: 8 s.h. total, minimum of 3 s.h. in MUS 101, 113, 114, or 117; minimum of 1 s.h. in MUS 116; minimum of 1 s.h. in MUS 105, 106, 107, or 108; minimum of 3 s.h. in MUS 127 or 128.
         e) Strings: 8 s.h. total, minimum of 7 s.h. in MUS 101 or 102; minimum of 1 s.h. in MUS 105, 106, 107, or 108.
   b. Choral/General
      1) MUS 132; 133 or 134; 135 or 136; 137; 231; 232; 262; 263; 265; 266; 331; 335; 396
      2) Choose one course from MUS 195*, 397; THEA 497
      3) Ensembles:
         a) Voice: 8 s.h. total, minimum of 6 s.h. in MUS 105 or 106; minimum of 1 s.h. in MUS 107, 108, and 109.
         b) Piano: 8 s.h. total, minimum of 6 s.h. in MUS 105 or 106; 2 s.h. in MUS 125, 127, or 129.
         c) Organ: 8 s.h. total, minimum of 6 s.h. in MUS 105 or 106; 2 s.h. in MUS 463.
         d) Guitar: 8 s.h. total, minimum of 6 s.h. in MUS 105 or 106; 2 s.h. in MUS 127 or 128.
4. Professional Education .......................................................................................... 29 s.h.
   EDUC/MUS 439
   EIS 202, 301, 303, 305, 401
   RDG 387
   STCH 480, 481
#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) any major's discipline-specific global issues course; or 4) an approved Study Abroad program.

**Specific requirements from the University General Education Curriculum.**

*Must include MUS 262, 263 for voice principals.

***The tech course that includes the student's principal instrument does not count towards the required 7 s.h.

†MUS 390 and MUS 391 fulfill the Writing Instruction in the Discipline (WID) graduation requirement.

**Bachelor of Arts—Music**

All students seeking the Bachelor of Arts in Music must complete I, II, III, IV, and V below, and the foreign language/global issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.

I. University General Education Curriculum (p. 69) .......................................................... 43 s.h.

II. Core Courses .................................................................................................................. 44 s.h.

   A. MUS 165, 166, 181, 182, 183, 184, 190, 281, 282, 283, 284, 330, 390†, 391† (25 s.h.).
   B. 12 s.h. applied study of one principal performance medium over six semesters.
   C. Seven semesters of MUS 100 with a satisfactory grade (S).
   D. Ensembles (7 s.h.). Students must register each semester for credit and successfully complete the ensembles specified below until the 7 s.h. ensemble requirement is met. No more than one ensemble per semester can be used to satisfy the ensemble requirement. Students must participate on their principal instrument for the number of hours specified below unless indicated otherwise by the ensemble director.
      1. Winds/Percussion: 6 s.h. minimum on principal instrument in MUS 101, 113, 114, 116, 117
      2. Strings: 6 s.h. minimum on principal instrument in MUS 101 or 102
      3. Organ: 6 s.h. minimum in MUS 101, 105, 106, 113, 114, or 117
      4. Piano: 4 s.h. in MUS 101, 105, 106, 113, 114, or 117; 2 s.h. in MUS 125, 127, or 129
      5. Voice: 6 s.h. minimum on principal instrument in MUS 105, 106, 107, 108, or 109
      6. Guitar: 3 s.h. on principal or secondary instrument in MUS 101, 105, 106, 113, 114, 116, or 117; 3 s.h. in MUS 127 or 128

III. Non-Music Electives ..................................................................................................... 12 s.h.

   Select non-Music electives from Arts and Sciences expanded General Education listing. The student's course selections for General Education must include (but are not limited to) courses from English (literature course), History, Religion and Philosophy, Art, and Foreign Languages.

IV. An approved minor from a department other than Music (minimum 16 s.h.) ........ 16 s.h.

V. Open Electives ............................................................................................................. 5 s.h.

#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) any major's discipline-specific global issues course; or 4) an approved Study Abroad program.

†MUS 390 and MUS 391 fulfill the Writing Instruction in the Discipline (WID) graduation requirement.

**Minors**

**Minor in Music** (Liberal Arts) ......................................................................................... minimum 16 s.h.

   Students must complete 1, 2, and 3.
   1. MUS 181 and 183 .......................................................... 3 s.h.
   2. Select 5 s.h. from MUS 390, 391, 393, 394, 397 ........................................ 5 s.h.
Music

3. Select 8 s.h. of Music Electives to meet student needs and interests. A maximum of 5 s.h. of ensemble and/or applied study can be counted toward the minor.

Minor in Music Business

1. MUS 141, 341................................................................. 4 s.h.
2. Select 9 s.h. from MUS 180, 190, 195, 196, 394, 397, or 181 and 183 ..... 9 s.h.
3. Select 4 s.h. from MUS 342, 343, 344, 345, 441............................... 4 s.h.

Minor in Jazz Studies

1. MUS 187, 267, 397 .................................................................. 6 s.h.
2. Select 7 s.h. from MUS 167, 337, 367, 387, 487, 497.......................... 7 s.h.
3. Select 4 s.h. from Jazz Ensembles (MUS 117, 127, and 128) and/or Jazz Applied Study .......................................................... 4 s.h.

Course Descriptions

MUSIC (MUS)

Ensembles: (All ensembles receive 1 s.h. credit per semester) Open to all University students by permission of instructor:

101 University Orchestra
102 Chamber Orchestra
105 Concert Choir
106 University Singers
107 Vocal Jazz Ensemble
108 Madrigal Singers
109 Opera Workshop
113 Symphonic Wind Ensemble
114 Concert Band
115 University Band
116 University Marching Band
117 Jazz Band
118 Pep Band
121 Brass Chamber Ensembles
123 Percussion Ensemble
124 Steel Band
125 Accompanying
126 String Chamber Ensembles
127 Jazz Combo
128 Guitar Ensemble
129 Piano Chamber Ensembles

Applied Study: (1–4 s.h./semester, repeatable to a maximum of 10 semesters) Private, group, and class study in music performance. Prerequisite: audition and written consent of Music advisor. Music majors receiving a grade of D or F in Applied Study on their principal instrument must reaudition for departmental acceptance. Enrollment in upper division courses (400 level) requires a C or better on the third-semester principal instrument applied jury including sightreading. After a student passes the principal instrument third-semester jury, Applied Study in the principal instrument from the fifth through eighth semester will receive upper division credit.

100 Recital Attendance. (0) Attendance at ten music concerts/recitals per semester for satisfactory grade. Graded S/U only.

105 Remedial Piano. (1) Keyboard instruction in a classroom setting for Music majors.

121 Brass Chamber Ensembles
123 Percussion Ensemble
124 Steel Band
125 Accompanying
126 String Chamber Ensembles
127 Jazz Combo
128 Guitar Ensemble
129 Piano Chamber Ensembles

3. Select 4 s.h. from Jazz Ensembles (MUS 117, 127, and 128) and/or Jazz Applied Study .......................................................... 4 s.h.

130 Introduction to Music Education. (1) An overview of Music Education, the types of qualifications required for licensure. Correlated public school observations.

132 String Techniques. (1) A study of the basic techniques of playing and teaching the violin, viola, cello, and bass, including arrangements for solo and string ensemble.

133 Woodwind Techniques. (1) A study of the basic techniques of playing and teaching the flute, oboe, and bassoon.

134 Woodwind Techniques. (1) A study of the basic techniques of playing, teaching, and arranging for the clarinet and saxophone.

135 Brass Techniques. (1) A study of the basic techniques of playing, teaching, and arranging for the trumpet, cornet, and horn.

136 Brass Techniques. (1) A study of the basic techniques of playing, teaching, and arranging for the trombone, euphonium, and tuba.

137 Percussion Techniques. (1) A study of the basic techniques of playing, teaching, and arranging for percussion instruments.

138 Vocal Techniques. (1) Development of vocal techniques and methodology for the instrumental Music Education major. Prerequisite: instrumental Music Education major.

141 Introduction to Music Business. (2) An introduction to the field of Music Business through a review of the various areas and careers within the music industry including music publishing, recording, merchandising, concert promotion, artist management, and arts administration.

151 Introduction to Music Therapy. (2) Definition of music as therapy; introduction to music as a therapeutic function; scope of music therapy; areas of application; professional aspects; and the role of the music therapist in the therapeutic milieu. Field observations. Course must be completed with a C or better in order to be eligible for internship (MUS 457).

157 Multicultural Percussion Techniques. (1) Students will gain historical and cultural perspective of nonsymphonic percussion instruments, learn care and maintenance for equipment, and develop fundamental percussion techniques necessary to arrange and facilitate group drumming experiences. Students will play in solo and ensemble settings. Prerequisite: MUS 151 or 130.

161 Elementary Guitar. (2) Combines beginning guitar techniques and music fundamentals.

165 Class Piano I. (1) Keyboard instruction in a classroom setting for Music majors.
166 Class Piano II. (1) Keyboard instruction in a classroom setting for Music majors. Prerequisite: C or better in MUS 165 or equivalent.

167 Introduction to Jazz Piano. (1) Voicing and comping (piano techniques) for jazz application. Traditional elementary voicings and voice leading applied to jazz. Structures for chord extensions in jazz performance. Piano techniques to realize harmonic notation common to jazz. Prerequisite: MUS 166 or consent of instructor.

180 Fundamentals of Music. (3) An introduction to the basic elements of music. Music reading, sight-singing, and elementary ear training. Open to General University students. Does not apply toward Music major graduation credit. Not open to students who have received credit for MUS 181.

181 Theory I. (2) Techniques and materials of diatonic music. Introduction to tonal harmony through part writing, harmonization of melodies, and analysis. Corequisite: MUS 183. Three meetings each week.

182 Theory II. (2) Further studies in diatonic techniques and initial studies in chromatic techniques. Continuation of music writing skills and analysis. Prerequisite: a grade of C or above in MUS 181 and MUS 183. Corequisite: MUS 184. Three meetings each week.

183 Aural Skills I. (1) Aural Skills I studies diatonic material through sight-singing, dictation, and other exercises. Corequisite: MUS 181. Two meetings each week.

184 Aural Skills II. (1) Aural Skills II continues the study of diatonic material through sight-singing, dictation, and other exercises. Prerequisite: a grade of C or better in both MUS 181 and 183. Corequisite: MUS 182. Two meetings each week.

187 Jazz Fundamentals and Theory. (1) Fundamentals of scales and chords related to jazz, performed in a lab setting. Elementary jazz harmonic practices and the rhythm section. Chord nomenclature common to jazz notation.

190 What to Listen for in Music. (3) General Education/Fine Arts) An exploration of basic elements—rhythm, harmony, melody, texture, and form—with musical illustrations from various styles and media. Recommended for those without music background.

IAF: FI 900.

195 American Popular Music. (3) General Education/Fine Arts or Multicultural Studies) A survey of American popular music from the 19th century to the present. Includes extensive listening to representative styles and outstanding works within those styles, with discussion of historical, sociological, and musical influences. Recommended for those without music background.

IAF: FI 904.

196 Music in the Rock Era. (3) General Education/Multicultural Studies) An introduction to popular music during the rock era as an expression of multiple cultures; an exploration of the relationship between musical style and meaning and the socio-cultural context from which the music emerges, with emphasis on cross-cultural connections.

216 Applied Musical Theatre Voice, Lower Division. (1–4, repeatable to 8) Applied study of vocal technique and style to meet the needs of students in the BFA Musical Theatre degree program and other students interested in learning to sing in a popular style. Prerequisite: Musical Theatre major or permission of instructor.

231 Classroom Instrument Techniques. (1) The study of the basic techniques of playing, teaching, and arranging for classroom and cultural instruments.

232 Dalcroze, Kodaly, Orff in the Classroom. (3) Introduction to Dalcroze, Kodaly, and Orff approaches to American general Music Education. Includes materials, techniques, and arranging for individual clients and classroom combinations.

241 Practicum in Music Business. (1, repeatable to 3) A part-time practical experience in an area of the music industry. Prerequisites: MUS 141 and permission of program director.

248 Introduction to Music Recording and Production Techniques. (3) Developing an understanding of the specialized uses of microphones and recording techniques. Additional study on the use of mixing consoles and diverse formats of storage media. Brief introduction to digital audio editing techniques.

254 Methods and Materials in Music Therapy. (1) Acquisition of selected functional instrumental and vocal skills; basic leadership skills for therapeutic interventions involving singing, moving, playing, and improvising; basic skills in selecting and arranging music for therapy. Course must be completed with a C or better in order to be eligible for internship (MUS 457). Prerequisite or Corequisite: MUS 151.

255 Music Therapy Clinical Skills I. (1) Designing and leading music therapy interventions to achieve specific non-musical goals/objectives. Evaluating and measuring responses to music interventions. Development of clinically relevant accompanied vocal repertoire. Course must be completed with a C or better in order to be eligible for internship (MUS 457). Prerequisite: MUS 254.

258 Practicum in Music Therapy. (1, repeatable to 3) Observation of clinical music therapy followed by supervised co-lead clinical experience in music therapy in the subsequent semester. Experiences in assessment, treatment planning, implementation, documentation, and evaluation of clinical process. Discussion of clinical and professional topics in weekly seminar. 2 s.h. required in Music Therapy degree program with a C or better in both hours in order to be eligible for internship (MUS 457). Prerequisite or Corequisite: MUS 151.

261 Intermediate Guitar. (2) Combines intermediate guitar techniques and related music study.


263 Phonetics and Diction II. (2 per semester) Study of French and German diction and phonetics as applied to singing. Utilization of standard vocal literature. Attend a weekly performance lab.

265 Class Piano III. (1) Keyboard instruction in a classroom setting for Music majors. Prerequisite: C or better in MUS 265 or equivalent. Corequisite: MUS 281.

266 Class Piano IV. (1) Keyboard instruction in a classroom setting for Music majors. Prerequisite: C or better in MUS 265 or equivalent.

267 Jazz Improvisation I. (2) The elements of jazz improvisation. Listening skills, transcription, and jazz styles. Application of tonal harmonic language and scale structures to jazz improvisation. Construction of melodies utilizing voice-leading and counterpoints. Prerequisite: MUS 187.

281 Theory III. (2) Further studies in chromatic techniques. Continued music writing skills and analysis, including simple part forms. Prerequisite: a grade of C or above in both MUS 182 and MUS 184. Corequisite: MUS 283. Three meetings each week.

282 Theory IV. (2) Introduction to sonata form and the technical materials of late 19th and early 20th century music through analysis, listening, and musical writing.
Music

Prerequisite: a grade of C or above in both MUS 281 and MUS 283. Corequisite: MUS 284. Three meetings each week.

283 Aural Skills III. (1) Aural Skills III studies chromatic material and modulation through sight-singing, dictation, and other exercises. Prerequisite: a grade of C or better in both MUS 182 and 184. Corequisite: MUS 281. Two meetings each week.

284 Aural Skills IV. (1) Aural Skills IV studies chromatic and twentieth-century material through sight-singing, dictation, and other exercises. Prerequisite: a grade of C or better in both MUS 281 and 283. Corequisite: MUS 282. Two meetings each week.

300 Music Student Teaching Review. (0, repeatable) Examination of teacher competencies and skills prior to student teaching semester. Students are reviewed in fundamental teaching skills and knowledge. Students may retest any area to achieve S grade. Prerequisites: for Instrumental-General major, C or better in MUS 166; for Choral-General specialization, C or better in MUS 266; C or better in MUS 282 and C or better in MUS 284. Graded S/U only.

310 Basic Conducting. (2) Introduction to basic conducting skills. Study of conducting patterns, preparatory beats, cueing, and cut-offs. Introduction to score reading and analysis. Prerequisites: MUS 282 and 284.

331 Choral Conducting in the Junior/Senior High School. (2) Study of JH/HS choral program to include choral conducting, rehearsal techniques, literature, methods, programming, style, interpretation, and analysis of choral literature for large and small ensembles, festivals, contests, and concerts. I/PTS including classroom management, assessment, reading, and writing. Field experiences. Prerequisite: C or better in MUS 330.

332 Instrumental Conducting. (2) Advanced exploration into the art and technique of conducting and score reading as the means to achieve musical and expressive results. Preparation to assume leadership of instrumental ensembles. Directed observations and field experiences. Prerequisite: C or better in MUS 330.

333 Teaching and Assessment in Elementary/ Middle School General Music. (3) Basic music experiences as related to child development from kindergarten through middle school including reading, academic language, lesson planning, assessment, classroom management, diverse learners, middle school concept, and use of appropriate music literature. Directed observations, field experiences. Open to Music majors and minors only. Prerequisites: MUS 166, 182, 184; ENG 180 and 280; or consent of instructor; ENG 180 and 280.

334 Music for the Learner with Exceptionalities. (3) Information and practice in various strategies to help Music teachers with the instruction of learners with exceptionalities in Music classrooms. Emphasis on characteristics, Universal Design, accommodations, modifications, and assistive technologies. Discussion of Response to Intervention. Field experiences and teaching experiences. Prerequisites: MUS 166, 182, 184; ENG 180 and 280; junior/senior standing; full acceptance into Teacher Education Program.

335 Teaching and Assessment in Middle/High School Choral Music. (3) Study of teaching techniques and organizational procedures of the middle-high school choral programs including resource materials, effective rehearsal and lesson planning methods, vocal pedagogy, repertoire selection/adaptation, classroom management, assessment, and reading/writing in the content area. Directed observations, field experiences. Prerequisites: MUS 166, 182, 184; ENG 180 and 280; C or better in MUS 330; full acceptance into Teacher Education Program.

336 Teaching and Assessment in Middle/High School Instrumental Music. (3) Study of teaching techniques and organizational procedures of the middle-high school instrumental programs including resource materials, effective rehearsal/lesson planning methods, instrumental pedagogy, repertoire selection/adaptation, classroom management, assessment, and reading/writing in the content area. Directed observations, field experiences. Prerequisites: MUS 166, 182, 184; ENG 180 and 280; instrumental techniques courses or equivalent background; full acceptance into Teacher Education Program.

337 Jazz Band Methods and Techniques. (2) A study of the organization of the school jazz band program, methods available for instructors, materials, techniques of rehearsals, and performances. Prerequisite: MUS 166, 182, 184.

341 Music Publishing. (2) A study of publishing as it relates to the music industry. Topics will include how music publishers acquire the rights to music copyrights and how they protect music copyrights from exploitation through music licensing. Prerequisite: MUS 141.

342 Music Administration. (2) A study of not-for-profit music organizations with an emphasis in symphony orchestra and opera company administration. Includes an examination of organization structure, funding, and audience development. Prerequisite: MUS 141 or consent of instructor. Participation in field trips required.

343 The Music Products Industry. (2) A study of the domestic and international music products industry. Topics will include the manufacturing, distribution, and retailing of musical instruments, print music, and accessories. Prerequisite: MUS 141 or consent of instructor. Participation in field trips required.

344 Artist Development. (2) A study of artist development and the live music industry from the perspective of the performing artist. Topics will include the performing artist's management team, the artist-management agreement, advancing an artist's career, touring, and concert promotion and production. Prerequisite: MUS 141 or consent of instructor.

345 The Recording Industry. (2) A study of the domestic and international recording industry. Topics will include industry structure, operations, and business and legal affairs. Both major and independent labels will be explored. Prerequisite: MUS 141 or consent of instructor.

348 Advanced Music Recording and Production Techniques. (3) Recording acoustic music and producing music from digital and analog formats using standard microphones, mixers, and storage media. Emphasizes and microcomputer editing techniques. Includes procedures for producing a final product for commercial distribution. Prerequisite: MUS 248 or consent of the instructor.

355 Music Therapy Clinical Skills II. (1) Designing and implementing music therapy interventions involving composition, improvisation, arranging, and song analysis. Review of research in music therapy clinical methods. Course must be completed with a C or better or in order to be eligible for internship (MUS 457). Prerequisites: MUS 141, 281, 283, 255.

365 Keyboard Skills. (2) Development of functional skills for keyboard students of advanced level. Includes sightreading, transposition, harmonization, and improvisation. Prerequisites: MUS 182 and 266 or consent of instructor.

367 Jazz Improvisation II. (2) The elements of jazz improvisation. Listening skills, transcription, and jazz styles. Application of non-tonal harmonic language and scale structures to jazz improvisation. Construction
of melodies utilizing voice-leading and counterpoint. Prerequisites: MUS 166, 182, 184, 267.

381 Analysis I. (3) Analysis of common musical forms and genres from the common practice. Prerequisites: MUS 166, 282, 284; ENG 180 and 280.

387 Jazz Arranging and Composition I. (2) The study and analysis of arranging techniques as employed in contemporary jazz with emphasis on the development of arranging and composition skills for ensembles of varied instrumentation. Prerequisites: MUS 166, 182, 184, 187.

390 European Art Music I. (3) (Global Issues) Survey of music history and analysis of musical styles and their social context. Examination of important styles and musical examples cultivated in Western civilization from the Greeks to the middle of the 18th century. Writing Instruction in the Discipline (WID) course. Prerequisites: MUS 166, 182, 184, C or better in 190; ENG 180 and 280.

391 European Art Music II. (3) (Global Issues) Continuation of MUS 390. Examination of important styles and musical examples cultivated in Europe and the U.S. from the middle of the 18th century through the 20th century. Writing Instruction in the Discipline (WID) course. Prerequisites: MUS 390; minors—consent of instructor; ENG 180 and 280.

393 Orchestral Music. (2) Exploration of the literature for symphony orchestra from the 17th through 20th centuries. Prerequisites: ENG 180 and 280.

394 Music in World Cultures. (3) (General Education/Multicultural Studies) (Global Issues) Study of the music, dance, and instruments of the peoples of North and South America, the Caribbean, Europe, Africa, Middle East, and Asia with emphasis on non-Western cultures. Prerequisites: ENG 180 and 280. IAI: FI 903N.

395 Band/Ochestra Literature. (2) Historical survey, analysis, assessment, and adaptation of instrumental music literature suitable for all levels. Application of skills acquired in instrumental techniques courses through the reading of school instrumental literature. Prerequisites: one technique class from each of the following groups: MUS 152; 133/134; 135/136; 137; 330.

396 Choral Literature for the Elementary/Junior High/Senior High. (2) Study, analysis, and adaptations of the literature for elementary, middle school, and high school for like and mixed voices in choral groups. Will include both sacred and secular literature of all periods of music. IPTS including assessment, reading/writing. Prerequisites: MUS 166, 182, 184, 232, 262, 263.

397 Jazz Survey. (3) (General Education/ Multicultural Studies) Exploration of the origins of jazz, its many forms, and its present day trends.

400 Independent Study. (1–3, repeatable to 6) A music project outside the regular curriculum for advanced undergraduate students. Each project under the supervision of an instructor and with permission of department chairperson. Course culminates in a written report, examination, and/or performance. Prerequisites: consent of instructor and department chairperson.

401 Honors Thesis/Recital. (3) For Music Department Honors students.

402 Recital Performance. (0) Public performance of a student recital of solo or solo/chamber literature approved by the student’s applied performance teacher. Prerequisite: pre-recital hearing approved by the appropriate applied area faculty. Graded S/U only, to be determined by faculty of the appropriate applied area.

403 Proseminar in Music. (1–3, repeatable to 6) A seminar in selected topics in Music. Prerequisites: consent of instructor and department chairperson.

416 Applied Musical Theatre Voice, Upper Division. (1–4, repeatable to 10) Applied study of vocal technique and style to meet the needs of students in the BFA Musical Theatre degree program and other students interested in learning to sing in a popular style. Prerequisite: junior Musical Theatre major or permission of instructor.

430 Marching Band Techniques. (2) Teaching, assessment, and management of marching band in secondary schools. Preparation of marching band including music, choreography, and drill for the band show. Subjects include administrative responsibilities; effective lesson planning; assessment; diverse learners; leadership and staff; equipment; and philosophies. Prerequisites: MUS 116, 166, 281, 285.

439 Teaching and Assessments in Secondary School Music. (3) Study of music learning and teaching as related to adolescent development in middle/high school. Topics include effective lesson planning, assessment, classroom management, diverse learners, reading/writing, use of academic language, and appropriate music literature. Directed observations, field experiences. Prerequisites: MUS 166, 282, 284, 330; EIS 301; full acceptance into Teacher Education Program.

441 Current Issues in Music Business. (2) A study of current issues in the music industry. Included will be in-depth research into the student’s area of interest and preparation for internship and employment. Prerequisites: MUS 411, 341, and senior standing.

442 Internship. (3–12, not repeatable) A one-semester internship in music business. Prerequisites: completion of all other requirements for Music Business and senior standing. Graded S/U only.

451 Psychology of Music I. (2) An overview of the socio-psychological aspects of music. A critical appraisal of the growth and development of musicality. Emphasis on the learning processes and psychometric evaluation. Course must be completed with a C or better in order to be eligible for internship (MUS 457). Prerequisites: 6 s.b. of Psychology coursework; junior standing, or consent of instructor.

452 Psychology of Music II. (2) Application of research techniques in relation to music, music therapy, and music education. Development of APA writing style. Course must be completed with a C or better in order to be eligible for internship (MUS 457). Prerequisites: 6 s.b. of Psychology coursework; junior standing, or consent of instructor.

453 Music Therapy in Medicine. (3) Theory, research, and clinical skills related to music therapy in gerontology, neurologic illness and injury, and patients in medical hospitals. Course must be completed with a C or better in order to be eligible for internship (MUS 457). Prerequisites: MUS 166, 182, 184, 255, 258; or consent of instructor.

454 Music Therapy in Development and Education. (3) Theory, research, and clinical skills related to music therapy in early intervention, special education, and developmental disabilities across the lifespan. Course must be completed with a C or better in order to be eligible for internship (MUS 457). Prerequisites: MUS 166, 182, 184, 255, 258; or consent of instructor.

455 Psychological Applications and Theories in Music Therapy. (3) Theory, research, and clinical skills related to music therapy in psychotherapy, counseling, and hospice. Music therapy program design and administration. Discussion of music in therapy and music as therapy. Development of personal philosophy of music therapy. Internship preparation. Course must be completed with a C or better in order to be eligible for internship (MUS 457). Prerequisites: MUS 166, 182, 184, 255, 258; or consent of instructor.

457 Clinical Internship in Music Therapy. (4–12, not repeatable) A six-month music therapy clinical internship in approved clinical training centers. The
clinical internship is in addition to and follows the completion of the undergraduate requirements for Music Therapy. Prerequisites: completion of all other undergraduate requirements for Music Therapy major including obtaining a C or better in MUS 151, 254, 255, 258 (2 hours required), 355, 451, 452, 453, 454, 455, and 458 (3 hours required).

458 Practicum in Music Therapy. (1–2, repeatable to 6) Supervised, individually led clinical experience in assessing, planning, intervening, measuring, evaluating, and documenting music therapy treatment in a variety of clinical settings. Discussion of clinical and professional topics in weekly seminar. 3 s.h. required in Music Therapy degree program with a C or better in order to be eligible for internship (MUS 457). Prerequisites: MUS 166, 182, 184; MUS 255 and 2 s.h. of MUS 258 with a C or better.

461 String Pedagogy. (1–2, repeatable to 8) A study of the methods and approaches to the teaching of strings in class and studio. Laboratory observation and teaching. Prerequisites: string principal and consent of instructor.

462 Organ Pedagogy. (1) Examination of introductory organ methods and literature for beginning organ student. Student participation in teaching experiences. Prerequisites: ENG 180 and 280; organ principal or consent of instructor.

463 Church Service Playing I. (2) Practical training in the playing of hymns and liturgy, choral and solo accompaniments. Discussion of hymnody and liturgies, selection of music for the church service. Prerequisite: organ principal or consent of instructor.

464 Church Service Playing II. (1) Advanced service playing including varied hymn accompaniments and introductions, improvisation. Prerequisite: MUS 365 or equivalent, and 463.

465 Piano Pedagogy I. (2) Introduction to the history of piano pedagogy and current learning theories. Examination of teaching methods and materials at the beginning through intermediate levels. Lecture/discussion meetings will be complemented with student presentations. Prerequisites: MUS 182, 184; ENG 180 and 280; PSY 100 and 221; piano principal or consent of instructor.

466 Piano Pedagogy II. (2) Introduction to piano pedagogy research. Examination of teaching methods and materials for advanced and adult students. Students will be asked to complete a teaching demonstration. Prerequisite: MUS 465 or permission of instructor.

481 Counterpoint. (3) Studies in tonal counterpoint. Representative techniques and genres including invention and fugue. Prerequisites: MUS 166, 282, 284.

482 Materials of 20th Century Music. (3) Studies in 20th-century compositional practices and styles through analysis and exercises in 20th-century techniques. Prerequisites: MUS 166, 282, 284.

483 Orchestration. (3) Study of instruments and instrumentation through practical exercises. Prerequisites: MUS 166, 282, 284.

485 Techniques of Electronic Music. (3) Fundamental concepts in electronic music and classical techniques in studio work. Prerequisites: MUS 166, 182, 184.

487 Jazz Arranging and Composition II. (2) Composition techniques to include writing for the jazz orchestra in extended non-traditional formal designs. Atonal application for jazz composition, to include pan-diatonicism, polytonality, pitch class set techniques, and serial techniques. Prerequisites: MUS 387, 482, or consent of instructor.

490 Literature and Pedagogy of Wind and Percussion Instruments. (1–3, repeatable to 3) Survey of woodwind or brass or percussion literature and pedagogy considered from its historical, formal, stylistic, and aesthetic aspects. Content varies with areas of performance and expertise. Prerequisites: Music major and/or consent of instructor.

491 History of American Music. (3) A history of music in America from colonial times to the present. Prerequisites: MUS 390, or 391, or consent of instructor; ENG 180 and 280.

492 String Literature. (2) History of stringed instruments and early performance practices. Performers, pedagogical treatises, and literature through the twentieth century.

493, 494 Organ Literature. (2 per semester) Survey of organ literature from the 15th century to the present time. Sequential. Prerequisites: ENG 180 and 280; organ principal or consent of instructor.

495, 496 Piano Literature I and II. (2 per semester) Survey of keyboard literature considered from its historical, formal, stylistic and aesthetic aspects. Nonsequential. Prerequisites: MUS 182, 184; ENG 180 and 280; piano principal or consent of instructor.

497 Jazz History, Selected Topics. (2, repeatable to 4) An in-depth study of selected topics from the history of jazz. Topics in this course change each time it is taught. Prerequisites: MUS 166, 182, 184, 397; consent of instructor.

499 Vocal Literature and Pedagogy. (3) Survey of vocal literature and pedagogical philosophies and techniques considered from historical and applied aspects. Includes performance/pedagogy projects of Early English/Italian repertories, German “Lieder,” French “Melodie,” English language repertory as well as other selected national and ethnic traditions. Prerequisite: vocal or piano major or consent of the instructor.
The School of Nursing at Western Illinois University is committed to educating future professional nurses who are clinically competent using evidence based practice as the norm, capable of critical thinking using information and information technology to design and redesign care and care systems, and ethically and legally accountable for their actions. The School offers a Bachelor of Science in Nursing (B.S.N.) for pre-licensure students, as well as an RN-BSN Completion Program for those students who are registered nurses.

Acceptance into the Nursing major:

1. Upon being admitted to Western Illinois University, students will apply for admission into the School of Nursing. Applicants to the School of Nursing will be classified into one of the following categories:
   a. Early admission into the Nursing major
   b. Accepted in the Pre-Nursing program and required to complete criteria for admission to the Nursing major.
   c. Recommended to enroll in another major and complete the criteria for admission to the Nursing major.

2. Complete all General Education and Nursing support course requirements.

3. For categories 1.b and 1.c (above), submit a formal application to the Nursing major.

GradTrac is available to Nursing majors. See page 77 for information about GradTrac.

Honors Curriculum—Academically qualified students in this School are welcome to complete an honors curriculum in University Honors, Upper Division Honors, or Lower Division Honors. All Honors students must complete the one-hour honors colloquium (G H 299). Lower Division Honors includes General Honors coursework. Upper Division Honors includes honors work in the major. University Honors combines Upper and Lower Division Honors. For more information about honors curricula, see page 98 or visit the Centennial Honors College website at wiu.edu/Honors.

Pre-Licensure Program

Prospective Nursing students must apply for and be granted regular admission to Western Illinois University, declare Pre-Nursing, and apply to the School of Nursing after acceptance to the University.

Admission to the School of Nursing

Individuals who wish to major in Nursing and enter the Pre-Nursing program will declare their intent with Admissions and submit an additional application to the School of Nursing. For new freshmen, the application for the School of Nursing includes a review of the student’s high school transcript, ACT score, and a 500-word essay about the student’s motivation to become a licensed nurse. For new freshmen, special emphasis will be placed on the student’s high school grades and ACT subject scores in math and science. New freshmen accepted into the Pre-Nursing program typically have an ACT composite score of 22 or higher and a high school academic GPA of 2.75 (on a 4.0 scale) or higher. For new transfer and current WIU students, their applications to the School of Nursing will be reviewed on the basis of all previous collegiate coursework and their essays.
If a student is not selected for early admission to the School of Nursing or placed in the Pre-Nursing program, the student is placed in a program where the General Education and Nursing support course requirements can be completed. All General Education and Nursing support courses must be satisfactorily completed by August 1 for Fall semester admission and January 2 for Spring semester admission into the Nursing major.

Students who wish to transfer to the Pre-Nursing program but were not eligible to be placed in Pre-Nursing at the time of admission to the University may do so after they successfully complete at least 24 semester hours with a cumulative GPA of 3.0 (on a 4.0 scale), including at least three (3) of the Nursing support courses with a C+ or better and with permission from the Nursing advisor.

There is no guarantee that students who are in the Pre-Nursing program will be admitted to the Nursing major. Please note that admission to the Nursing major is highly competitive. Students who have completed 60 semester hours of the General Education and support courses or are in the final semester of completing the requirements may formally apply to the School of Nursing for admission to the Nursing major.

Early Admission to the Nursing Major

New freshmen may be selected for early admission to the Nursing major on the basis of their application to the School of Nursing. Students selected for early admission into the Nursing major typically have an ACT composite score of 28 or higher. Students are accepted into the major on a competitive and selective basis; however, students selected for early admission are guaranteed placement into the Nursing major. To maintain early admission into the Nursing major status, students must maintain an overall WIU GPA and a Nursing support course GPA of 3.0 (on a 4.0 scale) or higher. Any student not adhering to the above criteria will be moved to University Advising major status and will need to reapply to the Nursing major during specified time periods. A student admitted via the Early Admission classification must be enrolled full-time at Western Illinois University while completing his/her prerequisite coursework and General Education requirements unless the student receives prior approval from his/her academic advisor. Failure to do so could result in dismissal from the program. The number of students admitted into the major may vary from year to year, depending on program capacity and qualifications of students in the pool. Students granted early admission into the major will complete the admission packet and submit the required paperwork by March 1 but will not be placed in the new applicant pool, as they have already been admitted.

Admission to the Nursing Major

**Pre-Licensure Program:** Students who wish to apply to the School of Nursing for admission to the major as a Nursing student must:

1. Have a completed application on file in the School of Nursing no later than March 1 for admission to the next Fall semester and October 1 for admission to Spring semester.

2. Provide evidence of English language proficiency by obtaining a satisfactory score on the Test of English as a Foreign Language (TOEFL) and successfully completing the English as a Second Language Program through the WESL Institute by August 1 for Fall semester admission or by January 2 for Spring semester admission. A satisfactory minimal passing TOEFL score is 560 paper-based, 220 computer-based, or an 83 on the internet Based Version (iBT). Only students whose native language is English are exempt from the English proficiency requirements.

3. Complete all General Education and Nursing support course requirements by August 1 for Fall semester admission or January 2 for Spring semester.

4. Have a minimum cumulative GPA of 3.0 on a 4.0 scale for all post-secondary work and for all Nursing support courses. The Nursing support courses listed below must have a grade of C+ (2.33) or better. All Nursing support courses must be completed within the last five years. For Nursing support courses more than five years old, the student must
submit a portfolio to the School of Nursing Committee for Admission, Progression and Retention detailing his/her work experiences and continuing education (CE) (requires documentation) since completing the course(s). The five-year requirement for Nursing support courses may be waived for those students who have maintained continuous work experience related to the Nursing support courses or have continuous continuing education (CE) in Nursing related to the Nursing support courses since completing the courses. Individuals without documented current knowledge may have to take current Nursing support courses.

Nursing Support Courses
a. ZOOL 330: Human Anatomy and Physiology I
b. ZOOL 331: Human Anatomy and Physiology II
c. CHEM 101: General Chemistry I
d. CHEM 102: General Chemistry II
e. FCS 109: Introduction to Nutrition
f. FCS 121: Introduction to Life Span Development
g. MICR 200: Introductory Microbiology
h. STAT 171: General Elementary Statistics

In addition, only one of these courses may be repeated if a grade of C+ (2.33) is not achieved. A student may repeat one course one time. Admission will be denied to any student who receives a second grade of less than C+ (2.33) for any Nursing support course. A minimum support course GPA of 3.0 on a 4.0 scale is required.

5. Secure letters of reference from two professional references: one academic (i.e., instructor or professor) and one employer (i.e., supervisor). If there has been no employment, students may submit letters from two instructors/professors.

6. By August 1 before Fall semester admission or January 2 before Spring semester admission, provide documentation to Certified Background for verification that all health and safety requirements for admission to the School of Nursing have been met. Health requirements are different from the standard University requirements. (Students are responsible for all costs incurred for admission as well as ongoing health requirements.)

7. Safety requirements: Students are responsible for all costs incurred for admission as well as ongoing safety requirements.
   a. Criminal background check—All applicants are required to submit to a criminal background check. Details will be given to the student upon admission to the program.
   b. Drug screen—All applicants are required to be drug tested on admission with random drug screens thereafter.
   c. Applicants with a felony conviction or a positive drug screen may be denied entry into the clinical facility for clinical practice. If a student is denied entry into a clinical facility due to a felony conviction or positive drug screen, the student must withdraw from the program.

Students who do not meet the March 1 and/or the January 2 deadlines may be allowed to begin in the Fall semester if space is available. If space is not available, the student must reapply during the next admission process. This program is highly competitive. Meeting or exceeding the minimum requirements does not guarantee admission.

RN–BSN Completion Program: Individuals who are registered nurses with either an Associate’s degree in Nursing or a Diploma in Nursing will first be admitted to Western Illinois University and request the RN–BSN Completion Program. RN students may formally apply to the School of Nursing for admission to the Nursing major after all General Education and support course requirements have been satisfied. RN students who wish to apply to the School of Nursing for admission to the Nursing major must:

1. Have a completed application on file in the School of Nursing no later than August 1 for admission to Fall semester.
2. Submit a current copy of the License as a Registered Professional Nurse issued by the state of current residence and practice.

3. Provide evidence of English language proficiency by obtaining a satisfactory score on the Test of English as a Foreign Language (TOEFL) and successfully completing the English as a Second Language Program through the WESL Institute by August 1 for Fall semester admission or by January 2 for Spring semester admission. A satisfactory minimal passing TOEFL score is 560 paper-based, 220 computer-based, or an 83 on the internet Based Version (iBT). Only students whose native language is English are exempt from the English proficiency requirements.

4. Complete (or transfer in) all General Education and Nursing support course requirements by August 1 for Fall semester admission. There are 60 semester hours of General Education and Nursing support course requirements.

5. Have a minimum cumulative GPA of 2.33 on a 4.0 scale for all post-secondary work. The Nursing support courses listed below (or equivalent courses) must have a grade of C+ (2.33) or better. All Nursing and Nursing support courses must be completed within the last five years. For Nursing courses and/or Nursing support courses more than five years old, the student must submit a portfolio to the School of Nursing Committee for Admission, Progression and Retention detailing his/her practice and continuing education (CE) (requires documentation) since graduation from Nursing school. The five-year requirement for Nursing courses and Nursing support courses may be waived for those students who have maintained continuous practice or have continuous continuing education (CE) in Nursing since graduation from their Associate’s or Diploma program. Nurses without continuous practice or continuous continuing education (CE) in Nursing may have to take current Nursing support courses.

**Nursing Support Courses**

- ZOOL 330: Human Anatomy and Physiology I
- ZOOL 331: Human Anatomy and Physiology II
- CHEM 101: General Chemistry I*
- CHEM 102: General Chemistry II*
- FCS 109: Introduction to Nutrition
- FCS 121: Introduction to Life Span Development
- MICR 200: Introductory Microbiology
- STAT 171: General Elementary Statistics

In addition, only one of these courses may be repeated if a grade of C+ (2.33) is not achieved. A student may repeat one course one time. Admission will be denied to any student who receives a second grade of less than C+ (2.33).

*The CHEM 101 and CHEM 102 requirement may be waived if the Chemistry course the student completed [at least a C+ (2.33)] was at the college level and included organic chemistry, and the Natural Sciences and Mathematics General Education requirement has been met. The credit hour requirement is not waived, and the student must complete the 125 semester hours required for the degree.

6. Secure letters of reference from two professional references: one academic (i.e., instructor or professor) and one employer (i.e., supervisor). If there has been no employment, students may submit letters from two instructors/professors.

7. By August 1 before Fall semester admission, provide documentation to Certified Background for verification that all University health and safety requirements have been met. (Students are responsible for all costs incurred for admission as well as ongoing health requirements.)

**Advanced Placement Credit**

The registered nurse who has graduated from a state-approved Associate of Applied Science in Nursing or Diploma Nursing program will receive 30 semester hours of “advanced placement credit” provided he/she: 1) graduated within the last five years or 2) graduated more than five years ago and maintained continuous practice or have continuous
continuing education (CE) in Nursing since graduation from his/her Associate's or Diploma program, and 3) successfully completed (C+ or better) the first nine (9) credits of Nursing courses in the RN–BSN Completion Program. The registered nurse who graduated more than five years ago and does not have continuous practice as a registered nurse or continuous continuing education in Nursing must take the RN Comprehensive Predictor from Assessment Technologies Institute to validate current Nursing knowledge. Upon successful completion (C+ or better) of the first nine (9) credits of Nursing courses in the RN–BSN Completion Program, advanced placement credit will be placed on the student's WIU transcript in lieu of the 30 semester hours of transferred clinical courses required by pre-licensure students.

Retention in Nursing Major

1. All students who are admitted to the School of Nursing must attend a mandatory orientation session to be held the week before classes begin. This is an all-day session. Failure to attend orientation will result in the student being dropped, and the student will have to reapply the following Spring semester.

2. A student must earn a minimum grade of C+ (2.33) in all Nursing and support courses. If a student fails to earn a minimum grade of C+ (2.33) in any Nursing or support course, the student may repeat only a single course and only one time. If a student earns less than a C+ (2.33) in more than one support course and one Nursing course, the student will be dismissed from the Nursing program.

3. After acceptance into the Nursing program, each student must maintain a cumulative GPA of 3.0 on a 4.0 scale for the coursework in the Nursing major to remain in the Nursing program. Students with less than a 3.0 GPA for coursework completed after admission to the Nursing major will be dismissed from the Nursing program. A student who has been dismissed from the program may appeal to the School of Nursing Committee for Admission, Progression, and Retention for readmission to the program. If the committee grants readmission, the student will develop a plan for remediation and continued success with the Nursing academic advisor subject to approval by the Committee for Admission, Progression, and Retention.

4. To register for Nursing courses, students are required to have up-to-date health and safety data on file with Certified Background. Students will not be allowed in the clinical courses without up-to-date health and safety requirements met.

Degree Programs

Bachelor of Science in Nursing

All students seeking the Bachelor of Science in Nursing must complete I, II, III, and IV below, and the foreign language/global issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 125 s.h.

I. University General Education Curriculum (p. 69) .......................................................... 45 s.h. (To include CHEM 101, 102; FCS 109; PHIL 120; PSY 100; SOC 100; STAT 171)

II. Core Courses .................................................................................................................. 17 s.h.
    NURS 302, 312, 316#, 408†, 415, 461

III. Emphasis of Study (Select A or B)

A. Pre-Licensure
    1. NURS 305, 309, 310, 322, 326, 327, 328, 410, 422, 424, 425, 428 ............................ 45 s.h.
    2. Select one course from: NURS 430, 431, 432, 433 .............................................. 3 s.h.

B. RN–BSN Completion
    1. NURS 300, 308, 405, 409† .......................................................... 13 s.h.
    2. Select two courses from NURS 430, 431, 432, 433 ................................. 6 s.h.
    3. Transfer Nursing courses from Associate’s degree or Diploma in Nursing .... 29 s.h.
Nursing

IV. Other Requirements .................................................................................................................. 15 s.h.
FCS 121; MICR 200; ZOOL 330, 331

#The foreign language/global issues graduation requirement may be fulfilled by successfully completing NURS 316.
†NURS 408 fulfills the Writing Instruction in the Discipline (WID) graduation requirement for the Pre-Licensure emphasis. NURS 408 and 409 fulfill the Writing Instruction in the Discipline (WID) graduation requirement for the RN–BSN emphasis.

Course Descriptions

NURSING (NURS)

300 Theoretical and Conceptual Foundations of Professional Nursing. (3) The theoretical and conceptual foundations of professional nursing practice are explored. The evolving roles of nursing are analyzed in terms of role preparation, scope of practice, certifications, and career mobility and advance opportunities. Prerequisite: admission to the RN–BSN Completion Program.

302 Health Assessment. (3) This course presents the basic elements of health assessment of all body systems as well as recording a patient's medical history. Physical and psychosocial assessment will be practiced. A clinical/laboratory component course. Prerequisite: admission to the BSN program or permission of program director.

305 Introduction to Professional Nursing. (3) This course provides the foundation for professional nursing practice by explaining the American Nurses Association scope and standards of practice as well as the code of ethics for nurses. Prerequisite: admission to the BSN program.

308 Ethical and Legal Issues in Professional Practice. (3) This course examines the legal foundations of nursing practice and the ethical decisions nurses have to make. Prerequisite: NURS 300.

309 Concepts in Community Health Nursing. (1) This course provides an overview of the focus and roles of nurses in community-based practice. Students will explore the development of health educational activities and nursing interventions that are appropriate for nursing care in the community. Prerequisite: NURS 302, 305, and 310.

310 Fundamentals of Nursing. (6) This course introduces the novice nurse to the basic processes, skills, and practice needed to provide care for clients of all ages using a self-care framework. Includes classroom, laboratory, and clinical learning experiences. Corequisites: NURS 302 and 305.

312 Genetics in Nursing Practice. (1) The focus of this course is the use of genetic/genomic information in nursing and health care. Prerequisite: ZOOL 331.

316 Transcultural Nursing. (2) (Global Issues) Students will examine health care systems from a variety of cultures and countries. A global perspective should help students provide culturally appropriate care for clients and also prepare them for the myriad of perspectives they will encounter in professional practice. Prerequisite: admission to the BSN program or permission of the program director.

322 Adult and Child Nursing I. (5) Students provide nursing care for clients from childhood through old age with acute and chronic needs related to circulation and oxygenation. Clinical experiences will occur in various settings. Prerequisite: NURS 310.

326 Pharmacology I. (3) This course introduces the pharmacotherapeutics, pharmacokinetics, and pharmacodynamics of agents used in patient care and education. Prerequisite: NURS 310.

327 Pharmacology II. (2) This is the second course in a two course series and continues the discussion of pharmacotherapeutics, pharmacokinetics, and pharmacodynamics of agents used in patient care and education Prerequisite: NURS 326.

328 (Formerly NURS 423) Mental Health Nursing. (3) Students provide nursing care for clients from childhood through old age with acute and chronic needs related to mental health. Clinical experiences will occur in various settings. Prerequisite or Corequisite: NURS 322.

405 Nursing and the Community. (4) This course focuses on understanding and practicing public health and community health nursing, including epidemiology, client system, health behavior, health accommodation, stress and adaptation, and levels of prevention, immunizations, home care, clinics, and community agencies. A clinical component course. Prerequisite: NURS 408.

408 Nursing Research. (3) An examination of research methods as they pertain to nursing including the role of theory, modes of inquiry, research models, and ethical issues. Applying research in the development of patient care plans. Writing Instruction in the Discipline (WID) course. Prerequisites: ENG 280, STAT 171. Corequisite: NURS 415, or credit for NURS 300.

409 Professional Seminar. (3) This capstone experience course explores the role of baccalaureate preparation for contemporary nursing practice, focusing on the influences of professional organizations, institutional support, and personal change. A professional portfolio will be developed. Writing Instruction in the Discipline (WID) course. Prerequisite: ENG 280. Corequisite: NURS 415.

410 Public Health Nursing. (3) This course focuses on understanding population-based nursing care and public health nursing concepts including the role of public health nurses, levels of prevention, population-based education, epidemiology, family-based care, immunizations, and specialty areas of population-based care. Prerequisite: NURS 408. Corequisite: NURS 422.

415 Nursing Leadership, Management and Policy. (4) This course focuses on the analysis, integration, and application of principles of leadership and management in health care organizations. Emphasis is placed on skills needed for nurses to succeed as leaders in the professional nursing arena in today's global care environment. Corequisite: NURS 424.

422 Adult and Child Nursing II. (5) Students provide nursing care for clients from childhood through old age with acute and chronic needs related to metabolic, elimination, and mobility needs. Clinical experiences will occur in various settings. Prerequisite: NURS 322.

424 Adult and Child Nursing III. (7) Students provide nursing care for clients from childhood through old age with acute and chronic needs related to cell growth and neurosensory needs. Clinical experiences will occur in various settings where complex care needs are met. Prerequisites: NURS 328, 422. Corequisite: NURS 425.

425 Senior Seminar. (3) Graduating senior Nursing students analyze and synthesize content and experiences from all previous and concurrent Nursing
courses. Prerequisites: NURS 328, 422. Corequisite: NURS 424.

428 **(Formerly NURS 323) Maternal Child Nursing.** (4) Students provide nursing care for women of childbearing age and young children. Clinical experiences will occur in various settings that provide health care services for women of childbearing age and young children. Prerequisite or Corequisite: NURS 322.

430 **Geriatric Nursing.** (3) This course covers issues of health policy, financial and psychosocial support for young elders, functionally able elders, and frail elders. Assessment, diagnosis, and treatment of common health problems of the elderly will be addressed. A clinical component course. Prerequisite: NURS 405, or NURS 405 concurrently, or permission of the program director.

431 **Rural Nursing.** (3) An examination of rural nursing, focusing on need, delivery, access, availability, acceptability, and types of health care in rural areas. A clinical component course. Prerequisite: NURS 405, or NURS 405 concurrently, or permission of the program director.

432 **Nursing Informatics.** (3) This course examines the manner in which information, data, facts, and figures are developed, utilized, and analyzed for patient improvement. Prerequisites: NURS 408 and STAT 171 or permission of program director.

433 **Community Mental Health Nursing.** (3) Explores population-specific mental health issues including access, treatment modalities, and follow-up, and drug and alcohol abuse in the context of community health nursing. A clinical component course. Prerequisite: NURS 328 or permission of program director.

461 **(Cross-listed with ZOOL 461) Pathophysiology.** (4) Alteration in physiology, pathogenesis of structure and function of the human body leading to disease, and manifestations of disease states are discussed. In addition, body system interaction is analyzed in maintaining physiological homeostasis during disease/ altered states. Not open to students with credit in ZOOL 461. Prerequisites: MICR 200 (C grade or better), ZOOL 330 and ZOOL 331, or consent of instructor.
Interim Chairperson: Dr. Gordon Pettit  
Office: Morgan Hall 456  
Telephone: (309) 298-1057; Fax: (309) 298-1857  
E-mail: G-Pettit@wiu.edu  
Website: wiu.edu/philosophy AND wiu.edu/religious-studies

Faculty: Carr, Haugen, Haynes, Martinelli, Perabo, Pettit, Powell, Pynes, Simmons.

Philosophy is the critical study of the intellectual foundations of virtually every area of human thought and action. Philosophers examine the nature of moral values, scientific explanations, religious beliefs, and much more. Such study will develop students’ abilities to read critically, write logically, analyze divergent viewpoints, and give good reasons for their own opinions.

Religious Studies investigates the ideas, practices, and styles of life basic to religion, as well as the role religion plays in human culture, society, history, and psychology. Religious Studies does not advocate any particular religious ideas or beliefs but instead encourages an appreciation of the rich diversity of religious perspectives.

Many students in Philosophy and Religious Studies go on to do graduate work, and a high percentage move in other directions, e.g., law, business, public administration, ministry. Extensive study in either Philosophy or Religious Studies can provide an excellent background for a number of different careers.

GradTrac is available to Philosophy, Pre-Law, and Religious Studies majors. See page 77 for information about GradTrac.

Honors Curriculum—Academically qualified students in this department are welcome to complete an honors curriculum in University Honors, Upper Division Honors, or Lower Division Honors. All Honors students must complete the one-hour honors colloquium (G H 299). Lower Division Honors includes General Honors coursework. Upper Division Honors includes honors work in the major. University Honors combines Upper and Lower Division Honors. For more information about honors curricula, see page 98 or visit the Centennial Honors College website at wiu.edu/Honors.

Degree Programs

Bachelor of Arts—Philosophy

All students seeking the Bachelor of Arts in Philosophy must complete I, II, and III.A or III.B below, and the foreign language/global issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.

I. University General Education and College of Arts and Sciences Curriculum Requirements (p. 83) .......................................................... 60 s.h.

II. Core Courses .................................................................................................................. 10 s.h.
PHIL 140, 300, 310, 312†

III. Options of Study (select A or B)
A. Philosophy
1. Directed Electives: 24 s.h. in Philosophy, with at least 15 s.h. at the 300 or 400 level .......................................................... 24 s.h.
2. Open Electives .................................................................................................................. 6–10 s.h.
3. Any Minor ......................................................................................................................... 16–20 s.h.
B. Pre-Law
1. Directed Electives
   a. Select three courses from: PHIL 205, 330, 400, 420, 440 ......................... 9 s.h.
   b. Select two courses from: ECON 310; HIST 303; POLS 319, 410, 411, 448; SOC 355 ................................................. 6 s.h.
   c. 9 s.h. in Philosophy, with at least 6 s.h. at the 300 or 400 level .................. 9 s.h.
2. Open Electives ................................................................................................................. 6–10 s.h.
3. Any Minor .....................................................................................................................16–20 s.h.

#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) any major’s discipline-specific global issues course; or 4) an approved study abroad program.
†PHIL 312 fulfills the Writing Instruction in the Discipline (WID) graduation requirement.

Bachelor of Arts—Religious Studies

All students seeking the Bachelor of Arts in Religious Studies must complete I, II, III, and IV below, and the foreign language/global issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.

I. University General Education and College of Arts and Sciences Curriculum
   Requirements (p. 83) ...........................................................................................................60 s.h.

II. Core Courses ....................................................................................................................7 s.h.
   REL 110, 111, 312†
   Note: REL 312 must be taken in conjunction with any 300- or 400-level course taught by Religious Studies faculty.

III. Electives..........................................................................................................................27 s.h.
   A. Departmental (At least 21 of the 25 s.h. must be at the 300 or 400 level.) Students must select at least two courses from each of the areas 1–3. At least one course from among all courses chosen must be a course compatible with REL 312.
      2. Religion and Culture: REL 301, 303, 454, 456, 457, 492 or 494 ............6 s.h.
      4. Three additional electives must be taken from any of the department’s course offerings—provided at least one of the courses is an upper level course. Additional courses not listed above include: REL 101, 207, 490, 499 ..........................................................9 s.h.
   B. Open ..............................................................................................................................6–10 s.h.

IV. Any Minor .....................................................................................................................16–20 s.h.

#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) any major’s discipline-specific global issues course; or 4) an approved Study Abroad program.
†REL 312 fulfills the Writing Instruction in the Discipline (WID) graduation requirement.

Minors

Minor in Philosophy (Bachelor of Arts) .................................................................18 s.h.
   Complete a minimum of six courses (18 s.h.) in Philosophy, three of which (9 s.h.) must be 300 or 400 level courses.

Minor in Religious Studies (Bachelor of Arts) .....................................................18 s.h.
   1. REL 110, 111 ..............................................................................................................6 s.h.
   2. Complete any four Religious Studies courses (3 of which must be at the 300 or 400 level) ..................................................................................................................12 s.h.

Minor in Ethics ..............................................................................................................18 s.h.
   1. PHIL 120, 330 .............................................................................................................6 s.h.
   2. Two of the following: PHIL 205, 220, 333, 400, 420; POLS 389; MGT 48 .................................................................................................................................16 s.h.
   3. Two courses in Philosophy .......................................................................................6 s.h.
   Note: At least three (9 s.h.) of the six courses (18 s.h.) must be at the 300 or 400 level.
   Note: This minor is not open to students majoring in Philosophy.

301
Any introductory course may be taken as a first course in Philosophy.

105 Philosophical Explorations. (3) General Education/Humanities An introduction to some of the fundamental problems and major theories in philosophy. Topics may include the existence of God, knowledge and skepticism, the nature of mind, free will and determinism, and the nature of ethical reasoning. IAI: H4 900.

120 Contemporary Moral Problems. (3) General Education/Humanities An introduction to ethics, with an emphasis on applied ethics and moral reasoning. Different moral theories will be used to explore topics such as sexuality, reproductive issues, animal rights, environmental ethics, racial and gender discrimination, euthanasia, and capital punishment. IAI: H4 904.

140 Logic and Reasoning. (3) General Education/Humanities An introduction to logic and reasoning with emphasis on practical applications including scientific reasoning. The course examines methods for evaluating the structures of inductive and deductive arguments and how language is used in argumentation. IAI: H4 906.

205 Philosophy, Law and Society. (3) General Education/Humanities An introductory course considering some fundamental philosophical problems concerned with law and society including power and authority, anarchy and freedom, law and justice, crime and punishment.

220 (Cross-listed with WS 220) Feminism and Ethics. (3) General Education/Multicultural Studies A multicultural and comparative investigation of feminist issues in ethics and women's contributions to moral theory. Not open to students with credit in WS 220.

(History of Philosophy)

300 History of Ancient Philosophy. (3) A study of the growth and development of philosophical ideas in Ancient Greece. Prerequisite: one 100- or 200-level Philosophy course or consent of instructor.

305 History of Medieval Philosophy. (3) A study of philosophical thought during the middle ages from St. Augustine in the fourth century to William of Ockham in the fourteenth century. Prerequisite: one 100- or 200-level Philosophy course or consent of instructor.

310 History of Modern Philosophy. (3) An examination of the central metaphysical and epistemological doctrines of such seventeenth and eighteenth century philosophers as Descartes, Locke, Berkeley, Hume, and Kant. Topics may include knowledge, skepticism, innate ideas, substance, God, causality, mind, and perception. Prerequisite: one 100- or 200-level Philosophy course or consent of instructor.

320 Analytic Philosophy. (3) An examination of twentieth century philosophy through the writings of Russell, Wittgenstein, the logical positivists, and other important figures of the analytic tradition. Topics may include knowledge of the external world, language and reality, and the possibility of metaphysical knowledge. Prerequisite: one 100- or 200-level Philosophy course or consent of instructor.

325 Existentialism. (3) An examination of the ideas of freedom, self/other, the value of authenticity, death, and the meaning of existence in the works of major existentialist philosophers such as Kierkegaard, Nietzsche, Heidegger, Sartre, De Beauvoir, and Camus. Prerequisite: one 100- or 200-level Philosophy course or consent of instructor.

(Specialized Research)

312 Philosophical Writing. (1) Instruction and experience in writing a paper which explains and critically evaluates a philosophical text or argument. Writing Instruction in the Discipline (WID) course.

(Systematic Philosophy)

330 Moral Philosophy. (3) A study of classical and contemporary ethical ideas and theories such as moral relativism, egoism, Kantian ethics, utilitarianism, and virtue ethics. BGS online writing course. Prerequisite: one 100- or 200-level Philosophy course or consent of instructor.

333 Environmental Ethics. (3) A study of ethical issues regarding the relationship between human beings and non-human nature. Topics include the moral status of animals and other living things, intergenerational justice regarding pollution and conservation of natural resources, and the value of wilderness protection. Prerequisite: one 100- or 200-level Philosophy course.

335 Epistemology. (3) A critical study of selected topics in epistemology, such as the analysis of knowledge, skepticism, a priori knowledge, and the nature and structure of justification. Prerequisite: one 100- or 200-level Philosophy course or consent of instructor.

340 Symbolic Logic. (3) A study of deductive logic covering the logic of sentences and the logic of predicates. Prerequisite: PHIL 140 or consent of instructor.

345 Metaphysics. (3) A critical study of selected topics in metaphysics, such as personal identity, free will, the mental, time, anti-realism, and the possibility of metaphysical knowledge. Prerequisite: one 100- or 200-level Philosophy course or consent of instructor.

400 Social and Political Philosophy. (3) An examination of some of the philosophical problems arising from political society, such as authority and obligation, freedom and rights, justice and equality, coercion and punishment. Prerequisite: one 100- or 200-level Philosophy course or consent of instructor.

405 Philosophy of Religion. (3) A critical examination of the philosophical issues arising from religious beliefs, utilizing historical and contemporary writings. Topics may include the existence of God, evil, faith, religious pluralism, and the relation between religious beliefs and ethics. Not open to students with credit in REL 405. Prerequisite: one 100- or 200-level Philosophy course or consent of instructor.

415 Philosophy of Science. (3) An examination of philosophical problems arising from the natural sciences such as the nature of scientific explanation and the justification of scientific theories. Prerequisite: one 100- or 200-level Philosophy course or consent of instructor.

420 Philosophy of Law. (3) An examination of philosophical problems raised by law including the nature and aims of law, the relation of law and morality, the rationale of legal responsibility and punishment, and legal obligation and the rule of law. Prerequisite: one 100- or 200-level Philosophy course or consent of instructor.

425 Philosophy of Mind. (3) A critical study of selected topics in the philosophy of mind, such as consciousness, intentionality, dualism, the varieties of materialism, functionalism, and artificial intelligence. Prerequisite: one 100- or 200-level Philosophy course or consent of instructor.

440 Legal Reasoning. (3) An investigation into judicial decision making and legal reasoning focusing on case precedent, logical coherence, and the role of interpretation in the reasoning process. Prerequisite: PHIL 140.
RELIGIOUS STUDIES (REL)

(Introductory Courses—Any introductory course may be taken as a first course in Religious Studies.)

101 Exploring Religion. (3) (General Education/ Humanities) An introduction to the diversity of religious and cultural expressions through the study of religious experience, symbol, ritual, myth, belief, ethics, and community. IAI: H5 900.

110 Introduction to Eastern Religions. (3) (General Education/Humanities or Multicultural Studies) (Global Issues) A comparative introduction to the religious traditions of Asia—Hinduism and Buddhism—with attention to historical development, scriptures, beliefs, practices, and diverse cultural expressions.

111 Introduction to Western Religions. (3) (General Education/Humanities or Multicultural Studies) (Global Issues) A comparative introduction to the ‘religions of Abraham’—Judaism, Christianity, and Islam—with attention to historical development, scriptures, beliefs, practices, and diverse cultural expressions.

205 The Bible. (3) (General Education/Humanities) An examination of the Hebrew Bible (Old Testament) and New Testament scriptures which shaped the intellectual and cultural history of Western civilization with emphasis on cultural, social, and historical factors leading to the birth of Judaism and Christianity. IAI: H5 901.

(World Religions)

203 The Christians. (3) (General Education/ Humanities) An examination of scriptures, worship, symbols, and historical developments of important religions to major Christian traditions as well as the traditions of African Americans, women, and non-Western peoples.

350 Hinduism. (3) (Global Issues) A study of the Hindu religious tradition covering its historical development, basic beliefs, practices, social structure, and philosophical world view, emphasizing the relation between this religion and society in both India and America. Prerequisite: one 100- or 200-level Religious Studies course or consent of instructor.

355 Buddhism. (3) (Global Issues) A study of the Buddhist religious tradition covering its historical development, basic beliefs, and practices, emphasizing the relation between this religion and society in the East and in America. Prerequisite: one 100- or 200-level Religious Studies course or consent of instructor.

365 Islam. (3) (General Education/Multicultural Studies) (Global Issues) A study of the Islamic religious tradition covering its historical development, basic beliefs, and practices, emphasizing the relation between this religion and society in the Near East and in America. Prerequisite: one 100- or 200-level Religious Studies course or consent of instructor.

370 Judaism. (3) An examination of the religion and history of the Jewish people including the relations of Judaism to Christianity and Islam and the causes of anti-Semitism. Prerequisite: one 100- or 200-level Religious Studies course or consent of instructor.

401 Religion in America. (3) An examination of the diversity of religion and religions in the United States with attention to the variety of religious traditions and expressions and to the histories and themes that have shaped the distinctive tapestry of American religious life. Prerequisite: one 100- or 200-level Religious Studies course or consent of instructor.

403 (Cross-listed with WS 305) Women in Religion. (3) (General Education/Multicultural Studies) A cross-cultural, comparative, interdisciplinary investigation of the presence of women in shaping the religious cultures of the world. Not open to students with credit in WS 305. Prerequisite: one 100- or 200-level Religious Studies course or consent of instructor.

454 Contemporary Spiritual Movements. (3) An exploration of contemporary spiritual movements with special emphasis on the relationship between cultural change and the emergence of new religious movements. Prerequisite: one 100- or 200-level Religious Studies course or consent of instructor.

456 Religion and War. (3) (Global Issues) An examination of religious perspectives on the legitimacy of war, the conduct of war, and participation in or support for the military. Prerequisite: one 100- or 200-level Religious Studies course or consent of instructor.

457 Ritual and Performance in Religion. (3) An examination of ritual and performance in world religions including theoretical approaches to the study of ritual and performance and an investigation into the function of religious rituals and performances in the lives of practitioners. Prerequisite: one 100- or 200-level Religious Studies course or consent of instructor.

464 (Cross-listed with SOC 464) Sociology of Religion. (3) (Global Issues) An analysis of religious groups and institutions, a comparison of religion in sacred and secular societies, and the effect of religion on behavior and social institutions. Not open to students with credit in SOC 464. Prerequisites: SOC 100 and one additional Sociology course, or consent of instructor.

492 (Cross-listed with ENG 492) Religion, Literature, and Film. (3) (Global Issues) Study of multicultural literary and cinematic texts engaging a wide range of religious traditions. Not open to students with credit for ENG 492. Prerequisite: ENG 299 with a grade of C or better, or one 100- or 200-level Religious Studies or Philosophy course, or consent of instructor.

494 (Cross-listed with AAS 494) Religion in African American Culture. (3) This course acquaints students with religiosity and spirituality among African Americans and provides understanding of a world view, via concepts of nature, God, and human interaction, that reflects African cultural retentions in the U.S. Not open to students with credit for AAS 494. Prerequisites: AAS 100 and junior standing, or one 100- or 200-level Religious Studies course, or permission of instructor.

(Religious Thought)

300 Religious Ethics. (3) This course will discuss the ways in which religions develop and sustain ethical traditions, addressing both theoretical and practical issues—for example, marriage, sexuality, war, political life, and economics—in one or more religions. Prerequisite: one 100- or 200-level Religious Studies course or consent of instructor.

380 Jesus. (3) A study of Jesus as pictured in the Gospels, history, and culture. Prerequisite: one 100- or 200-level Religious Studies course or consent of instructor.
405 Philosophy of Religion. (3) A critical examination of the philosophical issues arising from religious beliefs, utilizing historical and contemporary writings. Topics may include the existence of God, evil, faith, religious pluralism, and the relation between religious beliefs and ethics. Not open to students with credit in PHIL 405. Prerequisite: one 100- or 200-level Philosophy course or consent of instructor.

451 Contemporary Theology. (3) An examination of selected contemporary Christian theological themes and thinkers, as well as some recent Jewish and/or Muslim perspectives. Prerequisite: one 100- or 200-level Religious Studies course or consent of instructor.

452 Great Jewish and Christian Thinkers. (3) An introduction to several Jewish or Christian thinkers, including theologians or mystics who have shaped western religious imagination and culture. Such figures might include Paul, Augustine, Aquinas, Maimonides, Luther, Theresa of Avila, Martin Buber, or Simone Weil (among others). Prerequisite: one 100- or 200-level Religious Studies course or consent of instructor.

455 Personal Transformation. (3) A comparative study of secular and religious systems which aim at overcoming the obstacles to human fulfillment. Attention will be given to methods of therapy, the role of the spiritual master, and the vision of the ideal personality. Prerequisite: one 100- or 200-level Religious Studies course or consent of instructor.

458 Comparative Asian Religious Thought. (3) An examination of key issues related to the philosophy of Asian religions and their conceptual thinkers. Prerequisite: REL 110 or consent of instructor. (Specialized Research)

312 Writing in Religious Studies. (1) Instruction and practice in writing a 20 page research paper within the field of Religious Studies. Writing Instruction in the Discipline (WID) course. Prerequisite: ENG 280. Corequisite: REL 301, 380, 451, 452, 454, or 456.

490 Capstone Project. (3) Selection of research project, preparation of bibliography, description of methodology, writing of senior thesis, oral defense, and participation in career-related seminars. Prerequisites: senior standing and REL 312.

499 Directed Readings. (1–3, repeatable for different topics, with no maximum) Individual study of particular religious traditions, ideas, or problems. Prerequisites: two courses in Religious Studies and consent of the instructor. By arrangement.
Chairperson: Dr. Mark S. Boley  
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The science of Physics explores the basic properties of matter and the forces which act upon matter. Using precise experimental measurements, physicists formulate laws which describe the observed behavior of the physical world. In the Bachelor of Science program, students gain experience in dealing with a broad range of physical phenomena. They learn the laws of Physics and develop the theoretical and experimental skills necessary to apply these laws to a wide range of phenomena. With a Bachelor of Science degree in Physics, a student is prepared to do design and development work in industry or a government laboratory or to teach high school science and Physics. Students planning to do Physics research or to teach at the university level should obtain an M.S. or Ph.D. degree.

GradTrac is available to Standard Physics majors. See page 77 for information about GradTrac.

Honors Curriculum—Academically qualified students in this department are welcome to complete an honors curriculum in University Honors, Upper Division Honors, or Lower Division Honors. All Honors students must complete the one-hour honors colloquium (G H 299). Lower Division Honors includes General Honors coursework. Upper Division Honors includes honors work in the major. University Honors combines Upper and Lower Division Honors. For more information about honors curricula, see page 98 or visit the Centennial Honors College website at wiu.edu/Honors.

Integrated Baccalaureate and Master's Degree Program—An integrated baccalaureate and master's degree program is available for the Bachelor of Science in Physics: Master of Science in Physics. An integrated degree program provides the opportunity for outstanding undergraduates to earn both degrees in five years. Please refer to the Graduate Studies catalog for details about the integrated program.

Degree Programs

Bachelor of Science—Physics

All students seeking the Bachelor of Science in Physics must complete I, II, and III.A, III.B, or III.C below, and the foreign language/global issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.

In accordance with the Illinois State Board of Education licensure rules, all candidates seeking teacher licensure are required by Western Illinois University to obtain a grade of “C” or better in all directed General Education courses, all core courses, and all courses in the option. Note C- is below a C.

I. General Education Curriculum ................................................................. 43 or 55 s.h.
   Option A Standard Physics: University General Education Curriculum and College of Arts and Sciences Curriculum Requirements—55 s.h. (p. 83)
   Option B Engineering Physics: University General Education Curriculum—43 s.h. (p. 69)
   Option C Teacher Education: University General Education Curriculum—43 s.h. (p. 69)

II. Core Courses ............................................................................................. 15 s.h.
    PHYS 211, 212, 213, 214

III. Options of Study (select A, B, or C)
   A. Standard Physics
      1. Special Courses................................................................................... 26 s.h.
         PHYS 311, 354, 420, 427, 428, 430, 470, 490†, and any one of the following: PHYS 410, 421, 431, 461, 462
Physics

2. Any minor (A minor in Mathematics is recommended. PHYS 468 may be counted toward a minor in Mathematics.) .................................................. 16–18 s.h.

3. Other ........................................................................................................ 23 s.h.
   a. MATH 133, 134, 231, 333 .............................................................. 15 s.h.
   b. CHEM 201, 202 .............................................................................. 8 s.h.

B. Engineering Physics
1. Special Courses .................................................................................. 19–22 s.h.
   a. PHYS 490† .................................................................................. 2 s.h.
   b. Select three of the following: PHYS 310, 311, 312, 354, 420... 9–10 s.h.
   c. Select two of the following: PHYS 367, 410, 421, 430, 468.......... 6 s.h.
   d. Select one of the following: PHYS 427, 428, 470 ....................... 2–4 s.h.

2. Engineering courses taken at WIU—QC or a Transfer Institution* of which 15 s.h. must be at the upper-division level .................................................. 18 s.h.

3. Other ........................................................................................................ 33–35 s.h.
   a. CHEM 201, 202 .............................................................................. 8 s.h.
   b. CS 225 ............................................................................................ 3 s.h.
   c. ET 105 ............................................................................................ 3 s.h.
   d. MATH 133, 134, 231, 311, 333................................................... 18 s.h.
   e. Open Electives .............................................................................. 1–3 s.h.

C. Science/Physics—Teacher Education
1. Special Courses .................................................................................. 37 s.h.
   a. BIOL 101, 481 .............................................................................. 7 s.h.
   b. CHEM 201, 202 .............................................................................. 8 s.h.
   c. GEOL 110 .................................................................................... 4 s.h.
   d. BIOL/GEOL 181; PHYS/GEOG 182 ........................................... 8 s.h.
   e. PHYS 427, 428, 482† .................................................................... 10 s.h.

2. Departmental Electives: Upper-Division Physics Electives ....................... 6 s.h.

3. Science Electives
   Any additional mathematics or science courses leading to additional endorsements in mathematics or science (MATH, BIOL, BOT, CHEM, GEOG, GEOL, MICR, ZOOL)

4. Other ........................................................................................................ 46 s.h.
   a. EDUC 239, 339, 439, 469 .............................................................. 3 s.h.
   b. EIS 202, 301, 303 (2 s.h.), 304 (1), 305, 401 .................................. 13 s.h.
   c. MATH 133, 134, 231 ................................................................... 12 s.h.
   d. ENG 360 ...................................................................................... 2 s.h.
   e. SPED 210 and 390 ....................................................................... 4 s.h.
   f. STCH 480 .................................................................................... 12 s.h.

#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) any major's discipline-specific global issues course; or 4) an approved Study Abroad program.
†PHYS 490 fulfills the Writing Instruction in the Discipline (WID) graduation requirement for the Standard Physics and Engineering Physics options. PHYS 482 fulfills the Writing Instruction in the Discipline (WID) graduation requirement for the Science/Physics—Teacher Education option.
*When transferring to a different institution, the student must complete the Engineering degree to receive the degree in Engineering Physics from Western under this option.

Minors

Minor in Physics .............................................................................................. 21 s.h.
1. PHYS 211, 212, 213, 214 ..................................................................... 15 s.h.
2. 6 hours in 300 or above Physics courses ............................................ 6 s.h.
Broad Area Minor in Physics

Designed for pre-medicine students and majors in the life sciences, geology, and business. Emphasizes the tools of applied Physics which can be utilized to solve problems in other areas.

1. PHYS 124, 125

2. Additional hours chosen from: PHYS 214 or 300 or above

The following courses are particularly recommended: PHYS 428, 470.

Pre-Professional Programs

Pre-professional programs in Architecture and Engineering are available. See Pre-Professional Programs (p. 314) for a detailed description of the requirements.

Course Descriptions

PHYSICS (PHYS)

100 Physics for Society. (4) (General Education/ Natural Sciences) A survey course in Physics that introduces basic principles and applications in the modern world. Uses algebra at the high school level. 3 brs. lect.; 2 brs. lab.

IAI: P1 500L.

101 Introduction to Astronomy. (3) (General Education/ Natural Sciences) A basic introduction to modern astronomy, examining the physical principles of telescopes, gravity, radiation and atoms, the solar system, stars, galaxies, and cosmology. No Physics or Mathematical background beyond high school algebra and physical science is assumed. No prerequisites.

IAI: P1 906.

Applied Physics (114, 115) is a one-year sequence which stresses basic concepts and applications to practical problems. Designed for the non-science major, it satisfies the general requirements for a laboratory science.

114, 115 Applied Physics. (4 each) (General Education/ Natural Sciences) Includes mechanics with hydrostatics and hydrodynamics; heat and thermodynamics; wave motion and optics; D.C. electricity, magnetic induction, and A.C. electricity. Assumed is that students have a knowledge of high school algebra and trigonometry. Recommended, but not required, to take the course in sequence. 3 brs. lect.; 2 brs. lab.

General Physics (124, 125) is a non-calculus general Physics sequence designed to meet the needs of all science majors who do not plan to take the Physics 211–214 sequence.

124, 125 General Physics. (5 each) A two-semester introduction to basic ideas and experimental methods in such areas as mechanics and the conservation laws; wave motion and sound; heat and temperature; electricity and magnetism; light and optics; atomic and nuclear Physics. Assumes that students have a knowledge of high school algebra and trigonometry. The course must be taken in sequence. 3 brs. lect.; 1 hr. discussion; 2 brs. lab.

150 Energy and the Environment. (4) (General Education/ Natural Sciences) (Global Issues) An introductory course concerned with the global and international topics of energy conversion, air and land pollution, and alternative energy sources. Uses algebra at the high school level. 3 brs. lect.; 2 brs. lab.

182 (Cross-listed with GEOG 182) Integrated Science II. (4) (General Education/Natural Sciences) A laboratory course in interdisciplinary science with an emphasis on the Earth’s place in the physical universe. Topics address the nature of matter and energy and their impact on the Earth’s weather and climate. (Integrated Science I is BIOL/GEOL 181) Not open to students with credit in GEOG 182. Prerequisite: MATH 100. 3 brs. lect.; 2 brs. lab.

University Physics (211, 212, 213, and 214) is a calculus-based general Physics sequence designed for science and Pre-Engineering majors.

211 (Formerly PHYS 197) University Physics I. (4) (General Education/ Natural Sciences) Motion, Newton’s laws, forces, momentum, energy, work, rotation, and simple harmonic motion. Prerequisite or Corequisite: MATH 153, 3 brs. lect.; 1 br. discussion; 2 brs. lab.

IAI: PHY 911.

212 (Formerly PHYS 200) University Physics II. (4) Kinetic theory, thermodynamics, wave motion, sound, optics. Prerequisite: PHYS 211. Prerequisite or Corequisite: MATH 134, 3 brs. lect.; 1 br. discussion; 2 brs. lab.

IAI: EGR 913; PHY 913.

213 (Formerly PHYS 198) University Physics III. (4) Electrostatics, electric fields, D.C. circuits, magnetism, A.C. circuits, and introduction to basic electronic devices. Prerequisite: PHYS 211. Prerequisite or Corequisite: MATH 134, 3 brs. lect.; 1 br. discussion; 2 brs. lab.

IAI: PHY 912.

214 (Formerly PHYS 201) University Physics IV. (5) Relativity, blackbody radiation, atomic structure and spectra, introduction to quantum mechanics, selected topics from nuclear and solid state Physics. Prerequisites: PHYS 212 and 213, or 125, 3 brs. lect.; 2 brs. lab.

310 Statics. (3) Basic concepts of statics with engineering applications including rigid bodies, simple structures, flexible cables, beams, friction, virtual work. Prerequisite: PHYS 211.

311 Classical Mechanics. (3) Basic concepts of dynamics including Newton’s laws, energy, momentum, rigid body dynamics, oscillators, Lagrange’s method, central forces, accelerated coordinate systems. Prerequisite: PHYS 211. Prerequisite or Corequisite: MATH 333.

IAI: EGR 943.

312 Engineering Mechanics (Statics and Dynamics). (4) Analysis of force systems; static equilibrium; dynamics of particles and rigid bodies using Newton’s laws and the principles of work, energy, impulse, and momentum. Prerequisite: PHYS 211. Prerequisite or Corequisite: MATH 333.

354 Thermodynamics. (3) Concept of temperature; the first, second, and third laws of thermodynamics; applications to gases; change of state; kinetic theory; and applications to simple models of familiar situations. Prerequisites: PHYS 212 and MATH 333.

367 (Formerly PHYS 467) Mathematical Methods of Physics I. (3) Vector analysis, matrices, determinants, infinite series, applications of differential equations,
Prerequisites or Corequisites: PHYS 214, MATH 333, or consent of instructor.

410 Computation Methods. (3) Applications of FORTRAN and/or MATHEMATICA to programming of numerical and analytical calculations, data fitting, simulation of physical problems, and individualized work on problems chosen from the student’s field of interest. Prerequisites: basic knowledge of FORTRAN, one year of general Physics, one year of calculus, or consent of instructor.

420 (Formerly PHYS 320) Electricity and Magnetism I. (3) Electrostatics, magnetostatics, electromagnetic induction, introduction to Maxwell’s equations. Prerequisites: PHYS 213 and MATH 333.

421 Electricity and Magnetism II. (3) Maxwell’s equations, plane EM waves in infinite media, reflection and refraction of EM waves, guided EM waves, radiation of EM waves, relativistic treatment of electricity and magnetism. Prerequisite: PHYS 420.

427 Advanced Electronics. (3) Electronic measurement fundamentals, passive circuit elements, analog electronics (op amps, transducers, noise reduction), digital electronics (logic gates, flip flops, counters, combinational and sequential circuitry), D/A and A/D conversion, data acquisition techniques. Prerequisite: PHYS 115 or 125 or 213. 2 hrs. lect.; 2 hrs. lab.

428 Applied Optics. (4) Geometrical optics, diffraction, interferometry, polarization, laser construction, optical materials, holography. Modern optical techniques and instrumentation are emphasized. Prerequisite: PHYS 125 or 212. 3 hrs. lect.; 2 hrs. lab.

430 Introductory Quantum Mechanics I. (3) Atomic nature of matter, introduction to quantum mechanics including Schroedinger equation. Prerequisite: PHYS 214 and MATH 333.

431 Introductory Quantum Mechanics II. (3) Spin, fine structure, atomic spectroscopy, perturbation theory, applications. Prerequisite: PHYS 430.

461 Astrophysics I. (3) Introduces basic concepts and tools in modern astrophysics, including celestial mechanics, spectroscopy, and telescopes. Provides a comprehensive description of stellar astrophysics. The physical processes and observational characteristics of stars in hydrostatic equilibrium, including our sun, are analyzed. Prerequisite: PHYS 214 or permission of the instructor.

462 Astrophysics II. (3) An overview of galactic and extragalactic astrophysics. The Milky Way galaxy is studied in detail, including dark matter and stellar evolution. Other galaxies, the large scale properties of the universe, and cosmology are discussed. Prerequisite: PHYS 461 or permission of the instructor.


470 Modern Experimental Physics. (2) Laboratory experiments illustrating both the development of modern physics and modern experimental systems techniques. Experiments cover a range of topics. Prerequisite: PHYS 214.

476 Special Topics in Physics. (1–4, repeatable with no maximum) Lecture courses in topics of current interest, to be announced in the class schedule. Topics based on the student’s previous training and interests. Prerequisite: consent of instructor.

477 Special Problems in Experimental and Theoretical Physics. (1–4, repeatable with no maximum) Individualized study of any phase of Physics not otherwise covered. Opportunity for undergraduates to engage in experimental or theoretical research under staff supervision. Prerequisite: consent of the instructor.

478 Physics Internship. (1–12) A one-semester on-the-job experience in an industrial facility or a research laboratory. Prerequisite: consent of department chairperson and PHYS 477.

490 Seminar. (2) Reading, discussion, and criticism of selected topics. Oral presentation and formal paper on a chosen topic. Writing Instruction in the Discipline (WID) course. Prerequisite: ENG 280.

491 Honors Thesis. (1–3, not repeatable) A Physics thesis prepared by an Honors student under the direction of one or more members of the Physics Department. Prerequisite: Honors major in Physics and junior or senior standing.

(Education)

239 Pre-Teacher Education Program Admittance. (0, repeatable with no maximum) Students pursuing teacher licensure are required to take this course in the semester they plan to be fully accepted in the Teacher Education Program (TEP). Students must meet established departmental criteria for admittance to TEP. Graded S/U.

339 Pre-Student Teaching Clearance. (0) Students pursuing teacher licensure are required to take this course prior to their student teaching semester. Students must meet established criteria for departmental clearance to student teach. Prerequisites: Full admittance to the Teacher Education Program (TEP). Graded S/U.

439 Methods of Teaching Secondary Science. (3) Study of secondary teaching methods (Grades 6–12) from the standpoints of theory and practice, curriculum objectives and standard implementation, materials, and evaluation and assessment. Included are demonstrations, discussions, lectures, classroom participation, and field observations. Prerequisites: major in Science/Physics—Teacher Education Program and EIS 301. Corequisite: EIS 303.

469 Pre-Licensure Clearance. (1) Students pursuing teacher licensure are required to take this course in the semester they student teach. Students must meet criteria established by the department in order to be recommended for licensure. Prerequisite: departmental clearance to student teach. Corequisite: Student Teaching (STCH). Graded S/U.

480 Student Teaching See STCH 480.

482 (Cross-listed with BIOI 482 and CHEM 482) Science in Context. (3) Interdisciplinary course designed for science majors pursuing secondary teacher licensure. Students will explore science as inquiry, the unifying principles of science, and the role of social contexts and ethics in science. Writing Instruction in the Discipline (WID) course. Not open to students with credit in BIOI 482 or CHEM 482. Prerequisite: senior standing in Science/Physics—Teacher Education Program, or permission of instructor; ENG 280.
Political Science

Chairperson: Dr. Keith Boeckelman
Office: Morgan Hall 422
Telephone: (309) 298-1055; Fax: (309) 298-1739
E-mail: p-science@wiu.edu
Website: wiu.edu/politicalscience

Faculty: Albarracin, Auger, Baldi, Boeckelman, Day, Deitz, Hardy, LaFrance, Lee, Ogbaharya, Placide, Rice, Taylor.

Political Science is both an ancient discipline and one of the most recent social sciences. Political scientists study political institutions, the political behavior of individuals and groups, the formulation and execution of public policy, the relations among states, and also enduring moral issues, such as what is justice and how leaders should be chosen.

The Political Science major prepares the student for a wide range of careers, including: administration of national, state, and local government agencies; preparation for admission to law school; urban and regional planning; political journalism, the conduct and analysis of foreign policy; and preparation for graduate study in Political Science. The departmental advisor has career guides for students interested in law school, graduate study in Political Science, graduate study in public policy, public administration, foreign affairs, and politics.

GradTrac is available to Political Science majors—General, American Government, International Relations/Comparative Politics, Pre-Law, and Public Administration/Public Policy. See page 77 for information about GradTrac.

Honors Curriculum—Academically qualified students in this department are welcome to complete an honors curriculum in University Honors, Upper Division Honors, or Lower Division Honors. All Honors students must complete the one-hour honors colloquium (G H 299). Lower Division Honors includes General Honors coursework. Upper Division Honors includes honors work in the major. University Honors combines Upper and Lower Division Honors. For more information about honors curricula, see page 98 or visit the Centennial Honors College website at wiu.edu/Honors.

Degree Programs

Bachelor of Arts—Political Science

All students seeking the Bachelor of Arts in Political Science must complete I, II, and III.A, III.B, III.C, III.D, or III.E below, and the foreign language/global issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 120 s.h. A maximum of 6 s.h. of POLS 402 may be counted towards the Political Science major.

I. University General Education and College of Arts and Sciences Curriculum Requirements (p. 83) ................................................................. 60 s.h.

II. Core Courses .................................................................................. 18 s.h.
POLS 122*, 228*, 267*, 284, 300 or 302, 492†

III. Options of Study (Select A, B, C, D, or E)

A. Political Science—General
   1. Directed Electives
      a. At least one course from POLS 381, 382, 383, 389.......................... 3 s.h.
         *If more than one course is taken, it counts as a Department Elective.
      b. At least one course chosen from POLS 317, 318, 319...................... 3 s.h.
         *If more than one course is taken, it counts as a Department Elective.
   2. Department Electives ....................................................................... 12 s.h.
   3. Any Minor ....................................................................................... minimum 16 s.h.
   4. Open Electives .................................................................................. 14 s.h.

B. American Government
   1. Directed Electives
      a. At least one course chosen from POLS 381, 382, 383, 389............... 3 s.h.
         *If more than one course is taken, it counts as a Department Elective.
b. At least two courses chosen from POLS 317, 318, 319 ..........................6 s.h.  
   If more than two courses are taken, they count as Open Electives.

c. Three courses chosen from POLS 223, 308, 311, 315, 316, 317, 318, 319, 328,  
   335, 350, 352, 370, 395, 402, 410, 411, 448, 454, 450 ..........................9 s.h.

2. Any Minor .................................................. minimum 16 s.h.
3. Open Electives .................................................................... 14 s.h.

C. International Relations/Comparative Politics
1. Directed Electives
   a. At least one course chosen from POLS 381, 382, 383, 389............. 3 s.h.  
      If more than one course is taken, it counts as an Open Elective.
   b. Students must take at least one course from the International Relations  
      courses listed below and at least one course from the Comparative Politics  
      courses listed below. Students should then select 3 additional courses from the  
      lists below .......................................................... 15 s.h.  
      International Relations: POLS 331, 332, 334, 338, 340, 353, 440, 446  
      Comparative Politics: POLS 320, 322, 327, 329, 400, 424, 465

2. Any Minor .................................................. minimum 16 s.h.
3. Open Electives .................................................................... 14 s.h.

D. Pre-Law
1. Directed Electives
   a. At least one course chosen from POLS 381, 382, 383, 389............. 3 s.h.  
      If more than one course is taken, it counts as an Open Elective.
   b. At least four courses chosen from: POLS 226, 319, 410, 411, 448 ....... 12 s.h.
   c. At least one course chosen from: POLS 223, 315, 317 .......................... 3 s.h.

2. Any Minor .................................................. minimum 16 s.h.
3. Open Electives .................................................................... 14 s.h.

E. Public Administration/Public Policy
1. Directed Electives
   a. Select POLS 300 or 302 (whichever was not taken as a Core course) .... 3 s.h.  
      If more than one course is taken, it counts as a Department Elective.
   b. At least one course chosen from POLS 381, 382, 383, 389............. 3 s.h.
   c. Three courses chosen from POLS 223, 393, 400, 402, 410, 490, 493, 494 ...... 9 s.h.

2. Department Electives .......................................................... 3 s.h.
3. Any Minor ........................................................................... minimum 16 s.h.
4. Open Electives ..................................................................... 14 s.h.

#The foreign language/global issues graduation requirement may be fulfilled by  
   successfully completing one of the following: 1) a General Education global issues course  
   or 2) a Political Science (POLS) global issues course.
*Two of POLS 122, 228, 267 may count toward the University General Education  
   requirement.
†POLS 492 fulfills the Writing Instruction in the Discipline (WID) graduation requirement.

Minors

Minor in Political Science (Bachelor of Arts or Bachelor of Science) ............ 18 s.h.
   1. Core .............................................................................. 9 s.h.
      POLS 122  
      One course chosen among POLS 381, 382, 383, 388, 389  
      One course chosen among POLS 228, 267, 284, 300
   2. Political Science Electives .................................................. 9 s.h.  
      At least 6 s.h. of POLS electives must be chosen from courses numbered 300 or above.

Minor in Public Administration (Bachelor of Arts or Bachelor of Science) ...... 18 s.h.
   1. POLS 122, 300..................................................................... 6 s.h.
   2. Political Science Electives selected among the following courses: ...... 12 s.h.  
      POLS 302, 393, 402 (maximum of 3 s.h.), 490, 493, 494

310
One course may be selected from the following: POLS 223, 370, 401 (maximum of 3 s.h.)

Minor in International Relations (Bachelor of Arts or Bachelor of Science) .......... 18 s.h.
1. POLS 101 OR 122, AND 228 ................................................................. 6 s.h.
2. Political Science Electives .................................................................. 12 s.h.

Select at least two courses from the following: POLS 331, 332, 338, 340, 353, 440, 446, 451

In addition, two courses may be chosen from POLS 267, 322, 327, 329

Course Descriptions

POLITICAL SCIENCE (POLS)
(American Government and Politics)

122 American Government and Politics. (3)  
(General Education/Social Sciences) Development, organization, powers, limitation, and practical problems of the governmental and political system of the United States. 
Prerequisite: POLS 122 or permission of instructor.  
IAI: S5 900.

223 State Government and Politics. (3) The role of state and local governments within the American federal system. 
Prerequisite: POLS 122 or permission of instructor.  
IAI: S5 902.

311 (Cross-listed with AAS 311) Race and Ethnicity in American Politics. (3) This course examines how racial and ethnic minority groups shape, and are shaped by, American politics and society. It focuses primarily on the politics of specific racial and ethnic minority groups in the United States. Not open to students with credit in AAS 311. Prerequisite: POLS 122 or permission of instructor.

315 Illinois Government and Politics. (3) A comprehensive study of Illinois government. Special attention to constitutional developments and the organization and functioning of the government. Prerequisite: POLS 122 or 223, or permission of instructor.

316 Executive-Legislative Relations. (3) An examination of the relationship between the executive branch and Congress including topics such as vetoes, divided government, and the role of the bureaucracy in the lawmaking process. Prerequisite: POLS 122 or permission of instructor.

317 The Congress. (3) The role of the national legislature in its relationship to the structure of American government and the legislative process. Prerequisite: POLS 122 or permission of instructor.

318 The Presidency. (3) Analysis of the powers of the President and the relationship of the office to the legislative and judicial branches. Prerequisite: POLS 122 or permission of instructor.

319 The Judiciary. (3) Functions and role of the federal court system and the judicial process. Emphasis on decision-making, judges, the legal profession, and administration of the courts. Prerequisite: POLS 122 or permission of instructor.

328 Politics and the Media. (3) This course will explore the power and limits of the media in American politics as well as the ways in which the media defines the “news.” Prerequisite: POLS 122 or permission of instructor.

350 Political Campaigns and Elections. (3) Development of a practical understanding and skill in politics and campaigns through classroom instruction and participation in campaigning. Prerequisite: POLS 122 or permission of instructor.

352 Voting Behavior and Public Opinion. (3) Examines theories and current controversies of American electoral politics, explores the nature and content of public opinion, and analyzes their influence on elected officials. Prerequisite: POLS 101 or 122 or permission of instructor.

370 Urban Government and Politics. (3) Organization and functions of the government of cities: urban politics, problems, and policies. Prerequisite: POLS 122 or 300 or permission of instructor.

395 Politics and Religion in America. (3) The impact of religion in contemporary American political life, focusing on constitutional issues, electoral politics, and more generally, the interaction between politics and religion. Prerequisite: POLS 101 or 122 or permission of instructor.

410 Constitutional Law: Government Organization and Powers. (3) An examination of constitutional law in the United States with special emphasis on cases dealing with the framework, powers, and functions of the federal system. Prerequisite: POLS 122 or permission of instructor.

411 Constitutional Law: Civil Liberties and Civil Rights. (3) An examination of U.S. Constitutional law, with special emphasis upon civil liberties and civil rights cases. Prerequisite: POLS 122 or permission of instructor.

448 The Supreme Court. (3) An examination of the role of the Supreme Court in the federal judiciary and in the U.S. political system. Prerequisite: POLS 122 or permission of instructor.

454 Interest Group Politics. (3) The study of interest group politics in the United States including theories of group development and maintenance, their roles in American politics, their methods of influence, and their effect on government behavior. Prerequisites: POLS 122 and at least junior status or permission of instructor.

456 Political Parties. (3) A study of political parties in the United States including theories of the two-party system, the changing nature and function of modern parties, the roles of third parties, and the effect of parties on the political system. Prerequisite: POLS 122 and at least junior status or permission of instructor.

(Comparative Government and Politics)

267 Introduction to Comparative Government and Politics. (3) (General Education/Social Sciences) (Global Issues) An introduction to important analytical concepts in comparative politics, the major types of political systems, and major components of the political process. 
IAI: S5 905.

322 Political Systems of Europe. (3) (Global Issues) Contemporary politics in old and new European democracies. How national policies and national identities converge or conflict in an increasingly integrated Europe. Prerequisite: POLS 267 or permission of instructor.

327 (Cross-listed with AAS 327) Political Systems of Africa. (3) This course examines the nature of
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institutions and political rule in Africa before and after independence. Key topics include the colonial inheritance, ethnicity and social characteristics of African societies, and the nature and role of political institutions. Not open to students with credit in AAS 327. Prerequisite: POLS 267 or permission of instructor.

329 Political Systems of Latin America. (3) (General Education/Multicultural Studies) (Global Issues) An examination of the political institutions and political processes of selected Latin American states including Mexico, Cuba, Argentina, Brazil, and Chile. Prerequisite: POLS 267 or permission of instructor.

400 Comparative Public Policy. (3) (Global Issues) The course will examine the public policy process and public policy outcomes using a comparative perspective. It will analyze different policy areas in diverse contexts—e.g., industrial and developing countries—and in selected cases in the Americas, Europe, and Asia. Prerequisite: POLS 300 or 302 or permission of instructor.

424 Politics, Poverty, and Society in the Developing World. (3) This course introduces students to the main challenges facing developing countries, including but not limited to democratic change, the struggle against poverty, ethnic conflicts, rural and urban change, and the role of women. Prerequisite: POLS 267 or permission of instructor.

(International Relations)

228 Fundamentals of International Relations. (3) (General Education/Social Sciences) (Global Issues) An introduction to both the major concepts and approaches in the study of international relations, and to the contemporary international system, its components, and its problems. IAI: SS 590.

331 United States Foreign Policy. (3) (Global Issues) The role of the United States in the family of nations. The apparatus, materials, and methods of foreign policy. The significance of foreign policy as part of the political system of the United States. Prerequisite: POLS 122 or 228, or permission of instructor.

332 United States Defense Policy and National Security. (3) The organization and role of the National Security Council, Defense Department, military establishment, and CIA. Topics include military technology, warfare, deterrence, arms control, and the defense budget. Prerequisite: POLS 122 or 228, or permission of instructor.

334 Politics of the Global Economy. (3) (Global Issues) Political analysis of theories and operation of the modern international economy, including international institutions and transnational corporations, the globalization of finance and production, and issues of dominance and dependence. Prerequisite: POLS 228 or permission of instructor.

338 The United Nations and International Organization. (3) (Global Issues) A study of world and regional organization as reflections of world politics, as instruments of foreign policies, and as forces for change and order. Prerequisite: POLS 228 or permission of instructor.

340 US-China Relations. (3) Study of contemporary relations between the United States and China, examining shifting patterns of cooperation and competition on a wide range of issues. Prerequisite: POLS 228 or permission of instructor.

440 International Security and Arms Control. (3) (Global Issues) Systematic analysis of the disarmament efforts of nations; role of international organizations; problems of national security and inspection; economic and political implications. Prerequisite: POLS 228 or permission of instructor.

446 Conflict Resolution and International Peacekeeping. (3) (Global Issues) Study of the history and practice of international peacekeeping operations. Emphasis on international organizations and the feasibility of conflict resolution and collective security. Prerequisites: POLS 122 and 228.

(Political Theory)

200 Introduction to Public Thought. (3) (General Education/Social Sciences) Survey of political theorists from Socrates to present with special emphasis on the themes of justice, community, equity, liberty, and freedom.

381 Classical Political Theory. (3) The development of Western political philosophy from Plato to Machiavelli with particular emphasis on justice and the good society. Prerequisite: POLS 101 or 122, or permission of instructor.

382 Modern Political Theory. (3) A study of modern and contemporary political theories from Machiavelli to the present with particular emphasis on such concepts as justice, liberty, freedom, and equality. Prerequisite: POLS 101 or 122, or permission of instructor.

385 American Political Thought. (3) Introduction to political theory in the United States designed to present a balanced picture of the origins and development of American political ideas from colonial times to the present. Prerequisite: POLS 101 or 122, or permission of instructor.

389 Politics and Ethics. (3) The course will focus on the ethics of the process of decision making by public officials in a representative democracy. The course also will examine the ethical issues raised by public policies on abortion, affirmative action, and the environment. Prerequisite: POLS 122.

(Public Administration)

300 Introduction to Public Administration. (3) Policy development and the implementation by governmental agencies, the exercise of discretion by administrative bodies, their responsibility to elected public officials, and their responsiveness to societal demands. Prerequisite: POLS 101 or 122, or permission of instructor.

302 Introduction to Public Policy. (3) A comprehensive study of public policymaking and systematic description, explanation, and evaluation of the processes in which public policies are developed, legitimized, funded, implemented, and evaluated in terms of their social impact. Prerequisite: POLS 101 or 122 or permission of instructor.

93 Environmental Politics. (3) A study of the political, legal, administrative, and regulatory aspects of controlling pollution, protecting environmental quality, and managing natural resources. Prerequisite: POLS 122 or permission of instructor.

490 Bureaucracy and Public Policy. (3) The role of the public bureaucracy in the policy-making and policy-formation process. Legislative and judicial policy-making are contrasted with administrative policy-making. Prerequisite: POLS 300 or 302 or permission of instructor.

493 Seminar in Organization Theory and Behavior. (3) Review of classical and modern theories of administration. Goals and expectations of high echelon administrators. Treatment of authority relationships in formal organizations. Prerequisite: POLS 300 or 302 or permission of instructor.

494 Public Budgeting Systems. (3) Financial and budgetary processes and problems of public agencies at various governmental levels. Includes types and functions of budgets. Systematic program evaluation and budgetary allocation questions are emphasized.
Prerequisite: POLS 300 or 302 or permission of instructor.

(General and Special Courses)

101 Introduction to Political Science. (3) (General Education/Social Sciences) Designed to acquaint the beginning student with the scope and methods of Political Science and with basic elements of democratic theory. IAI: SS 903.

226 Introduction to Law and Society. (3) Introduces the student to a variety of disciplinary perspectives of law and society. Focuses broadly on the origins and functions of the law including such topics as the Roman and Common Law and the law as an agent of social control and dispute resolution.

284 Political Research and Analysis. (3) Designed to acquaint the student with the relationship between political theory and data. Relevant data bases in Political Science (e.g., political socialization, voting behavior) are used to explore and test hypotheses in Political Science. Prerequisite: POLS 101 or 122, or permission of instructor.

298 Individual Studies. (1–3) Special projects in Political Science carried out under the supervision of a faculty member. Prerequisites: at least one other course in Political Science and permission of instructor.

301 Politics and Cinema. (3) An examination of films which deal with political themes such as racism, war, and revolution. This course includes a weekly viewing of a film and a discussion section of 75 minutes. See class schedule for listing of discussion sections. Prerequisite: POLS 101 or 122, or permission of instructor.

306 Politics and Game Theory. (3) Game theory is a method to understand the strategic interaction between people in different situations using games. This course introduces game theory and applies it to Political Science topics such as voting, war, bargaining, campaigns, and jury decisions. Prerequisite: POLS 122 or permission of instructor.

308 Political Psychology. (3) A study of the psychological underpinnings of political behavior to better understand how individuals make sense of and react to the political world. Prerequisite: POLS 122 or PSY 100, or permission of instructor.

335 (Cross-listed with WS 335) Women and Politics. (3) (General Education/Multicultural Studies) An examination of the changing role of women in American politics. Focus on women as participants in politics, public policies of concern to women, and feminist theories of political change. Not open to students with credit in WS 335. Prerequisite: POLS 101 or 122 or permission of instructor.

353 Terrorism and Political Conflict. (3) (Global Issues) An examination of the political and ideological sources of modern terrorism and the evolving implications for international and domestic politics. Prerequisite: POLS 228 or permission of instructor.

401 Independent Study. (1–6, repeatable to 6) Individual study and research in any subfield of Political Science. Prerequisite: at least sophomore standing and permission of instructor and advisor.

402 Internship in Public Affairs. (1–12, repeatable to 12) Actual work assignments in public or private agencies involving specific projects in any of the following areas: administrative organization or reorganization. A maximum of 6 s.h. may be counted towards the Political Science major. Prerequisite: permission of the internship coordinator.

415 (Cross-listed with WS 415) Politics of Reproduction. (3) This course examines reproduction as an issue of public interest and considers how public and private interests can conflict regarding women's ability to control their reproduction. Not open to students with credit in WS 415. Prerequisite: WS 190 or permission of instructor.

432 (Cross-listed with SOC 432) Survey Research. (3) An overview of how to design, conduct, and present the results of social surveys. The course includes a familiarization with data preparation for computer processing and an introduction to using computer software statistical packages. Not open to students with credit in SOC 432. Prerequisite: any university level statistics course or consent of instructor.

465 Genocide in Our Time. (3) (Global Issues) Case studies of recent genocides with examples from Europe, the Middle East, Asia, and Africa. Examination of the perspectives of social scientists, victims, perpetrators, and witnesses. Prerequisite: POLS 228 or 267, or permission of instructor.

479 Practicum in Survey Research Methods. (3) Students will work one-on-one with a faculty member on a research project in survey research. This is the capstone course for the Survey Research Methods minor, bringing together the theory and practice of survey research methods. Prerequisite: Successful completion of POLS 284, POLS/SOC 432, and at least 12 s.h. in the Survey Research Methods minor.

492 Senior Seminar in Political Science. (3) Survey of major concepts and theories of Political Science. Students will read important works from the discipline and will write a research paper. Writing Instruction in the Discipline (WID) course. Prerequisites: senior Political Science major, ENG 280, and permission of Political Science advisor.
Pre-Professional Programs

Western Illinois University offers eight pre-professional programs designed to prepare students for professional study at other universities at the undergraduate and graduate levels. Each pre-professional program consists of a series of WIU courses which students are advised to take to gain the knowledge and skills required for professional study in a specific field. An academic advisor is assigned to each of the pre-professional programs. Students should consult with the advisor for information on the entrance requirements of professional schools, recommended WIU courses for professional preparation, and degree completion requirements and options.

Pre-Agricultural Engineering

Students who wish to pursue studies in Pre-Agricultural Engineering should contact the academic advisor in the School of Agriculture. The student in Pre-Agricultural Engineering may elect one of two options leading the Bachelor of Science degree: (1) Agricultural Engineering Degree through a college of Engineering, a four-year program (two years at WIU), or (2) Agricultural Engineering Degree and Agriculture Degree, a five-year program (three years at WIU).

First Year
Agricultural and Biological Science electives from the following: BOT 200; ZOOL 200; AGRI 220; AGRN 176, 278; ANSC 112; AGTM 250
ENG 180; ET 105; Kinesiology; MATH 133, 134; PHYS 211, 212
Humanities and Social Science electives

Second Year
Agricultural and Biological Sciences not taken during First Year
ENG 280; CHEM 201, 202; Kinesiology; MATH 231, 333; PHYS 213, 214
Humanities and Social Science electives

Third Year
AGTM 365, 461, and other electives in Agricultural Technology Management
Agricultural and Biological Sciences electives
ECON 231, 232
Humanities and Social Science electives

Pre-Architecture

Students who wish to pursue studies in Pre-Architecture should contact an academic advisor in the Department of Physics. The suggested transfer curriculum is listed below. This is a one-year (freshman) program, since the University of Illinois—Urbana/Champaign and many Schools of Architecture require students to complete a six-semester program in residence. Three years of one foreign language at the high school level or two semesters at the college level is required for admission to this program. If this work is taken or repeated at the college level, it will not count towards the degree. Admission for transfer students to the Architecture program at the University of Illinois—Urbana/Champaign and other Schools of Architecture is competitive. To be considered for admission to an Architecture program, a student should maintain a grade point average of 3.00 (A=4.00) or higher. Transfer students will not be admitted to the University of Illinois (U/C) unless they have completed 30 s.h. of acceptable credit, excluding credit earned in basic Kinesiology courses.

First Semester
ARTS 140; ENG 180; HIST 125; MATH 133*; Social Science sequence**

Second Semester
CS 214 or CS 225; ENG 280; HIST 126; MATH 134*; Social Science sequence**

*PHYS 114 or PHYS 124 may be taken instead of MATH 133, and MATH 133 instead of MATH 134
**The Social Science sequence must be selected from the University of Illinois—U/C approved list, in consultation with the Pre-Architecture advisor. Subjects in this category include Political Science, Psychology, Sociology, and Communication Arts and Sciences.

**Pre-Chemical Engineering**

Students who wish to pursue studies in Pre-Chemical Engineering should contact an academic advisor in the Department of Chemistry.

**Freshman Year**

**Fall Semester**
- CHEM 201; ENG 180; MATH 133; PHYS 211

**Spring Semester**
- CHEM 202; MATH 134; PHYS 212; Electives

**Sophomore Year**

**Fall Semester**
- CHEM 331; MATH 231; PHYS 213; Electives

**Spring Semester**
- CS 225; CHEM 332; ENG 280

Pre-Chemical Engineering students should maintain at least a 3.00 (A=4.00) grade point average. Isolated D grades are accepted under certain conditions and may count toward graduation. Transfer students will not be admitted to the University of Illinois unless they have completed 60 s.h. of acceptable credit, excluding credit earned in basic Kinesiology courses. Credits earned in college to remove high school deficiencies in Mathematics will count as part of the 60 s.h.

**Pre-Engineering**

Students who wish to transfer to a college of Engineering after two years of pre-professional study should complete the program below, which is designed to meet the requirements at the University of Illinois School of Engineering—Urbana/Champaign. Any student planning to attend a School of Engineering other than at Urbana/Champaign should inform his or her advisor of this fact, so that changes in the program can be suggested. Those who start this curriculum and subsequently decide to remain at WIU usually transfer to related programs without loss of credit.

Students interested in this program should contact the Pre-Engineering advisor in the Department of Physics. Chemical engineers take a slightly different program and should contact the Department of Chemistry.

**Freshman Year**

**Fall Semester**
- ENG 180; ET 105; MATH 133*; PHYS 211**

**Spring Semester**
- CS 225; MATH 134; PHYS 212; Elective

*Engineering students planning to attend the University of Illinois should keep in mind that any course below the level of MATH 133 will not count toward the Engineering degree. However, several pre-calculus courses are available for students unable to take four years of college preparatory Mathematics in high school.

**PHYS 211 has MATH 133 or the equivalent as a corequisite.

**Sophomore Year**

**Fall Semester**
- CHEM 201; MATH 231, 311; PHYS 213

**Spring Semester**
- CHEM 202; ENG 280; MATH 333; PHYS 214; PHYS 310 or 312*

*PHYS 312 is not required of students going into Electrical or Computer Engineering.
Pre-Professional and Dual Programs

Students may select electives in the Social Sciences and Humanities from a list of transferable electives which can be obtained from a Pre-Engineering advisor; a partial list appears below. Transfer credit for foreign languages courses at the University of Illinois will be approved only after a review of the student’s high school foreign languages background. All transfer students entering the college of Engineering are required to have completed two college/university semesters of a foreign language or three years of a foreign language in high school.

Technical courses are available at WIU which may also be taken as electives. For example, civil engineers may take a course in surveying or Geology. Mathematical Statistics is recommended for some other fields of Engineering.

**Humanities**
- AAS 281, 282, 283
- ARTH 180, 282, 283, 394, 395
- ENG 195, 200, 201, 202, 205, 228, 238, 290, 300, 301
- Foreign Languages: FR/GER/SPAN 121, 122, 223, 224, 325, 326 (Review of high school preparation required by University of Illinois.)
- HIST 105, 106, 125, 126, 300
- MUS 190, 195, 393, 397
- Philosophy: all courses except PHIL 140 and 340
- Religious Studies: all courses
- THEA 110, 390, 391

**Social Sciences**
- AAS 100, 145, 251, 290, 300, 315
- ANTH 110, 111
- ECON 231, 232; Note: ECON 231 is a required course in some Engineering curricula.
- GEOG 100, 110
- POLS 122, 284
- PSY 100, 250, 251
- SOC 100, 200, 250

Pre-Engineering students should maintain at least a 3.00 (A=4.00) grade point average. Isolated D grades are accepted under certain conditions and may count toward graduation.

**Pre-Forestry**

Students who wish to pursue studies in Pre-Forestry should contact the academic advisor in the School of Agriculture. This two-year curriculum is designed to prepare students to enter a School of Professional Forestry with advanced standing.

The following is presented as a general outline which will be modified to meet the demands of the school to which the student expects to transfer.

**First Year**
- AGRI 120; FOR 200; BOT 200; ZOOL 200; CHEM 201, 202; ENG 180; HORT 180
- Kinesiology
- Mathematics (2 semesters)

**Second Year**
- COMM 241; ECON 231; FOR 208; ENG 280
- Humanities (2 semesters)
- Social Science (2 semesters)
- Physics (2 semesters)

**Pre-Health Program (Dentistry, Medicine, Optometry, Physical Therapy)**

Western Illinois University provides excellent instruction to prepare students for a health-related professional degree in Dentistry, Medicine, Optometry, and Physical Therapy. Most students at Western who wish to pursue a professional degree in a health-related field major in Biological Sciences, but other majors may be appropriate, as well. See page 128
of this catalog for information about Western’s Medical Sciences option offered by the Department of Biological Sciences. The Medical Sciences option requires a minimum 2.75 grade point average. Students who plan to complete a major other than Biological Sciences should consult with the academic advisor in the Department of Biological Sciences for information regarding admission requirements for specific medical schools.

Pre-Law

Law schools do not require any particular undergraduate major. Students are encouraged to pursue a course of study in line with their intellectual interests. They are cautioned against narrow specialization directed too pointedly toward later professional training and practice. Many of the goals of legal education are also goals of a broad liberal education. It is advisable for students to select intellectually challenging courses which promote the development of skills of comprehension and communication (written and verbal), which enhance creative thinking, and which foster a critical understanding of the human institutions and values with which the law addresses.

Admission to law school is highly competitive. The two major criteria for admission are the undergraduate grade point average and the score on the Law School Admission Test (LSAT). The LSAT is a standardized examination given four times a year. Students intending to apply to law school should plan to take this test no later than December of their senior year.

Pre-Law Advising

All students, whatever their major, may request a Pre-Law advisor to supplement their major advising and assist them in their preparation for law school. Students considering law school are urged to seek Pre-Law advice as early as possible in their undergraduate career. Dr. Richard Hardy, Centennial Honors College, and Jill Joline Myers, Juris Doctorate, School of Law Enforcement and Justice Administration, are available for advising students interested in a legal career.

Pre-Law Major Options

Some degree programs at Western Illinois University include a Pre-Law option. Pre-Law options allow students to prepare for success in law school within their major area of study. Brief descriptions of Western’s Pre-Law options are provided below.

The **B.A. in History Pre-Law Option**, offered by the Department of History, emphasizes the origins and evolution of American legal traditions—in enlightenment thought, in the foundations of British and American constitutionalism, and in the evolution of American legal history. Students’ History courses will also help them develop the analytical and problem-solving skills, critical reading ability, writing skills, oral communication and listening skills, and general research skills that they will need in law school and when practicing law. For more information about the History Pre-Law Option, see page 225 of this catalog.

The **B.A. in Philosophy Pre-Law Option**, offered by the Department of Philosophy and Religious Studies, provides undergraduates a course of study which emphasizes the development skills in logical reasoning, argumentation, and linguistic analysis. Many of the courses in the option use the Socratic Method and are concerned with ethics, justice, law, principles of sound reasoning, and other topics relevant to the study of law. Reasoning by cases, hypothetical situations, and philosophical problem-solving skills are fostered in all the courses. Ultimately, the Philosophy Pre-Law Option is designed to sharpen the ability to reason, to respond capably to opposing arguments, and to put one's point clearly and precisely whether orally or in writing. For more information about the Philosophy Pre-Law Option, see page 300 of this catalog.

The **B.A. in Political Science Pre-Law Option**, offered by the Department of Political Science, provides students the opportunity to explore law-related topics by studying
Pre-Professional and Dual Programs

constitutional law directly. In addition, it emphasizes courses related to law making and interpreting institutions, including the courts, Congress, and state legislatures. This option helps students understand the role of law in society while providing a basis for them to gauge their interest in law school. By analyzing cases, as well as presenting and critiquing arguments, students will develop reading, writing, and presentation skills that foster success in a legal career. For more information about the Political Science Pre-Law Option, see page 310 of this catalog.

Pre-Law Minors

The interdisciplinary Minor in Law and Society helps prepare students for careers in law and related fields, such as the administration of justice. Its interdisciplinary nature provides a solid background in the history and philosophy of law, as well as its current relevance for resolving social, political, and moral questions. In addition to helping students understand legal concepts and the role of law in contemporary society, the minor helps build skills in critical thinking and communication. For more information about the Minor in Law and Society, see page 243 of this catalog.

The Minor in Legal History, offered by the Department of History, is designed to help prepare students for a variety of legal and law enforcement careers. It provides students with expertise in the origins and development of the American legal traditions; students may specialize in the study of either English legal traditions or those of the United States. The minor is designed to develop students’ ability to conduct thorough and meticulous research, to argue persuasively using verified and corroborated evidence, to support arguments, and to write cogently and convincingly. For more information about the Minor in Legal History, see page 226 of this catalog.

The Minor in Legal Studies, offered by the School of Law Enforcement and Justice Administration, complements all majors and helps students prepare for law school, paralegal programs, or careers in court related services. The courses selected for the minor offer legal theory and applied knowledge. The minor will assist students in articulating the various processes by which different types of cases proceed within the American legal system, in understanding and analyzing legal conflicts through reading and discussing the practical and theoretical bases of case law, and in communicating effectively through classroom presentations and demonstrations of courtroom activities. For more information about the Minor in Legal Studies, see page 255 of this catalog.

The Pre-Law Honors Minor is a unique interdisciplinary minor for students who are enrolled in the Centennial Honors College and who plan careers in law. The curriculum for this minor is designed to provide students with skills and knowledge important as a foundation for the study of law. Emphasis is given to the development of effective written and oral communication, analytical and critical reasoning, and an understanding of institutions, social processes, and human values important to legal studies. Students from all majors are eligible for this honors option, and upon completion of the requirements will graduate as Honors Scholars. For more information about the Pre-Law Honors Minor, see page 98 of this catalog.

Pre-MBA

The Pre-MBA minor is designed specifically for students majoring in areas outside the Bachelor of Business who are considering graduate level study in business. Through a set of core business courses, this minor provides students with the fundamentals of business administration and gives them a solid preparation for many entry level positions in business. The minor facilitates the undergraduate's transition to the MBA at Western Illinois University.

The Pre-MBA curriculum has been created to include accelerated courses for the principles of Accounting and Economics. These are complemented by courses in Finance, Information Systems, Management, Marketing, and Statistics. A majority of these courses are at upper-
division; this allows students to begin this minor late in their undergraduate programs and complete the requirements without delaying their graduation.

Completion of the Pre-MBA minor does not guarantee admission to and MBA program. Students seeking an MBA at WIU are required to complete the GMAT examination. Admission to the MBA program is based on a combination of undergraduate GPA and GMAT score. The MBA program also requires a minimum grade of “C” and a minimum GPA of 2.75 in the Pre-MBA core courses.

The Pre-MBA minor is not available to students seeking the Bachelor of Business degree.

For more information about the Pre-MBA minor, contact an advisor in the Business Advising Center in Stipes Hall 133 or (309) 298-1619 in Macomb or (309) 762-9481 at the WIU—Quad Cities Riverfront Campus.

**Pre-MBA Minor Requirements**

ACCT 307 (or ACCT 201 and 202)
ECON 408 (or ECON 231 and 232)
FIN 331; IS 340; MGT 349; MKTG 327; STAT 171

**Pre-Pharmacy**

Pharmacy schools typically offer a doctorate degree in Pharmacy (Pharm.D.). Students may be accepted into a Pharmacy program after two years of pre-professional study. The doctoral program requires six years of study.

**Affiliation Agreement with the UIC College of Pharmacy:** The WIU Department of Chemistry has entered into an agreement with the University of Illinois—Chicago College of Pharmacy (Pre-Pharmacy Scholar Program) where UIC will pre-admit five students per year from WIU who agree to complete a B.S. at WIU, maintain a 3.5 GPA, participate in a portfolio project, participate in extracurricular activity (research/internship), take prerequisite Mathematics and Chemistry coursework, and the PCAT. Students interested in the Pre-Pharmacy Program should contact the Department of Chemistry or the Chemistry advisor for application.

Students should become familiar with the specific requirements of the Pharmacy School they expect to attend. They should contact WIU’s Pre-Pharmacy advisor in the Department of Chemistry at their earliest convenience to arrange their program of study. A typical two-year program of study consists of the courses listed below.

**First Year**

BOT 200; ZOOL 200; CHEM 201, 202; ENG 180; MATH 137
Business elective
Social Science elective

**Second Year**

CHEM 331, 332; COMM 130, 241; ENG 280; MICR 200; PHYS 124/125 or 211/213; STAT 171; ZOOL 330, 331

Humanities and Fine Arts electives
A course in Multicultural Studies should be included among the General Education courses.

**Pre-Veterinary Medicine**

The WIU School of Agriculture offers a pre-professional program designed to meet the requirements for admission to a School of Veterinary Medicine. Students who wish to pursue studies in Pre-Veterinary Medicine should contact the academic advisor in the School of Agriculture. Due to intense competition for admission to Schools of Veterinary Medicine, most students complete a four-year bachelor’s degree program prior to admission. Those students considering a career in Veterinary Medicine should have a good foundation in Biological Sciences and Chemistry, including Biochemistry, as the minimum knowledge base for success in the curriculum. In addition, a course or courses concerning livestock production and animal ethology are highly desirable for all students. Those
seeking a career in Veterinary Medicine related to Agriculture should consider additional background in nutrition, livestock management, and the economics of production by working toward a degree in Agriculture prior to admission to veterinary school. Students may also pursue other major fields of study. The 60-hour Pre-Veterinary requirement and the suggested WIU courses for admission to the School of Veterinary Medicine at the University of Illinois are outlined below. Admission requirements for other schools of Veterinary Medicine are different but can be met with advisor consultation.

**Required**
- BOT 200; CHEM 201, 202, 350, 421; ENG 180 and 280 or COMM 241; PHYS 114, 115 or 124, 125; ZOOL 200
- Humanities or Social Science (12 s.h.)
- Junior/Senior level approved Agriculture and science electives (12 s.h.)

**Recommended, But Not Required**
- AGRI 376; ANSC 112, 314, 322, 424; MICR 200; ZOOL 430
- Mathematics—calculus, trigonometry, and statistics

**Dual Programs**

Western Illinois University has made arrangements with professional schools at other universities so that students can complete requirements for a bachelor's degree in the College of Arts and Sciences while working toward a professional degree or certificate. This is done in cases where credits can be transferred from the professional school in work closely related to that offered in the college. Typically, students complete three years of work at WIU and transfer one year of work from the professional school in satisfaction of WIU degree requirements.

**Dual Program in Arts and Sciences and Engineering**

Western Illinois University has an agreement with the College of Engineering, University of Illinois, whereby students may obtain the bachelor's degree in the College of Arts and Sciences at WIU and a degree from the College of Engineering at the University of Illinois. In general, students spend three years at WIU and two to two and one-half at the University of Illinois or the University of Iowa. The student becomes eligible for both degrees when the entire program is completed.

Students who wish to participate in the Arts and Sciences and Engineering dual program should contact an academic advisor in the Department of Physics. Students who enter the program must complete the Pre-Engineering programs described in the Pre-Professional Programs section and the requirements for the Bachelor of Science degree in the College of Arts and Sciences. Since the granting of the two degrees depends on specified course requirements and not the amount of time on each campus, care in planning a program of courses is essential for students to complete the dual program in five academic years. For students interested in pursuing the dual degree option in Physics along with a bachelor's in Engineering, the Engineering Physics curriculum (p. 306) is recommended.

Similar dual-degree programs are available with other Engineering Schools, including the Binary Program with Case Western Reserve University. Please consult your advisor to ensure successful completion of degree requirements.

Students who begin their Pre-Engineering program at a community college and wish to benefit from the WIU dual program must earn a minimum of 30 s.h. at WIU and satisfy all the requirements for the WIU Bachelor of Science degree, except those requirements dealing with majors and minors.

**Dual Program in Arts and Sciences and Clinical Laboratory Science**

This dual program is four years in length and leads to the degree of Bachelor of Science in Clinical Laboratory Science. The first three years of the program are spent at WIU, followed by 12 months at an approved School of Medical Technology. The clinical year program
requires a 2.75 grade point average. After completion of the four-year program, graduates take an examination for registration given by the Board of Registry of Medical Technology of the American Society of Clinical Pathologists. Upon successful completion of the total program, a student receives the Bachelor of Science degree at Western and the MT (ASCP) certificate from the Registry of Medical Technologists. Students enrolling in this program will be advised by the Department of Biological Sciences. The curriculum is given below.

**First Year**
BIOL 170; BOT 200; CHEM 201, 202; ENG 180; MATH 128, 129, or 133 or equivalent (see advisor); ZOOL 200
Social Science elective (FYE)
Humanities elective
Human Well-Being elective (UNIV 100)

**Second Year**
CHEM 330 or 331 and 421 (or 332); ENG 280; F L 121, 122 or equivalent (see advisor);
MICR 200, 434
Social Science elective
Social Science elective

**Third Year**
COMM 241; PHYS (see advisor) 125, 125 or 114, 115; STAT 171; ZOOL 430
2 Electives—BIOL 330 or 340; MICR 400 or 463 or 464 or 460
Humanities elective
Multicultural Studies elective

**Fourth Year**
Taken at an approved School of Medical Technology (approximately 32 s.h.)
Clinical Biochemistry
Clinical Chemistry
Clinical Hematology
Clinical Microbiology (bacteriology, parasitology, mycology)
Clinical Serology and Immunology
Blood Bank
Psychology

Interim Chairperson: Dr. Karen Sears
Office: Waggoner Hall 100
Telephone: (309) 298-1593; Fax: (309) 298-2179
Website: wiu.edu/psychology

Faculty: Bainter, Blankenship, Colclasure, Cruise, Diehl, Dunkel, Dworkin, Goodwin, Hammersley, Harbke, Hemenover, Herbrith, Intrieri, K. Kelly, R. Kelly, Knight, Lane, Laurent, Lindemann, Mathes, McClure, McFadden, McGuire, Morgan, Schmidt, Schramer, Sears, Sim, Sotozaki.

Psychology is a scholarly and scientific discipline which attempts to understand and explain human behavior, and it is an applied profession which attempts to solve psychological problems and fulfill human potential. Psychology majors therefore acquire knowledge about the principles of human behavior and skill in the application of these principles.

Students seeking to understand why people behave and think as they do should consider a major or minor in Psychology. The study of Psychology prepares students for a wide range of careers in such areas as clinical services, counseling, business, industry, health care, testing, education, and behavioral research. It also prepares students for advancement to graduate studies or enrollment in professional schools. The department has several tracks within the major including Forensic Psychology, Neuroscience, and Substance Abuse Counseling. The course offerings in Substance Abuse Counseling provide the foundation to become a licensed substance abuse counselor. Anyone whose future involves interacting with others will find the study and exploration of psychological principles valuable.

GradTrac is available to Psychology majors. See page 77 for information about GradTrac.

Honors Curriculum—Academically qualified students in this department are welcome to complete an honors curriculum in University Honors, Upper Division Honors, or Lower Division Honors. All Honors students must complete the one-hour honors colloquium (G H 299). Lower Division Honors includes General Honors coursework. Upper Division Honors includes honors work in the major. University Honors combines Upper and Lower Division Honors. For more information about honors curricula, see page 98 or visit the Centennial Honors College website at wiu.edu/Honors.

Degree Programs

Bachelor of Science—Psychology

All students seeking the Bachelor of Science in Psychology must complete I, II, III, IV, and V below, and the foreign language/global issues requirement for the major*. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.

I. University General Education and College of Arts and Sciences Curriculum Requirements (p. 83) ........................................................................................................ 55 s.h.
II. Core Courses ........................................................................................................ 11 s.h.
   PSY 100, 223, 323†, 492, 499
III. Departmental Electives ...................................................................................... 27 s.h.
   A. Select 9 s.h. from Category 1: ................................................................. 9 s.h.
      PSY 340, 343, 344, 443, 444, 456
   B. Select 9 s.h. from Category 2: ................................................................. 9 s.h.
      PSY 422, 423, 424, 427, 451, 452
   C. Select 9 s.h. from any Psychology courses ........................................ 9 s.h.
      Note: At least 19 s.h. in the major must be taken at the 300–400 level.
IV. Any Minor ........................................................................................................ 16–20 s.h.
V. Open Electives .................................................................................................. 8–12 s.h.
#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) any major's discipline-specific global issues course; or 4) an approved Study Abroad program.

†PSY 323 fulfills the Writing Instruction in the Discipline (WID) graduation requirement.

Note: Certain courses taken in the major and minor may also fulfill University General Education requirements.

##Minors

###Minor in Psychology

1. PSY 100 .................................................................................................................. 3 s.h.
2. Psychology Electives.................................................................................. 15 s.h.

###Minor in Gerontology

1. PSY 100, 453, 490* ...................................................................................... 9 s.h.
2. Select 6 hours from the following........................................ 6 s.h.
   PSY 221, 250, 251, 357, 380, 422, 424, 433, 451, 452, 454, 456, 457, 490*
3. Select 3 hours from the following:........................................ 3 s.h.
   ANTH 405; PHIL 205; POLS 319; SOC 255, 300, 355, 425, 445, 485; WS/SOC 435

*Seminar course—PSY 490 may be taken twice, once as a core requirement and once as a Directed Elective, but they must be on different topics in Forensic Psychology.

###Minor in Forensic Psychology

1. PSY 100, 453, 490* ...................................................................................... 9 s.h.
2. Select 6 hours from the following........................................ 6 s.h.
   PSY 221, 250, 251, 357, 380, 422, 424, 433, 451, 452, 454, 456, 457, 490*
3. Select 3 hours from the following:........................................ 3 s.h.
   ANTH 405; PHIL 205; POLS 319; SOC 255, 300, 355, 425, 445, 485; WS/SOC 435

*Seminar course—PSY 490 may be taken twice, once as a core requirement and once as a Directed Elective, but they must be on different topics in Forensic Psychology.

###Minor in Neuroscience

1. PSY 343, 443 ............................................................................................................. 7 s.h.
2. Choose two courses from the following:................................. 6–7 s.h.
   BIOL 340; PSY 444, 340, 344, 456; ZOOL 476*; Neuroscience Related Seminar BIOL 470 or PSY 490
3. Choose two courses from the following:................................. 6–7 s.h.
   BIOL 330; CHEM 221, 330, 421, 422; KIN 270; PHIL 425; ZOOL 330, 331, 321, 420, 430; PSY 460 or 463 (lab experience or readings must be in the Neuroscience area, 460 and 463 may account for 4 total s.h.)

*Satisfies tier two requirement when offered as “Neurobiology.”

###Certified Alcohol and Drug Counselor (CADC) Courses

The Department of Psychology offers six courses designed to provide students with the necessary academic background to pursue Certification as an Alcohol and Drug Counselor (CADC). These courses are consistent with the requirements of the Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc. (IAODAPCA). Interested students should speak with an advisor for more information, as well as explore the certification process through the IAODAPCA website (iaodapca.org).

The six courses are:
1. PSY 334—Perspectives on Substance Abuse (3 s.h.)
2. PSY 335—Substance Abuse Assessment, Education, and Case Management (3 s.h.)
3. PSY 336—Ethics and Special Populations in Substance Abuse Treatment (3 s.h.)
4. PSY 434—Substance Abuse Treatment Approaches and Techniques I (3 s.h.)
5. PSY 435—Substance Abuse Treatment Approaches and Techniques II (3 s.h.)
6. PSY 436—Substance Abuse Practicum (3 s.h.)
Psychology

Course Descriptions

GERONTOLOGY (GERO)

200 Introduction to Gerontology. (3) An introduction to Gerontology, including a comprehensive and critical review of demographic, physiological, and psychosocial dimensions of aging-related issues and processes.

PSYCHOLOGY (PSY)

100 Introductory Psychology. (3) (General Education/Social Sciences) An introduction to Psychology including methods, theory, and data regarding the study of behavior. Topics include biological, social, learning, personality, motivation, and abnormal behavior. IAI: SS 900.

200 Careers in Psychology. (1) An overview of career opportunities for Psychology majors; includes information on preparation for immediate employment and graduate school. Students will develop their own career plan. Prerequisite: Psychology major. Graded S/U only.

221 Psychology of Child Development. (3) (General Education/Social Sciences) A presentation of the data and generalizations concerning the development of children from birth to adolescence. Prerequisite: PSY 100 or permission of instructor. IAI: SS 903.

223 Research in Psychology I: Statistical Methods and Design. (4) Familiarizes the student with the logic of experimental design, the use of statistical procedures, the rationale of measurement techniques, and the reporting of research results in the behavioral sciences. Prerequisites: PSY 100 and must have completed the University General Education Curriculum baccalaureate-level skills in Mathematics requirement; Psychology major or permission of instructor.

250 Human Social Behavior. (3) (General Education/Social Sciences) An introduction to the influences of social factors on behavior. Topics include helping, aggression, interpersonal attraction, attitudes, prejudice, and behavior in groups. Prerequisite: PSY 100 or permission of instructor. IAI: SS 900.

251 Personality and Adjustment. (3) (General Education/Social Sciences) An introduction to the study of personality and its relation to human behavioral adjustment emphasizing such topics as relating to others, stress management, needs, values, and self-esteem. Prerequisite: PSY 100 or permission of instructor.

323 Research in Psychology II: Research Methodology. (3) An introduction to the use of scientific methods in the study of behavior. Techniques in designing, conducting, and reporting psychological research are covered. Lectures and laboratory. Writing Instruction in the Discipline (WID) course. Prerequisites: PSY 223 with a grade of C or better and ENG 280.

334 Perspectives on Substance Abuse. (3) This course is designed to provide students with a usable framework regarding the nature of substance abuse and dependence. Students will explore various perspectives on substance use, as well as current issues in its diagnosis and treatment. Prerequisites: PSY 100 and 251, or permission of instructor.

335 Substance Abuse Assessment, Education and Case Management. (3) This course is designed to provide an understanding of the roles of assessment, education, and case management in substance abuse treatment settings. Prerequisite: PSY 334.

336 Ethics and Special Populations in Substance Abuse Treatment. (3) This course is designed to familiarize students with relevant ethical and practice guidelines in substance abuse treatment, as well as with issues vital to effectively working with diverse populations. Prerequisites: PSY 100 and 251.

340 Fundamentals of Learning and Behavior. (3) A systematic presentation of the empirical findings concerning the acquisition, maintenance, and removal of behavioral patterns. Findings from the study of animal learning are stressed. Prerequisite: PSY 223 or permission of instructor.

343 Physiological Psychology. (3) An examination of physiological or biological psychology emphasizing the relationships between behavior and underlying physiological mechanisms. Prerequisites: BIOL 101 or ZOOLO 200, and 6 s.h. of Psychology coursework or permission of instructor.

344 Perception. (3) A consideration of sensation and perception including color perception, constancies, and illusions. Prerequisite: PSY 223 or permission of instructor.

346 Motivation and Emotion. (3) The role of motives and emotions in the behavior of animals and humans including their physiological and psychological bases. Prerequisite: 6 s.h. of Psychology coursework or permission of instructor.

353 (Cross-listed with ANTH 353) Cultural Psychology. (3) (Global Issues) Examines culture as the physical environment, social institutions and practices, language, and the media that influences human behavior and mental processes. Not open to students with credit in ANTH 353. Prerequisites: 9 s.h. of Psychology coursework and junior standing or permission of instructor.

357 (Cross-listed with WS 357) Women and Work. (3) (General Education/Multicultural Studies) Examination of major psychological issues encountered by women entering the workforce, including career choice, combining work and family life, leadership, and inequities. Not open to students with credit in WS 357. Prerequisite: PSY 100.

360 Research Practicum. (1, repeatable to 2) The course involves a research apprenticeship under the direction of a faculty member wherein the student will be involved in assisting faculty in conducting research and other relevant research activities. Prerequisites: 9 s.h. of Psychology courses and a written contract with the student’s research supervisor.

380 Clinical Psychology. (3) A review of traditional and contemporary developments in clinical psychology with emphasis on current developments in community mental health, nonbehavioral psychotherapy, group treatment, and clinical research. Prerequisite: PSY 251 or permission of instructor.

422 Adolescent Development. (3) A study of adolescence from the standpoints of growth and adjustment emphasizing the areas of physical, intellectual, social, and emotional development. Prerequisite: PSY 100 and 221, or permission of instructor.

423 Psychology of Adulthood and Aging. (3) A survey of the adult years from early adulthood to old age and the dying process. Emphasis will be placed on psychological theories and research related to aging and its implications. Prerequisite: 9 s.h. in Psychology coursework, or graduate standing, or permission of instructor.

424 Abnormal Psychology. (3) A consideration of the psychological factors in behavior disorders. The problems of recognizing, understanding, treating, and preventing these disorders are surveyed. Prerequisites: PSY 251 and junior or senior standing, or permission of instructor.
425 Psychology of Exceptional Children. (3) A psychological approach to children above and below the normal range in learning and behavior characteristics. Examines assessment techniques, methods of remediation or enhancement, and relevant federal and state legislation. Prerequisites: PSY 221 or graduate standing, or permission of instructor.

427 Health Psychology. (3) Examines how psychological theory and research have been used to study the behavioral, psychological, and social factors that affect physical health. Topics include how social scientists study coping with stress, pain, illness management, and prevention of unhealthy behaviors. Prerequisites: PSY 251 and 223, or permission of instructor.

430 History and Systems of Psychology. (3) A study of the important historical and contemporary schools of Psychology. The systems of Psychology are presented in an historical setting leading to an evaluation of trends in Psychology. Prerequisite: PSY 323 or permission of instructor.

433 (Cross-listed with WS 433) Psychology of Gender. (3) Examines the psychological, social, and biological bases for societal-defined sex roles. The knowledge of these factors will assist students in recognizing and understanding the influence of gender on human experiences (i.e., behaviors, cognitions, emotions, physiology) and relationships. Not open to students with credit in WS 433. Prerequisite: 9 s.h. of Psychology coursework, or graduate standing, or permission of instructor.

434 Substance Abuse Treatment Approaches and Techniques I. (3) This course is designed to provide an introduction to basic therapy and counseling skills that are utilized in the treatment of substance abuse, as well as current brief therapy approaches. Prerequisite: PSY 334.

435 Substance Abuse Treatment Approaches and Techniques II. (3) This course is designed as an extension of Substance Abuse Treatment Approaches and Techniques I. Through more extensive examination of theory, research, and practice, students will be provided with information that guides the understanding and treatment of substance abuse problems. Prerequisite: PSY 434.

436 SubSTANCE ABUSE PRACTICUM. (3) This practicum will provide an opportunity for students to develop their individual and/or group substance abuse assessment and treatment skills through supervised work in a treatment center. Prerequisites: PSY 336 and 435, or permission of instructor.

442 Principles of Behavior Modification. (3) An application of learning principles to modification of human behavior emphasizing operant and respondent principles. Topics include autonomic behavior, academic learning, rehabilitation, token economies. Prerequisite: 9 s.h. of Psychology coursework, or graduate standing, or permission of instructor.

443 Principles of Neuroscience with Laboratory. (4) A study of the nervous system from a multidisciplinary perspective. This perspective emphasizes physiological, genetic, neurochemical, and psychological explanations of nervous system function. This class will include a 3-hour lecture component and a two-hour lab. Prerequisites: PSY 343, BIOL 330 or BIOL 340, or ZOO 430, or CHEM 330, or CHEM 421, or KIN 270, or permission of instructor.

444 Biopsychology of Drugs and Addiction. (3) A systematic study of the relationships between drugs and psychological processes (i.e., psychopharmacology) with emphasis on the roles of the central nervous system, individual experience, and the environment in determining the outcome of drug use. Prerequisite: PSY 343 or ZOO 200 or HE 123 or HE 442, or permission of the instructor.

451 Personality. (3) An advanced treatment of the major research concepts and theoretical formulations of personality emphasizing integration of personality with other areas such as learning and social psychology. Prerequisites: PSY 251 and an additional 6 s.h. of Psychology coursework, or graduate standing, or permission of instructor.

452 Advanced Social Psychology. (3) A systematic and critical treatment of current topics in the field of social psychology with emphasis on problems in conducting social psychological research. Prerequisite: PSY 323 or permission of instructor.

453 Psychology and Law. (3) A comprehensive study of the interface between Psychology and the legal system. Topics covered include the insanity defense, eyewitness memory, child interview procedures, and suspect interrogations. Prerequisite: 9 s.h. of Psychology coursework, or permission of instructor.

454 Psychological Tests and Measurements. (3) A study of the basic concepts of measurement, commonly used tests in Psychology, and major findings concerning group and individual differences. Prerequisite: PSY 323 or permission of instructor.

456 Cognitive Processes. (3) A survey of topical areas related to complex thought processes including cognitive neuroscience, attention, knowledge, memory, problem solving, and language. Prerequisites: BOT 200 or COMM 311 or EGRA 305 or PSY 343 or SOC 252 or PSY 343 or ZOO 312 or ZOO 200 and 9 s.h. of Psychology coursework, or permission of instructor.

457 Industrial/Organizational Psychology. (3) Examines the theory and application of psychological principles to business and other organizational settings. Topics include employee selection and evaluation, work motivation, work attitudes, leadership, and organizational change. Prerequisites: one course in Statistics and either HRM 353 or PSY 100, or permission of instructor.

460 Individual Research in Psychology. (1–4, repeatable to 4) The student designs, carries out, and writes up a research project. Ordinarily, students enroll for two consecutive semesters of two hours credit each semester. This offering is strongly recommended for students planning to do graduate work in Psychology. Prerequisites: open to majors in Psychology having a GPA of at least 3.00 in Psychology and a written contract with the student’s research supervisor.

463 Individual Reading in Psychology. (1–2, repeatable to 3) The student reads extensively on some topic in Psychology, chosen in consultation with a Psychology instructor, and prepares a written report on the topic. Ordinarily, a student will register for 1 s.h. of credit. Prerequisites: junior standing and a written contract with the student’s reading supervisor.

481 Fire-Related Human Behavior. (3) Considers fire related behavior in general including fire detection, suppression action, and evacuation behavior. Also considers fire-setting behavior, fire-prevention education, and eyewitness processes. Prerequisite: acceptance into the Open Learning Fire Service Program for in-service fire/safety personnel by the director of the School of Distance Learning, International Studies and Outreach, or permission of instructor/chairperson.

487 Field Experience. (1–15, repeatable to 15) Practicum course designed to provide supervised practical experiences in applied settings. Students actively participate in the service delivery system of approved agencies and organizations. Prerequisites: junior or senior Psychology major or Gerontology minor, minimum GPA of 2.50 in Psychology or Gerontology coursework, and consent of field experience instructor. Concurrent registration in PSY 490 may be required. Graded S/U only.

490 Seminar. (1–3, repeatable to 12) Instructors of the department may present a seminar on some topic
Psychology

of interest. Seminar descriptions are posted outside of the Psychology Department main office prior to registration periods. Prerequisite: written permission of the instructor.

491 Honors Thesis in Psychology. (1–4, repeatable to 4) The preparation by an Honors student of an undergraduate Psychology thesis under the direction of one or more members of the Psychology Department. Ordinarily, students enroll for two consecutive semesters, taking 3 s.h. in the first and 1 s.h. in the second. Prerequisite: Honors major in Psychology with junior or senior standing.

492 Capstone Experience. (1) Students will write a substantive paper that integrates empirical and/or theoretical material from at least two subdisciplines of Psychology. Prerequisites: senior standing; PSY 323; permission of instructor. Corequisites: PSY 460, 487, 491, or a Capstone-designated 400-level course. Graded S/U only.

499 Senior Comprehensive Exam. (0) An exam which all Psychology majors must take during their senior year. Taking the exam will result in a grade of S. Prerequisite: senior standing.
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In a world characterized by new technology and rapidly changing human needs, leisure increasingly is recognized for the way it contributes to a fulfilling life, and free time is valued when used in self-expression and creativity through recreation. With its great interest in travel, sport and entertainment, health and fitness, and the arts, post-industrial society requires educated professionals to manage leisure services in business or industry, tourism, the community, the armed forces and other government agencies, residential facilities, youth service organizations, and outdoor recreation. Recent graduates are employed in management, planning, and program leadership and development by a variety of organizations such as resorts, park districts, state and national parks, hospitals, community-based therapeutic agencies, YMCAs, camps and outdoor recreation centers, tourism agencies, wilderness camping programs, university student unions, and civic and senior citizen centers.  

To accommodate a variety of interests and career directions, the department is able to help students develop individualized programs of study. Students have the opportunity to participate in the Environmental Conservation Outdoor Education Expedition (ECOEE), a semester-long experience conducted in national parks, outdoor education centers, and wilderness areas.  

The B.S. in Recreation, Park and Tourism Administration is accredited by the National Recreation and Park Association. Students graduating from this program are immediately eligible to sit for the examination to become a certified Park and Recreation Professional and thereby acquire this valuable credential for professional advancement. Successful completion of prescribed courses in Therapeutic Recreation results in eligibility to sit for the examination to become a Certified Therapeutic Recreation Specialist.  

GradTrac is available to Recreation, Park and Tourism Administration majors. See page 77 for information about GradTrac.  

Honors Curriculum—Academically qualified students in this department are welcome to complete an honors curriculum in University Honors, Upper Division Honors, or Lower Division Honors. All Honors students must complete the one-hour honors colloquium (G H 299). Lower Division Honors includes General Honors coursework. Upper Division Honors includes honors work in the major. University Honors combines Upper and Lower Division Honors. For more information about honors curricula, see page 98 or visit the Centennial Honors College website at wiu.edu/Honors.  

Integrated Baccalaureate and Master’s Degree Program—Two integrated baccalaureate and master’s degree programs are available for the Bachelor of Science in Recreation, Park and Tourism Administration: Master of Science in Recreation, Park and Tourism Administration and Master of Museum Studies. An integrated degree program provides the opportunity for outstanding undergraduates to earn both degrees in five years. Please refer to the Graduate Studies catalog for details about the integrated program.  

Degree Programs  

Bachelor of Science—Recreation, Park and Tourism Administration  
All students seeking the Bachelor of Science in Recreation, Park and Tourism Administration must complete I, II, III, IV, and V below, and the foreign language/global
Recreation, Park and Tourism Administration

issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.
I. University General Education Curriculum (p. 69).................................................... 43 s.h.
II. Core Courses ................................................................................................................ 39 s.h.
  RPTA 111, 199, 230, 235, 322†, 323, 376, 397, 398, 399, 482, 499
III. Electives
  A. Departmental (RPTA 110 cannot apply)................................................................. 10 s.h.
  B. Directed Electives or an Approved University Minor............................................. 16–20 s.h.
    Directed Electives will be identified by the student and approved by department advisor upon submission of the graduate application
IV. Open Electives ............................................................................................................. 8–12 s.h.

#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) any major’s discipline-specific global issues course; or 4) an approved Study Abroad program.
†RPTA 322 fulfills the Writing Instruction in the Discipline (WID) graduation requirement.
*May count toward the University General Education requirement.

Minors

Minor in Recreation, Park and Tourism Administration ........................................................................ 16 s.h.
  1. RPTA 111 ................................................................................................................ 3 s.h.
  2. RPTA Electives (RPTA 398, 399, 499 cannot apply to minimum total) ......................... 13 s.h.

Minor in Outdoor Leadership .................................................................................................... 24 s.h.
  1. Core Courses: RPTA 249, 349, 450................................................................. 9 s.h.
  2. Field Study: RPTA 376, 444, 446, 448, 449.............................................................. 15 s.h.
    Note: Admission to the minor requires that the student be in good academic standing and successfully complete the application process for the Environmental Conservation Outdoor Education Expedition (ECOEE). The minor requires a prescribed sequencing of courses, where RPTA 249 and 349 are taken prior to the learning expedition, and all five Field Study courses are taken during the learning expedition.

Minor in Therapeutic Recreation .................................................................................................. 22 s.h.
  1. Core Courses: RPTA 199, 251, 351, 453, 454; SPED 210.............................................. 19 s.h.
  2. Directed Electives: HE 441; KIN 393; PSY 251; RPTA 330, 452; SOC 365; SW 334; equivalent course related to individuals having disabilities........................................... 3 s.h.
    Note: Admission to the minor requires that the student be in good academic standing and successfully complete the application process for the Environmental Conservation Outdoor Education Expedition (ECOEE). The minor requires a prescribed sequencing of courses, where RPTA 249 and 349 are taken prior to the learning expedition, and all five Field Study courses are taken during the learning expedition.

Minor in Nonprofit Administration
  See Interdisciplinary Studies Minors (p. 243).

Minor in Horticulture
  See Interdisciplinary Studies Minors (p. 241).
Course Descriptions

RECREATION, PARK AND TOURISM ADMINISTRATION (RPTA)

110 Concepts of Leisure. (3) (General Education/Human Well-Being) Explores the place of leisure in society. Examines what people do for recreation and leisure in a changing culture. Assists students from all majors to develop a personal leisure life-style that promotes wellness. Does not count toward the major in Recreation, Park and Tourism Administration.

111 Introduction to Leisure Services. (3) Examines the purpose and function of leisure services delivered by governmental, non-profit, and private agencies. For major and minor, course is prerequisite to all upper division courses.

199 Fieldwork in Leisure Services. (1, repeatable to 2) A minimum of 100 clock hours work experience per credit hour in up to three approved park or recreation agencies. An orientation to the leisure service profession. Prerequisite: prior consent of departmental advisor. Graded S/U only.

230 Leadership in Leisure Services. (3) A study of the theory, principles, and processes of leadership in delivery of leisure services. Laboratory involved.

235 (Formerly RPTA 332) Programming Principles & Applications in Leisure Services. (3) Explores the purpose and functions of programs, planning principles, objectives, organizational behavior, and evaluation. Translation of a program plan into practical situations. Prerequisites: RPTA 111. Field observations required.

240 Introduction to Camp Leadership. (3) Explores the aims and objectives of organized camping, developing and organizing the camp program. Laboratory included. Laboratory charge for course.

249 Principles of Outdoor Adventure Recreation. (3) Investigates the components of an outdoor adventure experience including environmental behavior, personal growth, technical abilities, and safety. Prerequisite: consent of instructor. Laboratory charge for course.

251 Introduction to Therapeutic Recreation. (3) Introduction to the field of Therapeutic Recreation, theories and models, orientation to terminology, characteristics, and dynamics of people with disabilities. Field experience required.

270 Introduction to Nonprofit Organizations. (3) The course will introduce the history, mission, programs, and staffing of nonprofit organizations in the U.S. and focus on the role they have in meeting the needs of youth and adults, including those of under-represented groups, in society.

322 Administration of Leisure Services I. (3) Provides basis for understanding administrative processes related to delivery of leisure services. Explores administration/management theory, communication, marketing, and public relations. Writing Instruction in the Discipline (WID) course. Prerequisites: RPTA 230 and 235; upper division status or consent of instructor.

323 Administration of Leisure Services II. (3) Provides a basis for understanding administrative processes related to the delivery of leisure services. Explores fiscal management, human resources management, and legal issues related to leisure services. Prerequisites: RPTA 322 and upper division status, or consent of instructor.

330 Program Planning for People with Physical Disabilities: Community and Educational Services. (3) Acquaints students with the classifications, development, and the social psychological aspects unique to persons who have physical disabilities and other health impairments in order to plan community and education services. Prerequisite: RPTA 251 or SPED 210 or equivalent, or consent of instructor.

349 Expedition Planning. (3) Provides students the opportunity to examine the components of an outdoor expedition. An expedition is then planned. Prerequisites: consent of instructor.

351 Therapeutic Recreation Assessment and Evaluation. (3) Examines assessment instruments, techniques, and testing protocols used in the practice of Therapeutic Recreation. Field experience required. Prerequisite: RPTA 251 and upper division status, or consent of instructor. Laboratory charge for course and field trip required.

362 Tourism. (3) Examines the principles, practices, and philosophy of the travel industry. No course prerequisite for nonmajors. Prerequisite: upper division status or consent of instructor.

366 Commercial Recreation. (3) Examines the diversity of commercial recreation enterprises; also general trends and personal attributes associated with a career in commercial recreation. No course prerequisite for nonmajors. Prerequisite: upper division status or consent of instructor.

376 Perspectives in Outdoor Recreation. (3) Examines outdoor recreation movement in America and its impact on natural resources; reviews relationships between changing public demand and the many agencies involved in supplying outdoor recreation. Includes technical writing instruction. Prerequisite: upper division status or consent of instructor.

379 Research and Evaluation in Leisure Services. (3) Introduces basic concepts and procedures for design and implementation of evaluative research in practical settings. Prerequisites: RPTA 111 and upper division status.

398 Internship Seminar. (1) Assists students to determine personal goals and objectives, conduct survey and apply to various agencies before making final selection for location of internship. Prerequisites: RPTA 199, RPTA majors of upper division status, RPTA minors by petition.

399 Issues in Leisure Services. (1) Explores the roles and responsibilities attributable to the developing professional, with a focus on service and environmental stewardship. Prerequisites: RPTA 111, 235, 322, and 376.

422 Advanced Administration of Leisure Services. (3) Investigates advanced concepts and processes related to the administration of leisure services, including marketing applications and the management of human and fiscal resources. Prerequisites: RPTA 322 and upper division status, or consent of instructor.

424 Fund Raising and Volunteerism in Leisure Services. (3) A study of the principles and practices associated with fundraising and utilization of volunteers in public as well as private nonprofit leisure service organizations. Prerequisite: RPTA 322.

428 Youth and Leisure Services. (3) A study of the theories, principles, and practices related to youth and leisure including social trends and issues, youth development, youth services agencies, program planning and evaluation, behavior management, leadership, and public relations. Prerequisites: RPTA 111, 230, and 235.

430 Principles of Recreational Sports. (3) The role of sport as a developmental tool by organizations such as local government, youth, and family nonprofit organizations, universities, corporations, military bases, and specialized amateur athletic organizations. Emphasis is placed on various instructional and competitive program delivery models. Prerequisites: RPTA 111, 230, and 235.
Recreation, Park and Tourism Administration

444 Outdoor Education. (3) Organization of outdoor education activities emphasizing elementary school classroom participation. Prerequisite: consent of instructor. Laboratory charge for course and field trip required.

446 Wilderness Leadership. (3) Prepares students to become qualified wilderness trip leaders. Expedition behavior, emergency procedures, and wilderness leadership responsibilities will be examined during a five-week expedition. Prerequisite: consent of instructor. Laboratory charge for course and field trip required.

448 Interpretation of Cultural and Environmental Resources. (3) Develops basic understanding of interpretation of natural, environmental, and cultural resources. Includes philosophy and techniques. Prerequisite: consent of instructor. Laboratory charge for course and field trip required.

449 Management of Outdoor Adventure Recreation. (3) Management of outdoor adventure recreation in both intensity and wilderness/dispersed recreation environments is examined. Prerequisite: consent of instructor. Laboratory charge for course and field trip required.

450 Traveling Workshop. (1–3, repeatable to 6) Opportunity for students to observe the operations of a variety of leisure service agencies and to discuss on-location the trends, problems, and techniques in leisure service delivery. Prerequisite: consent of instructor. Laboratory charge for course and field trip required.

451 Principles of Therapeutic Recreation. (3) Examines Therapeutic Recreation process and modalities in clinical, residential, and community-based settings. Field experiences required. Prerequisites: RPTA 251 and upper division status, or consent of instructor.

452 Leisure Services for the Elderly. (3) Examines theories and concepts related to leisure and aging; includes field experiences with the elderly. Prerequisite: upper division status or consent of instructor.

453 Clinical Therapeutic Recreation Processes. (3) Examines interventions, modalities, and relevant terminology used in therapeutic recreation treatment for persons with disabilities in clinical, residential, and community-based settings. Field trip required. Prerequisites: RPTA 251 and upper division status, or consent of instructor.

454 Management of Therapeutic Recreation. (3) Understanding and professional practice of Therapeutic Recreation services in health and human-service settings with focus on quality management, finance and reimbursement, budgeting, clinical supervision, risk management, professional ethics, issues, and certification. Field trip required. Prerequisites: RPTA 251, 351, and 451; upper division status, or consent of instructor.

455 (Cross-listed with FCS 455) Casino Operations. (3) Description of basic casino operations and principles of casino marketing, mathematics of casino games, and utility analysis of gaming motivation and gaming addictions. Exploration of career opportunities in the gaming industry. Historical background and impact of gaming on hospitality industry. Not open to students with credit in FCS 455. Prerequisites: FCS 150; FCS 353 or RPTA 322 or RPTA 323.

460 Community Tourism Development. (3) Provides essentials for successful development of a local tourism economy including organizing, planning, developing, and operation. Prerequisites: upper division status or permission of instructor.

461 Conference and Convention Planning and Management. (3) Prepares students for positions as planners and managers of conferences and conventions at resorts, hotels, cruise ships, camps, universities, or other private or municipal convention centers. Prerequisite: upper division status or consent of instructor.

462 International Tourism. (3) (Global Issues) Analysis of contemporary leisure travel behavior emphasizing world tourism markets, products, attractions, sales, and industry trends. Prerequisite: upper division status or consent of instructor.

463 Administration of Fitness Programs. (3) Prepares people to be owners, administrators, or program managers of health and fitness facilities by introducing business practices and program requirements special to the administration of health and fitness facilities or clubs. Prerequisite: upper division status or consent of instructor.

465 Tourism Destination Promotion. (3) A comprehensive study of the functions of community tourism promotion. Examines management strategies and methods to fund and operate a promotional agency and fulfill responsibilities to community, local service providers, and potential visitors. Prerequisite: upper division status or consent of instructor.

466 Resort Management. (3) Principles and practices to plan, develop, manage, and operate resort properties with emphasis on leisure-based facilities and services. Prerequisites: RPTA 362 and upper division status, or consent of instructor.

467 Special Event Planning and Management. (3) The application of methods and techniques to plan, implement, and evaluate successful community special events. Content includes selection of event theme and coordination of set up, staff, finance, promotion, partnerships, and operations and evaluation. Prerequisite: RPTA 255.

470 Alliance Management/Leadership Institute. (6) This course is an intensive experience, held at the American Humanics Management Institute, where students will participate in meetings and workshops designed to provide professional educational sessions and interactive case studies for students pursuing certification. Prerequisite: RPTA 270. Graded S/U only.

478 (Formerly RPTA 378) Great Smoky Mountains Outdoor Recreation Consortium. (2) Involves students from several major universities in developing understanding, knowledge, and appreciation of and for agencies and resources in an on-site experience such as at Great Smoky Mountains Institute at Tremont. Prerequisites: upper division status or consent of instructor. Trip charge for course.

481 (Formerly RPTA 377) Management of Outdoor Recreation Resorts. (3) Considers theory and practice for human dimensions oriented use of land, water, and wildlife resources for recreation experiences. Examines social and physical carrying capacity of land and cultural treatment of ecological systems. Prerequisite: upper division status or consent of instructor.

482 Facility Management. (3) Explores problems, principles, and techniques of management, design, and operation of selected park and recreation facilities. Special emphasis on swimming pools, tennis, racquetball, golf, ice skating, and community center activities. Consideration given to factors affecting energy conservation and reducing operational costs. Prerequisite: upper division status or consent of instructor. Laboratory charge for course.

483 Landscape Construction. (3) Includes field layout and construction methods for outdoor recreation facilities (trails, boat ramps, campsites, etc.). Stresses site analysis, measurement, and landscape suitability/limitations. Real park development projects used as labs. Prerequisite: upper division status or consent of instructor. Laboratory charge for course and field trip required.
485 (Cross-listed with ZOOL 485) Resource Management for Fly Fisheries. (3) Students will learn trout stream ecology and management, and gain fly-fishing experience. Course includes a one-week trip to a stream for students to meet with resource professionals and to practice their skills. Not open to students with credit in ZOOL 485. Prerequisite: One of the following: BOT 200 (C grade or better), MICR 200 (C grade or better), ZOOL 200 (C grade or better), RPTA 110, RPTA 111, or permission of instructor. Charge for on-site trip and equipment required.

487 Site Planning in Recreation and Parks. (3) Introduction to basic planning principles and techniques as they apply to park and recreation projects. Special consideration given to the use of GIS and GPS technology and field techniques. Emphasis on problem solving in the planning process. Prerequisite: upper division status or consent of instructor.

488 Park Open Space Planning. (3) Investigates theory, principles, and methods of planning recreation land systems. Explores procedures to preserve, acquire, and develop recreation lands and green space throughout a district or urban area. Prerequisite: upper division status or consent of instructor.

489 Park Maintenance and Operations Management. (3) Explores procedures and problems of recreation area operation with emphasis on planning and management for maintenance efficiency. Topics include planning, scheduling, standards, cost control, vandalism, etc. Prerequisite: upper division status or consent of instructor.

490 Independent Study. (1–3, repeatable to 8) Research projects or independent study not covered in other courses. Credit assigned according to the nature and scope of project. Prerequisites: upper division status or consent of instructor; written description of proposal including justification, objectives, and procedures must be submitted to department chairperson prior to enrollment; permission of department chairperson required.

493 (Cross-listed with KIN 493) Sport and Recreation for Individuals with Disabilities. (3) The course will provide students with information about sport and recreation opportunities for individuals with disabilities across the lifespan at all levels from community programs to elite levels of competition. Not open to students with credit in KIN 493. Prerequisite: KIN 393, RPTA 251, or permission by instructor.

499 Internship in Leisure Services. (3) 12 s.h. to be taken concurrently. Laboratory field experience provides for practical application of knowledge and theory in a professional setting. Student acquires experience in all phases of leisure service delivery with highly qualified personnel in a selected agency with University faculty supervision. Cannot apply to minor except by petition. Prerequisites: upper division status, all Core courses completed with an average of at least C (2.00) with no course below C- (1.67), and approval of departmental committee.
Social Work

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Faculty: Allwardt, Orwig, Perone, Tracy, Zellmann.
Advisor: Dadello.

The Department of Social Work offers the Bachelor of Social Work (B.S.W.) degree which is accredited by the Council on Social Work Education. The B.S.W. prepares students as generalist social workers for entry-level professional employment in social service agencies, providing services to individuals, families, groups, organizations, neighborhoods, and communities. Generalist social workers serve children, adolescents, adults, and elderly persons with a variety of needs. The Social Work curriculum provides students with the opportunity to obtain the knowledge, values, and skills needed for beginning professional practice and for continuation of their studies at the graduate level. This curriculum is built upon and integrates the liberal arts through the basic University General Education requirements.

GradTrac is available to Social Work majors. See page 77 for information about GradTrac.

Honors Curriculum—Academically qualified students in this department are welcome to complete an honors curriculum in University Honors, Upper Division Honors, or Lower Division Honors. All Honors students must complete the one-hour honors colloquium (G H 299). Lower Division Honors includes General Honors coursework. Upper Division Honors includes honors work in the major. University Honors combines Upper and Lower Division Honors. For more information about honors curricula, see page 98 or visit the Centennial Honors College website at wiu.edu/Honors.

Pre-Social Work

Initially, all students entering the Department of Social Work are classified as Pre-Social Work majors. Enrollment in the Pre-Social Work Program does not guarantee acceptance as a candidate for the Bachelor of Social Work degree.

To be accepted as a candidate for the Bachelor of Social Work degree, students must satisfy the following requirements:

1. Complete a minimum of 30 s.h. of credit toward the degree, including SW 100 (with a final grade of C or better), BIOL 100, ENG 180, PSY 100, and SOC 100.
2. Have a minimum GPA of 2.00 overall.
3. Provide acceptable documentation of a minimum of 100 hours of volunteer or paid human service experience, such as direct experience with persons using the services provided in medical settings, day care centers, nursing homes, church-related programs, or other similar settings.
4. Complete the Social Work Program application materials, have a personal interview with a member of the Social Work faculty, and complete the Social Work Assessment Exam.
5. Be accepted, on the basis of the application process, by the Social Work faculty. If the application is denied, the student has the right to appeal to the chairperson. The department will consider the appeal as a committee of the whole.

Social Work Degree Candidacy

Candidates for the Bachelor of Social Work degree must satisfy the following requirements for graduation:

1. Meet the requirements stated above.
2. Meet the University and department General Education course requirements for graduation.
3. Obtain a grade of C or better in every graded SW course.
4. Achieve a minimum 2.50 grade point average for all SW courses prior to enrolling in the practicum course, SW 480.
5. Earn a minimum 2.50 SW grade point average at the conclusion of SW 480.
6. Demonstrate professional knowledge, values, and skills after formal admission to the program and throughout the practicum. Failure to do so may result in dismissal from the program.

Degree Programs

Bachelor of Social Work

All students seeking the Bachelor of Social Work must complete I, II, III, and IV below, and the foreign language/global issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 120 s.h. Social Work students must complete a one-semester practicum in a social service agency to gain experience in Social Work practice. The practicum is a closely supervised learning experience that helps prepare students for beginning level practice.

I. University General Education Curriculum (p. 69) .................................................................43 s.h.
   Additional Departmental General Education Requirements
   Social Sciences ....................................................................................................................... 3 s.h.
   Humanities ............................................................................................................................ 3 s.h.
   (Section I must include: BIOL 100, COMM 241, 6 s.h. of Math/Science courses, a Foreign Language course, lower division Philosophy course, POLS 122, PSY 100, and SOC 100)

II. Core Courses .................................................................................................................... 48 s.h.
   SW 100, 212, 213, 312, 313†, 315, 316†, 325, 380, 415, 425, 440, 480

III. Social Work Electives: (at least two required for major)
   SW 330, 331, 332, 334, 335, 336, 337, 338, 340, 345, 496 ....................................................... 6 s.h.

IV. Minor or Open Electives ................................................................................................. 17 s.h.

#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) any major’s discipline-specific global issues course; or 4) an approved Study Abroad program.

†SW 313 and SW 316 fulfill the Writing Instruction in the Discipline (WID) graduation requirement.

Course Descriptions

SOCIAL WORK (SW)

100 Introduction to Social Work. (3) An introduction to professional values, ethics, history, policies, services, and fields of Social Work practice, emphasizing generalist Social Work. Twenty-five volunteer hours required. A grade of C or better is required to continue through the curriculum.

212 Human Behavior and the Social Environment I. (3) An exploration of human development theories in the context of biological, physical, psychological, social, and cultural environments that help shape behavior. The focus is on conception through adolescence. A grade of C or better is required to continue through the curriculum. Prerequisites: SW 100 (C grade or better); BIOL 100; or consent of instructor.

213 Human Behavior and the Social Environment II. (3) An exploration of human development theories in the context of biological, physical, psychological, social, and cultural environments that help shape behavior. The focus is on young adulthood through late adulthood. A grade of C or better is required to continue through the curriculum. Prerequisite: SW 212 (C grade or better); or consent of instructor.

312 Social Work Research Methodology. (3) An introduction to the research methods used in conducting quantitative and qualitative research. Social Work values and ethics and issues of diversity are given special attention. A grade of C or better is required to continue through the curriculum. Prerequisites: SW 100 (C grade or better); completion of math competency; or consent of instructor.

313 Social Work Research Statistics. (3) An introduction to statistical analysis and its application in quantitative and qualitative research in Social Work. This course continues and completes the research project begun in SW 312. Social Work values and ethics and issues of diversity are given special attention. Writing Instruction in the Discipline (WID) course. A grade of C or better is required to continue through the curriculum. Prerequisite: SW 312 (C grade or better); or consent of instructor.

315 Generalist Social Work Practice I. (4) Provides knowledge, values, and skills needed in the generalist method of Social Work, focusing on working with individuals. A concurrent lab provides skill development. A grade of C or better is required to continue through the curriculum. Prerequisites: Social Work major; permission of advisor. Corequisite: SW 316.
An introduction to case management as a Social Work function. Theories and models of case management will be studied and case management skills will be developed. Writing Instruction in the Discipline (WID) course. Prerequisites: Social Work major; permission of advisor. Corequisite: SW 315.

320 Introduction to Social Welfare Policy. (3) An introduction to past and present local, state, and national social welfare policies. Policies are analyzed for their philosophical foundations, populations served, and social and political implications. A grade of C or better is required to continue through the curriculum. Prerequisite: SW 100 (C grade or better); or consent of instructor.

325 Social Welfare Policy. (3) Study of the formulation and implementation of social welfare policy and its impact on all system levels. Policies are analyzed for their philosophical foundations, populations served, and social and political implications. Policy models, implementation strategies, and budgetary constraints are examined. A grade of C or better is required to continue through the curriculum. Prerequisite: SW 100 (C grade of better); or consent of instructor.

330 Child and Family Services. (3) An introduction to theories, policies, and practices in child welfare. Current trends in protective services, family preservation, adoption, and substitute care will be studied. Prerequisite: junior standing or consent of instructor.

331 Social Work and Addictions. (3) An introduction to addictions and their effects on individuals, families, and society. Current theories, treatments, and Social Work roles and functions will be studied. Prerequisite: junior standing or consent of instructor.

332 Social Work with Aging Persons. (3) An introduction to working with persons as they age and as their circumstances change. Social Work roles and personal, familial, and societal implications of aging will be studied. Prerequisite: junior standing or consent of instructor.

334 Social Work and Disabilities. (3) An introduction to disabilities and rehabilitative Social Work. Issues of access, managed care, ethics, social policies, and Social Work roles will be studied. Prerequisite: junior standing or consent of instructor.

335 Domestic Violence and Social Work Intervention. (3) An introduction to major topics in the area of domestic violence. Definitions, warning signs, use of appropriate Social Work services, and prevention will be studied. Prerequisite: junior standing or consent of instructor.

336 Medical Social Work. (3) An introduction to a generalist Social Work perspective of medical Social Work. Theoretical perspectives integrated within medical Social Work will be discussed within a practice-oriented learning environment. Specific skills required in medical Social Work will be emphasized and practiced. Prerequisite: junior standing or consent of instructor.

337 Social Work in Rural Environments. (3) An introduction to the special considerations of Social Work services in rural and small town environments. Content focuses on the characteristics of rural areas, rural populations, lack of social service resources, and appropriate roles for master's and baccalaureate social workers. Prerequisite: junior standing or consent of instructor.

338 Social Work and Mental Health. (3) Introduction to mental health; impact of mental illness on individuals, families, and society; roles and functions of social workers in mental health services. Introduction to the DSM V will be provided. Focus will be on generalist Social Work. Prerequisite: junior standing or consent of instructor.

340 Topics in Social Work. (3, repeatable for different topics to 6) Varied topics of interest to Social Work and other human service majors. Topics might include diversity, advocacy, spirituality, political activity, criminal justice issues, professional ethics, and interdisciplinary framework. Prerequisite: junior standing or consent of instructor.

345 Investigation in Social Work. (1–6, repeatable to 6) Investigation into a specific area of Social Work that requires more intense study of longer duration. Prerequisite: junior standing or consent of instructor.

380 Social Justice and Diversity. (3) (Global Issues) Explores how societies and their cultures' structures and values may oppress, discriminate, or create or enhance power. Develops skills to engage in socially just professional practice with diverse populations. Prerequisites: Social Work major and SW 100 (C grade or better); or consent of instructor.

400 Learning through Community Service. (3) Introduction to applied human services skills through community service in an agency setting. A minimum of 60 volunteer hours required. A concurrent seminar provides opportunities for direction from the instructor and for discussion. A grade of C or better is required to continue through the curriculum. Prerequisites: Social Work major; SW 325 (C grade or better); SW 315 (C grade or better).

415 Generalist Social Work Practice II. (3) Covers the theory and skills of the generalist method of Social Work. Its focus is on families and small groups. A grade of C or better is required to continue through the curriculum. Prerequisites: Social Work major; SW 315 (C grade or better); SW 316 (C grade or better).

425 Generalist Social Work Practice III. (3) Covers the theory and skills of the generalist method of Social Work. Its focus is on organizations, communities, society, and international issues. Thirty hours of community service required. A grade of C or better is required to continue through the curriculum. Prerequisites: Social Work major; SW 315 (C grade or better); SW 316 (C grade or better).

440 Pre-Practicum. (1) Prepares majors for the practicum. Content includes resume preparation; investigation of agency placement opportunities; interviews for placement; overview of ethical, safety, and liability issues; and the role of participants as adult learners. A grade of C or better is required to continue through the curriculum. Prerequisites: Social Work major; SW 325 (C grade or better); SW 315 (C grade or better); permission of the director of Field Education.

480 Generalist Social Work Practicum. (3) An educational experience in an agency setting that offers practical application of Social Work knowledge, values, and skills. A concurrent integrative seminar provides opportunities for discussion and direction from the instructor. A grade of C or better is required to graduate. Prerequisites: Social Work major; SW 415 (C grade or better); SW 425 (C grade or better); SW 445 (C grade or better); 2.50 GPA in the major; completion of all other required Social Work courses (C grade or better); being within 20 s.h. of completion of degree; permission of the Director of Field Education and chairperson.

496 Senior Honors Thesis in Social Work. (3–6, repeatable to 6) Thesis research under the direction of at least two Social Work faculty members on a topic of mutual agreement. Minimum of 3 s.h. required for honors. Prerequisite: approval of departmental honors advisor.

499 Senior Assessment Exam. (0) An exam that all social work majors must take at the completion of SW 480. The exam assesses the knowledge gained through completing the social work curriculum. Completion of the exam will result in a grade of S. Prerequisites: Social Work major; senior standing. Corequisite: SW 480. Graded S/U only.

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Sociology and Anthropology

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Sociology is the study of human societies, their structure, and the ways individuals and groups relate to one another. Sociological knowledge is vital to the understanding of contemporary issues and topics such as poverty, race and gender relations, crime, delinquency, deviance, mental illness, urban growth and decay, marriage and family life, behavior in bureaucracies, and the organization and delivery of human services.

Since its curriculum emphasizes everyday issues and the workings of society in general, the B.A. in Sociology is useful in a great variety of occupational fields and positions such as personnel, industry, survey research, public-opinion polling, marketing and advertising research, and in government or nonprofit agencies which provide for the delivery of human services. Many Sociology graduates also work in hospitals or health-care organizations as well as in education and business and undertake graduate studies in Sociology and other fields. Majors in other disciplines will find that Sociology courses provide valuable background for careers in law enforcement, medicine, public health, counseling, personnel management, education, and social work.

The B.A in Anthropology provides students with skills to think holistically about human behavior, diversity, and social problems through the combination of human biology, cultural analysis, linguistics, and study of past societies. Graduates from this Anthropology program will gain a broad understanding of human biological and cultural diversity and acquire skills to successfully navigate the rapidly changing global environment. The curriculum of this program enables an opportunity to apply anthropological research to environmental and community-based practical learning experiences.

The degree in Anthropology prepares students interested in a range of professional fields such as law, social work, international economic development, business, public administration, health care, forensic science, human rights advocacy, and other human service professions. Local schools, the National Park Service, consultants, and museums also offer employment opportunities for these students. The Anthropology program also presents a theoretical and practical foundation for graduate studies in Anthropology and Archaeology.

In addition to the major in Sociology and major in Anthropology, the department offers a minor in Sociology, a minor in Anthropology, and a minor in Functional Morphology and Evolutionary Anatomy. Such minors are useful accompaniments to majors in Health, Social Work, Agriculture, Family and Consumer Sciences, the Social Sciences, and Education.

GradTrac is available to Sociology and Anthropology majors. See page 77 for information about GradTrac.

Honors Curriculum—Academically qualified students in this department are welcome to complete an honors curriculum in University Honors, Upper Division Honors, or Lower Division Honors. All Honors students must complete the one-hour honors colloquium (G H 299). Lower Division Honors includes General Honors coursework. Upper Division Honors includes honors work in the major. University Honors combines Upper and Lower Division Honors. For more information about honors curricula, see page 98 or visit the Centennial Honors College website at wiu.edu/Honors.
Sociology and Anthropology

Degree Programs

Bachelor of Arts—Sociology

All students seeking the Bachelor of Arts in Sociology must complete I, II, III, IV, and V below, and the foreign language/global issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.

I. University General Education and College of Arts and Sciences Curriculum Requirements (p. 83) ................................................................. 60 s.h.

II. Core Courses .................................................................................. 21 s.h.
SOC 100, 232, 332†, 333, 334, 415; ANTH 110

III. Sociology Electives ........................................................................ 15 s.h.
May include up to 6 s.h. of Anthropology coursework beyond ANTH 110.

IV. Open Electives ............................................................................. 4–8 s.h.

V. Any Minor .................................................................................. 16–20 s.h.

#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) any major's discipline-specific global issues course; or 4) an approved Study Abroad program.
†SOC 332 fulfills the Writing Instruction in the Discipline (WID) graduation requirement.

Bachelor of Arts—Anthropology

All students seeking the Bachelor of Arts in Anthropology must complete I, II, III, IV, and V below, and the foreign language/global issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.

I. University General Education and College of Arts and Sciences Curriculum Requirements (p. 83) ................................................................. 60 s.h.

II. Core Courses .................................................................................. 12 s.h.
ANTH 110, 111, 419†; EIS 440 or ANTH 380

III. Anthropology Directed Electives
A. Complete one of the following ...................................................... 3 s.h.
ANTH 201 or 249
B. Complete one of the following ...................................................... 3 s.h.
ANTH 305, 310, 325, or 326
C. Complete at least 15 s.h. of Anthropology coursework (with at least four upper-division courses), with the following additional course options:
EIS 458 and 440 .............................................................................. 15 s.h.

IV. Any Minor .................................................................................. 18–24 s.h.

V. Open Electives ............................................................................. 3–9 s.h.

#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) any major's discipline-specific global issues course; or 4) an approved study abroad program.
†ANTH 419 fulfills the Writing Instruction in the Discipline (WID) graduation requirement.

Minors

Minor in Sociology ................................................................................ 18 s.h.
1. SOC 100 ...................................................................................... 3 s.h.
2. Sociology Electives ....................................................................... 15 s.h.
Sociology and Anthropology

Minor in Anthropology
1. ANTH 110, 111 ................................................................. 6 s.h.
2. Anthropology Electives .................................................. 12 s.h.

Minor in Functional Morphology and Evolutionary Anatomy
See Interdisciplinary Studies Minors (p. 240)

Course Descriptions

SOCIOLOGY (SOC)

100 Introduction to Sociology. (3) (General Education/Social Sciences) Basic sociological concepts and studies in such areas as culture, social organization, personality, family, and community. IAI: S7 900.

200 Contemporary Social Problems. (3) (General Education/Social Sciences) An investigation of problems pertaining to group conflict, race relations, crime, family disorganization, and other significant aspects of contemporary society. Prerequisite: SOC 100 or consent of instructor. IAI: S7 901.

232 Social Research Methods I. (3) Introduction to the application of the scientific method and statistics in sociological research. Emphasis on sampling, measures of central tendency, dispersion, association, and introduction to inferential statistics. Prerequisites: SOC 100, and completion of the University General Education Curriculum baccalaureate-level skills in Mathematics requirement.

250 American Institutions. (3) (General Education/Social Sciences) An overview of the more enduring clusters of roles and values by which family, economic, religious, educational, and political processes are conducted. Prerequisite: SOC 100 or consent of instructor.

255 Deviant Behavior. (3) An analysis of research findings and theories relating to a variety of forms of “deviant behavior.” Prerequisite: SOC 100 or consent of instructor.

272 Individual and Society. (3) (General Education/Social Sciences) This course explores sociological theories and research on the relationship between the individual and society. Students will learn how individuals participate in the construction of society and how social structure impacts our everyday lives. Prerequisite: SOC 100 or consent of instructor.

285 (Cross-listed with WS 285) Women: A Global Perspective. (3) (General Education/Social Sciences or Multicultural Studies) (Global Issues) This course emphasizes the voices of women across the globe from an interdisciplinary perspective. Special attention will be paid to women's activism, the transnational feminist movement, and an examination of the category “woman” in the global context. Not open to students with credit in WS 285. Prerequisite: SOC 100 or WS 190.

300 Minority Peoples. (3) (General Education/Multicultural Studies) Group relations of ethnic, racial, religious, and sexual minorities. Conflict, separation, assimilation, and related processes. BGS online writing course. Prerequisites: SOC 100 and one additional Sociology course, or consent of instructor. IAI: S7 903D.

312 Community. (3) Systems of interrelated organizations, institutions, and persons clustered in the same locations. Prerequisite: SOC 100 or consent of instructor.

313 Self and Identity. (3) The relationships between culture, social structure, socialization, and self and identity are investigated applying perspectives in sociological social psychology. Prerequisite: SOC 100 or consent of instructor.

316 Collective Behavior and Social Movements. (3) Analysis of group formations, collective activity, and collective action processes including crowds, mass behavior, flash mobs (and other spontaneous events), fads, and social and political movements. Prerequisite: SOC 100 or consent of instructor.

320 Sociology of Work, Occupations and Professions. (3) Analysis of the relationship between work and social life. Considers occupational structure, worker organization, professional work and socialization, and race, class, and gender issues in the labor market. Prerequisite: SOC 100.

330 Bureaucracy and Formal Organization. (3) Nature, conditions of growth, and consequences of bureaucratic organization in Western society with particular attention to the United States. Prerequisite: SOC 100 or consent of instructor.

332 Social Research Methods II. (3) Hypothesis construction and testing with emphasis on research design, data gathering techniques, and scale construction. The course includes a major research project with application of sociological statistics. Writing Instruction in the Discipline (WID) course. Prerequisites: SOC 232 or consent of instructor; ENG 280.

333 Classical Sociological Theory. (3) A critical examination and analysis of major classical theories in Sociology and their influences upon the development of contemporary social thought. Prerequisite: SOC 100 or consent of instructor.

334 Contemporary Sociological Theory. (3) Detailed examination, analysis, and evaluation of selected modern sociological theories. Emphasis on critical analysis and interpretation of schools such as structural functionalism, conflict, neo-Marxian, symbolic interactionist, exchange, network, rational choice, critical race, feminist, and integrative theories. Prerequisites: SOC 100 and 333.

335 Group Dynamics. (3) An introduction to intra- and intergroup dynamics in small groups emphasizing perspectives in sociological social psychology. The course focuses on group decision-making, coalitions, conformity, intergroup relations, and status and power in groups. Prerequisite: SOC 100 or consent of instructor.

345 Rural Social Organizations. (3) An examination of rural society from feudalism to agri-business. Emphasis on changes wrought by demographic, bureaucratic, and technological factors and their consequences for contemporary farming. Prerequisite: SOC 100 or consent of instructor.

355 Criminology. (3) Theories of crime causation and control are discussed in relation to specific behavior systems in crime. In additions, various problem areas in criminology are discussed. Prerequisite: SOC 100 or consent of instructor.

360 (Cross-listed with WS 360) Gender and Society. (3) (General Education/Multicultural Studies) This course provides a sociological examination of theories of gender, socio-historical gender patterns, gender and American social institutions, social structure and gender, and cross-cultural comparisons. BGS online
writing course. Not open to students with credit in WS 360. Prerequisite: SOC 100 or WS 190, or consent of instructor.

365 (Formerly SOC 472) Sociology of Health and Illness. (3) Examines the medical institution using sociological theories. Focus on illumination of the social context of health and the medical system using sociological research methods. Topics include the social construction of illness, the provider-client relationship, and medicalization in Western cultures. Prerequisites: SOC 100 and another Sociology course, or consent of instructor.

370 American Family. (3) A survey of major American marriage and family trends with an emphasis upon changes in mate selection, marital roles, marital adjustment, family life, and other related issues. Prerequisite: SOC 100 or consent of instructor. IAI: ST 902.

405 Sociology of Aging in Rural and Urban America. (3) An investigation of the social and political consequences for communities and society at large from the expanding populations of the aged and a sociological examination of the relationships between community and institutional arrangements and the social and social-psychological dimensions of aging. Prerequisite: SOC 100 or consent of instructor.

410 (Cross-listed with WS 410) Women and Poverty. (3) The poverty of women in the United States including factors of race, place of residence, and age are covered. Structural hierarchies that maintain poverty are examined from a sociological perspective. Not open to students with credit in WS 410. Prerequisite: WS 190 or SOC 100 or permission of instructor.

414 Population. (3) The distribution, growth, and characteristics of human population and their relationship to social organization. Prerequisites: SOC 100 and one additional Sociology course, or consent of instructor.

415 Social Stratification. (3) Distribution of wealth, power, and prestige and related structures and values. Prerequisite: SOC 100 and one additional Sociology course, or consent of instructor.

420 (Cross-listed with AAS 420 and WS 420) Race, Class, and Gender. (3) The course will examine issues of race, class, and gender in historical, cultural, and contemporary societal contexts. Not open to students with credit in AAS 420 or WS 420. Prerequisite: SOC 100, or AAS 100, or WS 190, or permission of instructor.

424 Sociology of Mental Health. (3) A survey of the history, causes, treatment, and effects of mental illness in the U.S. with emphasis on sociological factors such as social class, race, definitional process, etc. Prerequisites: SOC 100 and one additional Sociology course, or consent of instructor.

425 Juvenile Delinquency. (3) A survey of various theories of juvenile delinquency and an examination of the juvenile justice system and its relationship to rehabilitation prospects. Prerequisites: SOC 100 and one additional Sociology course, or consent of instructor.

426 Industrial Sociology. (3) Impact of industrialization on society; structure and functions of work organization; occupations and careers; managerial and union philosophies; industry-community relations. Prerequisites: SOC 100 and one additional Sociology course, or consent of instructor.

427 Sociology of Sexual Identities and Inequalities. (3) Study of issues related to the sociology of sexual identities and the resulting inequalities. While heterosexuality will be discussed, the focus will be on homosexual and bisexual identities and how they are constructed and experienced in a heteronormative society. Prerequisite: SOC 100 or consent of instructor.

430 (Cross-listed with WS 430) Sociology of Women's Health. (3) Uses sociological theories and research to examine the gendered experience of illness. Includes sociological analysis of medical knowledge about women's health. Topics include medicalization of women's health, the gendered hierarchy of professions, and feminist critiques of scientific research. Not open to students with credit in WS 430. Prerequisite: SOC 100 or WS 190, or consent of instructor.

432 (Cross-listed with POLS 432) Survey Research. (3) An overview of how to design, conduct, and present the results of social surveys. The course includes a familiarization with data preparation for computer processing and an introduction to using computer software statistical packages. Not open to students with credit in POLS 432. Prerequisite: any University-level Statistics course or consent of instructor.

433 Individual Investigations in Sociology. (1–3, repeatable to 3) Students will pursue a topic of special interest to the individual to be chosen in consultation with an instructor. Prerequisites: 12 s.h. of Sociology coursework, 2.70 GPA, and consent of department chairperson.

435 (Cross-listed with WS 435) Women and Crime. (3) Theories of female criminality, patterns of female crime and victimization, women in corrections, and women as criminal justice practitioners are examined. Not open to students with credit in WS 435. Prerequisite: SOC 100 or consent of instructor.

440 Global Sociology. (3) This course examines socio-cultural, economic, political, and technological processes of globalization using sociological concepts and theories to provide students with a systematic way of studying our interconnected world. Prerequisites: SOC 100 and one additional Sociology course, or consent of instructor.

445 Sociology of Corporate Crime. (3) A sociological analysis of theories and research concerning the nature, extent, costs, and control of crimes committed by corporations. Prerequisite: SOC 100 or consent of instructor.

451 Special Topics in Sociology. (1–2, repeatable for different topics to 6) In-depth investigations of special topics in broader subfields of Sociology. Prerequisites: SOC 100 and one additional Sociology course, or consent of instructor.

455 Sociology of Corrections. (3) An analysis of correctional institutions, including the inmate structure, custodial and administrative personnel, treatment programs, and the social factors which affect prison structure and function. Prerequisites: SOC 100 and one additional Sociology course, or consent of instructor.

460 The Family. (3) Institutions and systems of kinship, marriage, family grouping, child rearing, personal maintenance, and status placement. Prerequisites: SOC 100 and one additional Sociology course, or consent of instructor.

461 Educational Sociology. (3) A comparative and functional analysis of education as an institution; the interaction of education and other institutions; and the relation of education to social change. Prerequisites: SOC 100 and one additional Sociology course, or consent of instructor.

462 Political Sociology. (3) An analysis of power structures, decision making systems, conflict, conflict resolution, and various theories of power. Prerequisites: SOC 100 and one additional Sociology course, or consent of instructor.

463 Sociology of Law. (3) An analysis of the social origins of law, the effects of law on human behavior and social institutions, and the relationship between law and social change. Prerequisites: SOC 100 and one additional Sociology course, or consent of instructor.
464 (Cross-listed with REL 464) Sociology of Religion. (3) (Global Issues) An analysis of religious groups and institutions, a comparison of religion in sacred and secular societies, and the effect of religion on historical and social institutions. Not open to students with credit in REL 464. Prerequisites: SOC 100 and one additional Sociology course, or consent of instructor.

465 Deviance, Crime and Control in Sociological Historical Perspective. (3) Historical conceptions of deviance, origins of prisons, asylums, emergence of police; rates and types of deviance and varieties of social control in particular historical periods. Prerequisites: SOC 100 and one additional Sociology course, or consent of instructor.

470 Sociology of Popular Culture. (3) This course exposes students to the sociological study of popular culture. Material products and production methods, ideology and symbolic meanings are investigated in relation to social behavior using relevant theories and methodological tools of analysis. Prerequisite: SOC 100 or consent of instructor.

471 Urban Sociology. (3) History of urban growth, location, ecology, planning, and land use of cities; social organization and institutions in urban societies compared with rural and other models. Prerequisites: SOC 100 and one additional Sociology course, or consent of instructor.

480 Deviance and Disruption in the American Family. (3) A sociological analysis of family deviance, neglect, abuse, and violence including processes leading to major personal crises and family disruption, and social programs and policies. Prerequisite: SOC 100 or consent of instructor.

485 Sociology of Victims. (3) An overview of victimology examining: the socio-political structural arrangements that create and sustain victimization, differing types of victimization, and the practical applications of victimological findings. Prerequisites: SOC 100 and one additional Sociology course, or consent of instructor.

487 Application of Fire Research. (3) Involves the understanding of fire research and its application. Data from available research on fire prevention and protection programs are studied. Prerequisite: acceptance into the Open Learning Fire Service program for in-service fire/safety personnel by the director of the School of Distance Learning, International Studies and Outreach.

488 Community and the Fire Threat. (3) Sociological and economic characteristics of communities and their influence on the fire problem. Housing, structure abandonment, rent control, crime, false alarm, and incendiary fire rates are studied. Prerequisite: acceptance into the Open Learning Fire Service program for in-service fire/safety personnel by the director of the School of Distance Learning, International Studies and Outreach.

494 (Cross-listed with ANTH 494) Internship. (3) Supervised applied experience in occupationally related area. Seminars and written reports required. Not open to students with credit in ANTH 494. Prerequisites: approval of department chairperson and junior or senior status.

497 Senior Honors Thesis in Sociology. (3–6, repeatable to 6) Thesis research under the direction of at least two Sociology faculty members on a topic of mutual agreement; b.s.h. required for honors. Prerequisite: approval of departmental honors advisor.

499 Seminar in Sociology. (3, repeatable for different topics) Topics to be announced. Prerequisites: SOC 100 and one additional Sociology course, or consent of instructor.

ANTHROPOLOGY (ANTH)

110 Introduction to Cultural Anthropology. (3) (General Education/Social Sciences or Multicultural Studies) (Global Issues) Survey of basic concepts and approaches of Anthropology to the study of human beings. Study of worldwide cultures from prehistoric to the present. IAI: SI 901N.

111 Introduction to Physical Anthropology and Archeology. (3) (General Education/Social Sciences) Study of human evolution from the perspectives of both biological and social sciences. Examination of the evolution of culture and the methods of its interpretation. IAI: SI 902.

201 (Formerly ANTH 301) World Culture Regions. (3, repeatable to 9 for different culture regions) Surveys of the cultural adaptations of different regions of the world. Either the peoples of Africa, Asia, Latin America, the Middle East, or the Pacific will be studied each time the course is offered. The region will be announced in the time schedule. Prerequisite: ANTH 110 or consent of instructor.

249 Native North American Cultures. (3) (General Education/Multicultural Studies) Introduction to aboriginal North American cultures with an examination of the rich diversity of cultural development and its relationship to the natural environment. Prerequisite: ANTH 110 or consent of instructor.

305 Applied Anthropological Methods. (3) (Global Issues) Applies anthropological knowledge and methods to regional, national, and global contemporary problems. Includes current theoretical, ethical, and methodological debates. Social issues may include discrimination, hunger, disease, and underdevelopment. Prerequisite: ANTH 110 or consent of instructor.

310 Methods in Physical Anthropology. (3) This course provides an introduction to physical anthropological methods, including assessing human variation, interpreting the human fossil record, and techniques in forensic anthropology. Students gain an understanding of the tools used in the analysis of primate and human skeletal remains. Prerequisite: ANTH 111 or ZOOL 200 or permission of instructor.

315 (Cross-listed with WS 315) Gender and Anthropology. (3) Exploration of cross-cultural ethnographies of variations in gender roles in economic, religious, and political domains. This course also addresses gender identity and gender diversity issues. Not open to students with credit in WS 315. Prerequisite: ANTH 110 or consent of instructor.

320 New World Archaeology: North America. (3) Survey of North American archaeology. Special emphasis on pre-Columbian culture adaptations of eastern United States and the Mississippi Valley, particularly the Illinois region. Prerequisite: 6 s.h. of Anthropology coursework including ANTH 111, or consent of instructor.

324 Religion, Magic, and Shamanism. (3) (Global Issues) Survey of cross-cultural perspectives on beliefs and practices dealing with the supernatural, magic, and religion. The functions and social positions of spiritual leaders from different cultures are explored. Prerequisite: ANTH 110 or consent of instructor.

325 Laboratory Analysis of Archaeological Material. (1–3, repeatable to 6 for different projects) Instruction in the study of material remains recovered from archaeological sites. Processing techniques and methods of analysis presented to introduce students to research in prehistory. Only 3 s.h. may count toward major. Prerequisite: permission of instructor.

326 Archaeological Field Methods. (1–6, repeatable to 12 for different projects) Intensive field training
in the theory, problems, methods, and ethics of archaeological research. Usually taught during summer months at a camp located some distance from campus. Only 6 s.h. may count toward major. Prerequisite: permission of instructor.

330 (Cross-listed with WS 339) Sex and Gender in Archaeology. (3) The study of sex, gender, and power in archaeological investigations and theory, including cross-cultural comparison of gender and social differentiation in past societies. Changing perspectives on the roles of females in human evolution and prehistory are emphasized. Not open to students with credit in WS 330. Prerequisite: ANTH 110 or 111 or WS 190, or consent of instructor.

355 (Cross-listed with PSY 355) Cultural Psychology. (3) (Global Issues) Examines culture as the physical environment, social institutions and practices, language, and the media that influences human behavior and mental processes. Not open to students with credit in PSY 355. Prerequisites: 9 s.h. of Psychology coursework and junior standing or permission of instructor.

380 Language and Culture. (3) Study of language as an aspect of culture. Structural and historical analysis of language. Examination of the relationship of language to social structure. Prerequisite: ANTH 110 or consent of instructor.

381 (Formerly ANTH 281) Old World Archaeology. (3) Study of major developments in the prehistory of Africa, Europe, and Asia. Examination of earliest man and his cultures through the rise of complex societies. Prerequisite: ANTH 111 or consent of instructor. Recommended: ANTH 110.

395 (Cross-listed with WS 395) Gender, Race, and the Environment. (3) (General Education/Multicultural Studies) Explores research, scholarship, and fictional ecofeminist works. Students will consider the influence of women, feminists, and ecofeminist writings on local and global environmental movements. Not open to students with credit in WS 395. Prerequisite: ANTH 110 or WS 190 or permission of instructor.

404 Dynamics of Cultural Change. (3) Examination of cultural change resulting from social forces, intercultural contact, and changes in the natural environment, focusing on the role of “conflict” and peace-building in the past and present societies, globalization, and modern applications. Prerequisite: ANTH 110 or consent of instructor.

405 Forensic Anthropology. (3) Forensic Anthropology deals with the medicolegal problem of identifying human skeletal remains. This course provides an elementary understanding of human skeletal biology, forensic archaeology, and the recovery and identification procedures involved when unknown skeletal remains are discovered. Prerequisite: ANTH 111 or consent of instructor.

410 Anthrozoology. (3) Anthrozoology examines human-animal relationships from the perspective of Anthropology with an emphasis on culture and its influence on attitudes toward animals. Prerequisite: ANTH 110 or consent of instructor.

415 Environmental Anthropology. (3) (Global Issues) Study of environmental issues from the perspectives of different cultures; students will study ecological and cultural adaptations of humans, and explore strategies for solving environmental problems involving cross-cultural stakeholders. Topics may include global climate change, biodiversity, and environmental sustainability. Prerequisite: ANTH 110 or permission of instructor.

417 (Cross-listed with ZOOL 417) Primate Ecology, Behavior and Evolution. (3) This course takes an interdisciplinary approach to primateology utilizing principles from Anthropology, Ecology, Paleontology, and animal behavior. Students gain an understanding of the evolutionary history, adaptations, and conservation of primates and their habitats. Not open to students with credit in ZOOL 417. Prerequisite: ANTH 111 or ZOOL 200 (C grade or better) or permission of instructor. Junior standing recommended.

419 Anthropological Theory. (3) Study of the intellectual currents which led to the establishment of Anthropology as a discipline. Writing Instruction in the Discipline (WID) course. Prerequisites: 12 s.h. of Anthropology coursework including ANTH 110 and 111.

420 Cultural Feast: The Anthropology of Food. (3) Anthropological study of food symbolism, rules, consumption, health, and the gendered dimensions of food, including gathering, preparation and distribution, and commoditization of food. Issues of scarcity and links to environmental sustainability, global social hierarchies, and power relations are also addressed. Prerequisite: ANTH 110.

425 Culture and Catastrophe: The Anthropology of Disaster. (3) Introduces critical theoretical and methodological approaches in the anthropological study of disasters. Examines human preparedness and response to disaster events, issues of social stratification and inequality, and environmental and social forces that influence vulnerability and social policy from an international perspective. Prerequisite: ANTH 110.

451 Special Topics in Anthropology. (1–2, repeatable for different topics to 6) In-depth investigations of special topics from broader subfields of Anthropology. Prerequisite: 6 s.h. of Anthropology coursework including ANTH 110 or 111 (as most relevant), or consent of instructor.

463 (Cross-listed with BOT 463) Ethnobotany. (4) (Global Issues) A survey of how indigenous people use and classify plants in comparison to modern, scientific principles of botany and plant chemistry, and the use of traditional knowledge by modern science. May require field work travel at student expense. Not open to students with credit in BOT 463. Prerequisites: BIOL 100, 101, BOT 200 (C grade or better); ZOOL 200 (C grade or better); ANTH 110 or SOC 100; or permission of instructor.

489 Seminar in Anthropology. (3, repeatable for different topics) Topics to be announced. Prerequisites: 6 s.h. of Anthropology coursework including ANTH 110 or 111 (as most relevant) or permission of instructor.

490 Individual Investigation in Anthropology. (1–3, repeatable to 3) Students will pursue a topic of special interest to the individual to be chosen in consultation with an instructor. Prerequisites: permission of instructor and department chairperson.

494 (Cross-listed with SOC 494) Internship. (3) Supervised applied experience in occupationally related area. Seminars and written reports required. Not open to students with credit in SOC 494. Prerequisites: approval of department chairperson and junior or senior status.
The Center for the Preparation of Education Professionals provides services to undergraduate and graduate students seeking teaching, school administration, and school service personnel licensures and endorsements. The Center's staff is responsible for advising services, field and clinical supervision, and licensure issues for prospective teachers, school support personnel, and school administrators.

To be recommended for teacher licensure, an individual must complete a State-approved Teacher Education Program, be of good character, in good health, and legally present in the United States and authorized for employment. Individuals seeking licensure must complete all University requirements as well as Teacher Education requirements. Early and continuous consultation and careful advising and planning are essential for individuals seeking initial teacher licensure.

Admission to the University does not automatically constitute acceptance to the Teacher Education Program. Candidates for baccalaureate degrees who plan to complete licensure requirements for teaching must make special application for admission to the Teacher Education Program. Application and requirements for full acceptance are available in the online Teacher Education Program Handbook at wiu.edu/cpep.

Western Illinois University must meet the mandates issued by the Illinois State Board of Education and the State Licensure Board. State Licensure Board requirements take precedence over the catalog of record for individuals seeking teacher licensure recommendation.

**Accreditation**

Western Illinois University is accredited by the Illinois State Board of Education and the National Council for Accreditation of Teacher Education.

**Approved Teacher Licensure Programs**

The Illinois State Licensure Board mandates that each institution list in its catalog those programs which are classified as approved programs. The following programs at Western Illinois University have been approved by the Illinois State Licensure Board:

I. Secondary (6–12)
   - Agriculture Education
   - English
   - Mathematics
   - Science/Biology
   - Science/Chemistry
   - Science/Physics
   - Social Science/History

II. Elementary Education (K–9)

III. Early Childhood Education (Age 0 through Grade Three)
Teacher Education

IV. Special (K–12)
   Art
   French
   Music
   Physical Education
   Reading Specialist (graduate program)
   Spanish
   Special Education—Learning Behavior Specialist I
   Technology Specialist (graduate program)

V. Bilingual/Bicultural Education

VI. Administrative (graduate programs)
   General Administrative
   Superintendent

VII. School Service Personnel (graduate programs)
   School Counseling
   School Psychology
   Speech and Language Impaired

Teacher Education Program

The University Teacher Education Committee (UTEC) has oversight for all Teacher Education Programs approved by the Illinois State Board of Education (ISBE) at both the Macomb and Quad Cities campuses. UTEC determines all procedures, requirements, and student discipline protocol for the Teacher Education Program as a whole. It also approves unique requirements for discipline-specific programs.

Individuals who intend to earn a teaching license must be formally admitted to the Teacher Education Program as outlined in the Teacher Education Program Handbook. Once admitted, the student becomes a teacher education candidate and must conform to all requirements and regulations of the Teacher Education Program. Candidates who fail to meet all programmatic expectations may be dismissed from the Teacher Education Program.

Individuals seeking teacher licensure must complete an approved Teacher Education Program. An approved program consists of the following components: General Education, major program, professional education including core courses, Special Education requirement, reading in the content area requirement, pre-student teaching clinical experiences, student teaching, technology competency, curriculum modules addressing English Language Learners (ELL), and supporting coursework. In addition, candidates will undergo periodic disposition assessments, criminal background investigations, and national registry checks. The prospective teacher must be able to perform the essential functions of teaching, with or without a reasonable accommodation, as approved by the Western Illinois University Disability Support Services director in collaboration with the Associate Dean for Teacher Education in the College of Education and Human Services.

Candidates are required to exhibit the following professional dispositions at all times during their enrollment at Western: collaboration, honesty/integrity, respect, commitment to learning, emotional maturity, responsibility, fairness, and the belief that all students can learn. Failure to adhere to these professional dispositions is grounds for dismissal from the program.

Teacher Education candidates are expected to comply with fingerprint background investigation requirements as set forth by UTEC. Prior to any field work in schools/agencies, candidates are to supply verification of having completed a fingerprint background investigation through the Center for the Preparation of Education Professionals. In addition, the National Sex Offender Registry and the National Registry of Violent Acts Against Children are checked for each candidate. Candidates may be prohibited from completing field work if the background investigation and registry checks disclose arrests
and/or convictions deemed problematic. Information may be obtained in Horrabin Hall 91; questions may be directed to Melissa (Missy) Phillips, director of Advising and Licensure Officer, (309) 298-2117.

Professional Education

All persons seeking initial teaching licensure in the Teacher Education Program must complete the professional education sequence offered by the Department of Educational and Interdisciplinary Studies. The sequence includes EIS 202, 301, 305, and 401*. Full acceptance to the Teacher Education Program is required to enroll in EIS 401. Teacher Education requires a 2.50 cumulative GPA or permission of major department to enroll in EIS 303. A grade of C or better is required for all professional education courses. In addition, a minimum of 12 s.h. of student teaching is required (see departmental program requirements).

All courses (C grade or better required) in the professional education sequence taken at other institutions must be evaluated by the Department of Educational and Interdisciplinary Studies for equivalency. Evaluation forms are available in the Center for the Preparation of Education Professionals. In addition, 12 s.h. of student teaching are required. Secondary education majors must complete EDUC 439—Methods (C grade or better required).

*Exceptions: Early Childhood Education majors consult department advisors.

Special Education

All persons seeking an Illinois teaching license (Early Childhood, Elementary, secondary, or Special) must satisfy a State mandate which requires coursework in the identification, psychology, and methods of teaching the exceptional child, including without limitation, the learning disabled child. Courses at Western Illinois University which satisfy this requirement are (grade of C or better required):

- SPED 210—The Exceptional Learner and SPED 390—Differentiating
- KIN 393—Physical Activity for Learners with Exceptionalities and KIN 395—Assessment in Adapted Physical Education (Satisfies the requirement for Physical Education majors)
- MUS 334—Music for the Exceptional Child (Music majors only.)

Candidates should check with their advisors to determine the course(s) required for their major.

Pre-Student Teaching Field Experiences

The Teacher Education Program requires that all persons seeking teacher licensure must complete the college-supervised, pre-student teaching field experiences in the major. A grade of C or above is required for all field experiences completed. Field experiences will typically be provided in the following courses:

a. EIS 202
b. EIS 303/304
c. Major Methods Course
d. Major Department Pre-Student Teaching Field Experiences

Also available are experiences which may be provided in other courses in the major.

Each candidate should consult his/her major department advisor to determine how this requirement will be met for that major's program.

Candidates who transfer courses with a required field experience will need to provide verification of clinical experiences completed or supplement the transferred course with comparable clinical experiences at Western.
Teacher Education

Appeals Procedures
The Selection, Retention, and Appeals Committee considers various appeals for candidates enrolled in the Teacher Education Program. Should an appeal be necessary, candidates should contact their advisor. The appeal form is available in Horrabin Hall 91 or on the website at wiu.edu/cpep.

Formal Admission and Retention to the Teacher Education Program
Candidates are to consult with their academic advisor to determine the appropriate time to apply for formal admission to the Teacher Education Program. Candidates must satisfy all requirements of the approved Illinois State Board of Education program. Candidates are responsible for expenses related to program and/or licensure requirements. Full acceptance into the Teacher Education Program is required prior to enrolling in EIS 401, C&I 403, and applying to student teach. An appropriate committee will screen all applicants according to the following criteria:

1. Completion of 30 s.h. of approved work and an established WIU GPA.
2. WIU cumulative grade point average of 2.50 or above and WIU major grade point average of 2.50 or above is required. 2.75 required for Bilingual/Bicultural, Early Childhood, Elementary, History, and Special Education majors.
3. Completion of ENG 180 and 280 with a grade of C or better. A transferred course equivalent must have a C grade or better.
4. Completion of COMM 241 with a grade of C or better. A transferred course equivalent must have a C grade or better.
5. Recommendations from major and minor departmental advisor/designee.
6. Completion of General Education Mathematics course with a grade of C or above (MATH 101, 102, 106 and 206*, 123, 133, 134, 137, 138, 139; STAT 171). Note: Math Competency does not satisfy this Teacher Education requirement.
7. Satisfactory personal interview with the departmental Selection, Retention, and Appeals Committee if requested by the Committee.
8. Passage of the required basic skills entrance exam.
9. Portfolio Requirement, where applicable.
10. Clearance of a criminal fingerprint background investigation and all applicable registries.
11. Pass Teacher Education Technology Competency Assessment.
12. In accordance with the Illinois State Board of Education licensure rules, all candidates seeking teacher licensure are required by Western Illinois University to obtain a grade of “C” or better in all directed General Education courses, all core courses, and all courses in the option. Note C- is below a C.

*MATH 106 and 206 are open only to Elementary Education, Early Childhood Education, Bilingual/Bicultural Education, and Special Education majors in the State Licensure Program. Hence, the sequence of 106/206 counts as 3 hours of General Education/Mathematics credit only for these majors.

The above requirements apply to all persons (graduate and undergraduate) who wish to participate in the Teacher Education Program. More detailed information about selection and retention of candidates may be requested from the Center for the Preparation of Educational Professionals. This includes information for candidates who may be transferring from other institutions or who may wish to change programs within this University at times other than those noted in the preceding paragraphs.

Retention
Candidates must continue to maintain good standing in the Teacher Education Program once admitted. Candidates must continue to exhibit the required professional dispositions at all times during their enrollment at Western. These include: collaboration, honesty/integrity, respect, commitment to learning, emotional maturity, responsibility, fairness, and
the belief that all students can learn. Failure to adhere to these professional dispositions is grounds for dismissal from the program.

**Student Teaching**

Student teaching credit is required for graduation in the Teacher Education Program and is open to qualified senior candidates who are enrolled in the Teacher Education Program. Candidates must fulfill the requirements for admission to and retention in the Teacher Education Program and are responsible for meeting the student teaching requirements listed below:

1. Maintain the required major and cumulative GPAs for the program: 2.75 required for Bilingual/Bicultural, Early Childhood, Elementary, History, and Special Education majors. 2.50 required for Agriculture, Art, English, French, Mathematics, Music, Physical Education, Science/Biology-Chemistry-Physics, and Spanish majors.
2. EIS 202*, 301*, 305, and 401*, Special Education requirement*, and reading in the content area requirement*.
3. Successful completion of the required methods coursework*.
4. Recommendation of the departmental advisor or designee.
5. Meet all departmental prerequisites for student teaching.
6. Completion of pre-student teaching field experiences as described on page 343 with a grade of C or above.*
7. Completion of all required program coursework with a minimum grade of C.
8. Successful completion of required Illinois Licensure Test(s) [basic skills and applicable content test(s)].
9. Portfolio requirement, where applicable.
10. Clearance of a criminal fingerprint background investigation and all applicable registries.
11. Completion of a TB skin test.
12. Completion of English Language Learners (ELL) modules.

*Grade of C or above required.

The candidate must continue to exhibit the dispositions and professional behaviors needed to perform the essential functions of teaching, with or without reasonable approved accommodations. Failure to adhere to these professional dispositions is grounds for dismissal from the program.

**Clinical Student Teaching Experience Expectations**

Each candidate must complete a minimum 12 s.h. (16 weeks) clinical (student teaching) experience to meet graduation requirements. Some programs which necessitate split assignments in two fields or at two grade levels for a total of 16 weeks. A maximum of 12 s.h. of STCH hours may be included in the minimum total of 120 s.h. required for graduation.

The clinical (student teaching) experience semester provides direct teaching experience in a public school under the supervision, and with the guidance of, a highly qualified classroom mentor teacher and a University supervisor.

Passage of the applicable APT exam, edTPA, and completion of specific departmental/program requirements is necessary for successful completion of student teaching.

Student teachers may not participate in campus-based extra-curricular activities such as athletics or the Student Government Association and are discouraged from working while student teaching. Candidates wishing to enroll in additional coursework while student teaching must appeal to the Selection, Retention, and Appeals Committee prior to the student teaching term.
Teacher Education

Clinical (Student Teaching) Sites

The Center for the Preparation of Education Professionals offers the following regional sites for clinical (student teaching) experiences: the Quad Cities area, Western Illinois area, and Chicago and Suburban Chicago area(s). Specific student teaching sites are determined by the field supervisors charged with the responsibility for placement and supervision of student teachers in each region. Providing student teachers with quality student teaching experiences in school districts with outstanding teaching reputations is the primary objective of each field supervisor. Housing arrangements and transportation during the student teaching semester are the responsibility of each student teacher.

Course Descriptions

Student teaching is the process whereby a prospective teacher candidate demonstrates his/her competence as an effective beginning teacher. Each student teacher is expected to possess, or develop, the knowledge, skills, and dispositions needed to manage successfully a classroom teaching-learning situation. The successful completion of an approved student teaching experience is documented through one or more of the following courses.

STUDENT TEACHING (STCH)

430 Student Teaching—Special Needs—Elementary Level. (1–16) Kindergarten through the sixth grade.
431 Student Teaching—Special Needs—Secondary Level. (1–16) Grades 7–12.
437 Student Teaching—Bilingual—K–8. (1–16) Bilingual student teaching in grades kindergarten through eighth grade.
459 Student Teaching in Early Childhood Education (PK–K). (1–16) A pre-school through kindergarten level student teaching experience. Open only to persons in the Early Childhood program.
460 Student Teaching—Primary Grades (K–3). (1–16) Student teaching in grades kindergarten through the third grade.
462 Student Teaching—Middle Level. (1–16) Open only to students enrolled in Elementary program who wish to student teach in grades 7 and 8. Advisor’s recommendation required.
480 Student Teaching—Secondary. (1–16) Student teaching in grades 7–12.
481 Student Teaching in Music. (1–16) Grades kindergarten through the sixth grade.
482 Student Teaching in Art. (1–16) Grades kindergarten through the sixth grade.
483 Student Teaching in Physical Education. (1–16) Grades kindergarten through the sixth grade.
485 Student Teaching in Elementary Foreign Languages. (1–16) Student teaching in a foreign language in grades K–6.

Application

It is the responsibility of the candidate to apply for a clinical (student teaching) assignment one year prior to the semester in which it is anticipated that the student teaching assignment will be completed. This application is reviewed and approved by the candidate’s academic advisor and the Coordinator of Field and Clinical Experiences. A clinical/student teaching application meeting will be held in late September/October for those requesting student teaching assignments the following Fall semester. Similarly, a meeting will be held in February/March for those persons eligible to student teach in the Spring of the following year. Specific dates will be announced and posted. No summer session student teaching program is available.

Grading

The clinical/student teaching experience is evaluated on an S/U grading system. Candidates must have passed the appropriate Illinois Assessment of Professional Teaching (APT) exam and satisfactorily completed all specific departmental/program requirements to satisfactorily complete student teaching.

Center for the Preparation of Education Professionals

Candidates are encouraged to contact their advisor or the Field and Clinical Coordinator in Horrabin Hall 91 if additional information is needed regarding the academic semester of student teaching.
Licensure

Candidates must complete all graduation, teacher education assessments, and major department requirements before recommendation will be made to the Illinois State Board of Education. (See #3 below.)

Candidates planning to teach should keep in mind the special requirements of the licensure laws in Illinois or other states where they may plan to settle. Recommendation for licensure is made only by the University Licensure Officer located in Horrabin Hall 91.

Candidates seeking an Illinois teaching license must apply on-line for the license after the student teaching semester.

Any candidate seeking a teaching license must pass the following State-mandated licensure tests:

1. Illinois Licensure Basic Skills Test is required for admission into the Teacher Education Program.
2. Illinois Licensure Content Test(s) required prior to student teaching.
3. Illinois Assessment of Professional Teaching (APT) is required for the successful completion of student teaching.

Note: Some candidates may be required to take more than one content test. (See education advisor for additional information.)

Note: Tests are offered multiple times a year at various sites throughout the state. Advanced registration and payment of the test fee is required.

Note: Information bulletins and registration information are available in Horrabin Hall 91 and online at icts.nesinc.com.

Note: Program/licensure requirements are subject to change without notice. Any new State-mandated obligations will supersede program requirements identified herein.
Theatre and Dance

Chairperson: Mr. David E. Patrick
Office: Browne Hall 101
Telephone: (309) 298-1543; Fax: (309) 298-2695
E-mail: Theatre@wiu.edu
Website: wiu.edu/theatre

Faculty: Blackinton, Brakefield, Chaves, Clemmens, Clow, Conner, Fox, Gabica, Kincaid, Kupka, Lewis, Little, Musser, Nott, Patrick, Winters-March, Woods, Wright.

The Department of Theatre and Dance offers a Bachelor of Arts (B.A.) degree in Theatre, a Bachelor of Fine Arts (B.F.A.) degree in Musical Theatre, and minors in Theatre and in Dance.

The B.A. in Theatre degree program offers options in Acting, Directing, and Production/Design. The program develops skilled and creative artists for vocational and professional careers and/or future study in Theatre and related arts and aims: (1) to develop creativity, artistic skills, and professionalism in students through an active production program that melds scholarship and practice; (2) to encourage and develop skills in communication, problem solving, research, and effective writing; (3) to enable majors and non-majors to expand and perfect their knowledge of the literary, historical, and philosophical aspects of Theatre through a rich curriculum that has both depth and breadth; (4) to foster students’ understanding and appreciation of the arts; and (5) to enhance the cultural life of the campus and the region.

The B.F.A. in Musical Theatre degree program is a comprehensive pre-professional training program, teaching students to combine and synthesize the areas of singing, acting, and dancing. Students in the Musical Theatre program are afforded a variety of in-class and onstage performance opportunities throughout the undergraduate career, culminating in a final senior project. A professional summer experience is an integral part of the requirements for graduation.

GradTrac is available to B.A. in Theatre majors. See page 77 for information about GradTrac.

Honors Curriculum—Academically qualified students in this department are welcome to complete an honors curriculum in University Honors, Upper Division Honors, or Lower Division Honors. All Honors students must complete the one-hour honors colloquium (G H 299). Lower Division Honors includes General Honors coursework. Upper Division Honors includes honors work in the major. University Honors combines Upper and Lower Division Honors. For more information about honors curricula, see page 98 or visit the Centennial Honors College website at wiu.edu/Honors.

Degree Programs

Bachelor of Arts—Theatre

All students seeking the Bachelor of Arts in Theatre must complete I, II, and III.A, III.B, or III.C below, and the foreign language/global issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.

I. University General Education Curriculum (p. 69) .......................................................... 43 s.h.

II. Core Courses .................................................................................................................. 31 s.h.

THEA 100, 101*, 150, 151, 172, 250, 251, 282, 321, 390†, 391†, 392

III. Options of Study (Select A, B, or C)

A. Acting

1. Special Courses ............................................................................................................... 7 s.h.

THEA 170, 171, 272

2. Directed Electives ........................................................................................................... 9 s.h.

Select a minimum of 9 s.h. from: THEA 130, 176, 230, 269, 270, 273, 330, 370, 371, 372, 373, 430, 470, 472, 473, 474, 477, 496

3. Minor ............................................................................................................................. 16–24 s.h.
4. Open Electives........................................................................................................... 9–17 s.h.

B. Directing
1. Special Courses........................................................................................................ 9 s.h.
   THEA 382, 481, 482
2. Directed Electives................................................................................................. 7 s.h.
   Select a minimum of 7 s.h. from: THEA 130, 170, 171, 230, 269, 272, 330, 345, 409,
   430, 451, 470, 474, 477, 483, 496
3. Minor..................................................................................................................... 16–24 s.h.
4. Open Electives........................................................................................................... 9–17 s.h.

C. Production/Design
1. Special Courses...................................................................................................... 6 s.h.
   THEA 330, 430, 451
2. Directed Electives................................................................................................. 10 s.h.
   Select a minimum of 10 s.h. from: THEA 130, 230, 269, 330, 338, 345, 354, 355,
   356, 365, 366, 430, 446, 455, 456, 465, 479, 496
3. Minor..................................................................................................................... 16–24 s.h.
4. Open Electives........................................................................................................... 9–17 s.h.

#The foreign language/global issues graduation requirement may be fulfilled by
successfully completing one of the following: 1) an intermediate foreign language
requirement; 2) a General Education global issues course; 3) THEA 390; or 4) an approved
Study Abroad program.
*May count toward the University General Education requirement.
†THEA 390 and THEA 391 fulfill the Writing Instruction in the Discipline (WID) graduation
requirement.

Bachelor of Fine Arts—Musical Theatre

Program Admission: Admission to the program is by audition only. In order to be admitted
to the B.F.A. program, students will present two contrasting songs, two contrasting
monologues, and be prepared to learn a dance combination. The audition also qualifies the
students for consideration for departmental scholarships. Auditions are held on campus in
the Fall and the Spring. Video auditions may also be considered.

Program Requirements: Students accepted into the B.F.A. in Musical Theatre program must
pass a proficiency test on basic music skills. Individuals who do not pass the proficiency
test must enroll in MUS 065 their second semester. All B.F.A. students also participate in
an annual proficiency exam (at the end of the Spring semester) involving all three skill
areas (acting, singing, and dancing), and may be put on probation in one or more areas.
Those put on probation must pass a Fall proficiency exam the following semester in the
area(s) of weakness. Faculty may provide individual guidance and coaching through this
probationary process. After the Fall proficiency, students are either removed from probation
or asked to leave the program. B.F.A. students also successfully pass voice juries in the
School of Music at the end of each semester.

All students seeking the Bachelor of Fine Arts in Musical Theatre must complete I, II, and
III below, and the foreign language/global issues requirement for the major#. The minimum
semester hour requirement for the baccalaureate degree is 137 s.h.

I. University General Education Curriculum (p. 69)............................................. 43 s.h.

II. Core Courses........................................................................................................ 74 s.h.
   THEA 101*, 130, 171, 172, 176, 230, 270, 271, 272, 274, 276, 330, 430, 476, 479 (6 s.h.),
   492, 497†; MUS 216 (8 s.h.), 416 (8 s.h.); DAN 110, 112, 113, 116, 212, 216, 316

III. Directed Electives................................................................................................ 21 s.h.
   Theatre (minimum 5 s.h.): THEA 150, 151, 209, 273, 282, 337, 370, 371, 372, 373, 390,
   391, 392, 470, 472, 473, 479
   Music (minimum 5 s.h.): MUS 105, 106, 107, 108, 109, 195, 196, 394, 397
   Dance (minimum 5 s.h.): DAN 117, 119, 210, 213, 219, 310, 313, 413
Theatre and Dance

The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) THEA 390; or 4) an approved Study Abroad program.

*May count toward the University General Education requirement.
†THEA 497 fulfills the Writing Instruction in the Discipline (WID) graduation requirement.

## Minors

### Minor in Dance

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>18 s.h.</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 110, 112, 113, 117, 119, 210, 213, 219, 310, 313</td>
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</tr>
<tr>
<td>Select a minimum of 5 s.h. from the following courses:</td>
<td>5 s.h.</td>
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<tr>
<td>DAN 382, 385, 413</td>
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<tr>
<td>Select a minimum of 2 s.h. from the following courses:</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>DAN 116, 212, 216, 386, 490</td>
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</tr>
</tbody>
</table>

### Minor in Theatre

<table>
<thead>
<tr>
<th>Special Courses</th>
<th>9 s.h.</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 110, 150, 172</td>
<td></td>
</tr>
<tr>
<td>Select 2–3 s.h. from the following:</td>
<td>2–3 s.h.</td>
</tr>
<tr>
<td>THEA 101, 390, 391, 392</td>
<td></td>
</tr>
<tr>
<td>Theatre (THEA) electives</td>
<td>6–7 s.h.</td>
</tr>
</tbody>
</table>

## Course Descriptions

### THEATRE (THEA)

#### 100 University Theatre Perspectives. (3)
An introduction to all elements of the theatre by providing students with lecture/demonstrations and hands-on experience in eight areas of theatre study. Primarily for Theatre majors. Lab.

#### 101 Play Analysis. (3) (General Education/Fine Arts)
Analysis of plays in terms of plot, theme, character, dialogue, etc., preparatory to approaching the dramatic materials in terms of theatrical production. Production attendance is required.

#### 110 Introduction to the Theatre. (3) (General Education/Fine Arts)
Designed to acquaint the student with an overview of the aesthetics of drama and the practical aspects of the living theatre. Production attendance is required.

#### 130 Theatre Practice. (1, repeatable to 2)
Designed to increase proficiency in preparation and presentation of theatrical performance. At least one facet of the student’s contribution must be carried out under the direct supervision of a member of the Theatre faculty. Open to freshmen only.

#### 150 Stagecraft. (3) (General Education/Multicultural Studies)
Study of basic skills of play production including scenic painting and carpentry, costume construction, lighting hang and focus, and prop construction. Open to sophomores only.

#### 151 Technical Theatre Practicum I. (1) (General Education/Multicultural Studies)
Training and supervised work in theatre production including costume construction, set and prop construction, and crew assignments. Prerequisite: THEA 150.

#### 170 Movement I. (2)
This course will develop an awareness of the actor's physical self while expanding the actor's physical potential. This course will also develop the actor's kinesthetic awareness to be sensitive to stimuli such as other people, various environments, and psychological moods.

#### 171 Voice Techniques I. (2)
Development of the physical and aesthetic nature of voice production.

#### 172 Acting I. (3) (General Education/Fine Arts)
Fundamental concepts, terms, and techniques in acting. Participation in class exercises and problems give the student an opportunity to begin developing skills in performance.

#### 176 Techniques of Musical Theatre Performance. (3) (General Education/Fine Arts)
Designed to introduce the student to the practical demands and staging of musical comedy in the theatre. Emphasis will be placed on specific dance routines, musical comedy styles, and audition pieces. Prerequisite: permission of instructor.

#### 201 Multiculturalism in Theatre. (3) (General Education/Multicultural Studies)
An analysis of multicultural issues found in drama. The class will survey cultural differences as well as the issues and topics unique and specific to various cultures and minorities.

#### 230 Theatre Practice. (1, repeatable to 2)
Same as THEA 130. Open to sophomores only.

#### 250 Design for Performance. (3) (General Education/Multicultural Studies)
Introduction to the study of scene, costume, and lighting design covering aesthetics, basic elements, principles, and practices for theatrical performance. Individual design skill development through creative project assignments. Art materials required. Prerequisite: THEA 150.

#### 251 Technical Theatre Practicum II. (1) (General Education/Multicultural Studies)
Continuation of THEA 151. Training and supervised work in theatre production including costume construction, set and prop construction, and crew assignments. Prerequisite: THEA 151.

#### 269 Make-Up. (2) (General Education/Multicultural Studies)
Practice and theory of make-up in the theatre, designed to develop proficiency in the various techniques and styles of make-up application. Prerequisite: THEA 250. Lab fee: purchase of make-up kit required.

#### 270 Movement II. (3) (General Education/Fine Arts)
Continuation of THEA 170—Movement I. This course explores the actor's own movement habits and patterns, and develops methods for altering and implementing new physical mannerisms.
for created characters through movement and masks. Prerequisite: THEA 170 or permission of instructor.

271 Music Skills for Musical Theatre I. (2) Basic musicianship skills with specific applications to Musical Theatre situations. Prerequisites: Musical Theatre major with sophomore standing; B.F.A. music fundamentals proficiency or MUS 180—Fundamentals of Music; B.F.A. piano proficiency or MUS 065—Remedial Piano.

272 Acting II. (3) Continuation of THEA 172—Acting I, with the emphasis on script analysis and in-class scene study. Prerequisites: THEA 170 or DAN 113; and THEA 171 and 172.

273 Improvisation for Theatre. (3) Designed to enhance intuitive and spontaneous skills of acting through a series of structured exercises focusing on conflict, situation, and characterization. Prerequisite: THEA 172.

274 Music Skills for Musical Theatre II. (2) A continuation of THEA 271. Prerequisites: Musical Theatre major with sophomore standing and THEA 271; B.F.A. music fundamentals proficiency or MUS 180—Fundamentals of Music; B.F.A. piano proficiency or MUS 065—Remedial Piano.

276 Musical Theatre Studio. (3) Performance of major roles of Musical Theatre in studio projects. Emphasis on the student's integration of singing, acting, and movement into a unified performance. Prerequisite: Musical Theatre major with sophomore standing.

278 Musical Theatre Lab. (1, repeatable to 3) Individual or small-group laboratory work to assist theatre students in preparing for musical auditions, Summer Music Theatre, Musical Theatre techniques classes, and personal growth. Prerequisite: MUS 180 or permission of instructor.

282 Directing I. (3) The director's function in theatrical production from an aesthetic and practical standpoint. Prerequisite: THEA 172.

298 Independent Study. (1–3) Private work on specific problems in performance or tech/design with an approved advisor. Student must request course the semester before enrolling.

321 Stage Management. (3) Study of the procedures involved in stage management with opportunities for the student to gain experience in this area.

323 Theatre Organization and Management. (3) Study of the procedures involved in theatre publicity and sales with opportunities for the student to gain experience in this area.

330 Theatre Practice. (1, repeatable to 2) Same as THEA 150. Open to juniors only.

337 Professional Semester. (12) Designed to give the undergraduate student the opportunity and the learning experience to practice the craft of theatre off-campus in a professional situation. Students may enroll in this course only after they have been accepted into a reputable theatre organization and have received approval from the Theatre faculty. Before most of the student’s time will be spent off-campus working in a theatre, or with a theatre organization, students should not enroll in any other courses during the semester they are enrolled in THEA 337.

338 Advanced Topics in Technical Theatre. (2) Creative and practical projects assigned in conjunction with major campus productions. Prerequisite: THEA 250 or permission of instructor.

345 Lighting Design I. (3) In-depth investigation of the varied aspects of stage lighting theory, design, and practice. The practice will include theoretical production experiences. Prerequisite: THEA 250.

354 Theatrical Drafting. (3) Advanced study of the principles and methods of drafting conventions and techniques employed by the theatre designer or technician. Prerequisite: THEA 250 or permission of instructor.

355 Scene Design I. (3) Introduction to the methodology and practice of scene design. Application of knowledge through a series of fundamental design projects. Prerequisite: THEA 354 or permission of instructor.

356 Theatrical Rendering. (3) Media and techniques employed in the presentation of theatrical designs. Prerequisite: permission of instructor.


370 Movement III. (3) This course is an exploration into the techniques of physical comedy as the actor learns to develop his/her sense of comic timing. This course will also offer an introduction to the techniques and stock characters of Italian Commedia dell'Arte. Prerequisite: THEA 270 or permission of instructor.

371 Voice Techniques II. (3) Increasing vocal effectiveness through ear training and the development of voice techniques required in problem performance areas. Prerequisites: THEA 171 and 172, or permission of instructor.

372 Acting: Characterization. (3) Intense and extensive character analysis and improvisation exploring possible strategies and approaches an actor may take in presenting a character. Prerequisite: THEA 270 and 272.

373 Acting: Shakespeare. (3) Designed to deal with individual problems of the actor. Consideration is given to acting in verse drama, particularly the works of Shakespeare. Prerequisite: THEA 270 and 272.

382 Directing II. (3) A continuation of the development of directorial skills using classroom exercises, discussions, and scene work. Prerequisite: THEA 282 or permission of instructor.

390 World Theatre History I. (3) (Global issues) A survey of world theatre history and literature from its origins in antiquity through the 17th century, tracing the social, political, and economic conditions in which theatre has developed around the world. Writing Instruction in the Discipline (WID) course. Prerequisite: successful completion of ENG 180 and 280.

391 World Theatre History II. (3) A survey of world theatre history and literature from the 17th century to the 1930s, tracing the social, political, and economic conditions in which theatre has developed around the world. Writing Instruction in the Discipline (WID) course. Prerequisite: successful completion of ENG 180 and 280.

392 World Theatre History III. (2) A survey of world theatre history and literature from the 1930s to the present, tracing the social, political, and economic conditions in which theatre has developed around the world. Prerequisites: successful completion of ENG 180 and 280.

400 Independent Research and Projects. (1–6, repeatable for different topics to 6) Individual study or research under supervision of the faculty. Open to seniors who have demonstrated special competence in Theatre. By permission of the department chairperson only. Student must request course the semester before enrolling.

401 Honors Thesis/Project. (3) A capstone course for students pursuing Upper Division Honors in Theatre. Students will write a senior honors thesis or produce a final graded creative project. Prerequisite: GH 290 and 6 s.h. of in-course honors in Theatre; good standing in the Centennial Honors College; senior Theatre major.
Theatre and Dance

409 Playwriting I. (2) Designed to instruct in the basic principles of the art of playwriting: objective, development of obstacles in incidents, characterization, and climax. Prerequisite: ENG 180 and 280.

419 Playwriting II. (2) Continuation of THEA 409. Students who have achieved a basic level of proficiency in the art of playwriting are encouraged to further develop their skills. Prerequisites: THEA 409; ENG 180 and 280.

430 Theatre Practice. (1, repeatable to 2) Same as THEA 150. Open to seniors only.

446 Lighting Design II. (3) Continuation of THEA 345. The varied aspects of production experience. Prerequisite: THEA 345.

451 Decor. (4) Survey of architectural elements, furnishings, and decorative motifs useful to theatre designers: prehistoric through modern including Far Eastern styles.

455 Scene Design II. (3) The effects of the elements of scene design in the theatre and the designer's methods of working on design problems. Individual design skill development through creative project assignments. Prerequisite: THEA 355.

456 Scene Painting. (2) Introduction to painting for the stage with an emphasis on materials, texturing techniques, and three-dimensional effects. Lab fee required.

465 Costume Design II. (3) Projects assigned in interpreting historical clothing into theatrical costume. Prerequisite: THEA 365 or permission of instructor.

470 Stage Combat: Unarmed. (4) Students will learn safe, effective techniques for performing unarmed stage fights, falls, and rolls. Emphasis on acting the fight, safety, and realism. Prerequisite: THEA 170 and 172, or permission of instructor.

472 Auditions. (2) Designed to prepare the advanced acting student in the techniques, opportunities, and procedures of auditioning, interviewing, and constructing resumes for advanced study or career placement. Prerequisite: THEA 372 or 373.

473 Acting and the Camera. (3, repeatable to 9) A course designed to incorporate skills learned in basic acting classes and basic video or film production courses, emphasizing camera students working with actors and actors working in front of the camera. Prerequisite: Acting students: THEA 272 or permission of instructor; Camera students: BC 110 or 361 or permission of instructor.

474 Stage Combat: Armed. (4, repeatable to a maximum of 12) Designed to teach safe, effective techniques for various weapons. Weapons could include broadsword, sword and shield, quarterstaff, rapier, and dagger. Emphasis on acting the story and safety. Prerequisites: THEA 470 and/or permission of the instructor.

476 Advanced Techniques of Musical Theatre. (3) Continuation of THEA 176. Further development of singing and acting abilities, enabling the student to fuse these talents and perform with greater success in the genre of Musical Theatre. Prerequisites: at least two acting classes.

477 Dialects. (3) Training in American regional and foreign dialects most frequently required in performance. Various approaches are introduced so that individuals may develop personal working methods. Prerequisite: THEA 171 and 172, or permission of instructor.

479 Professional Summer Semester. (1–12, repeatable to a maximum of 12) Practical and theoretical work in all aspects of production during intensive eight-week rehearsal and performance of Summer Music Theatre. Auditions required.

481 Rehearsal Techniques. (3) The examination and practical application of techniques for the development of creative rehearsal environments, effective actor/director communication, and strategies for exploring the moment to moment dynamics of a scene. Prerequisite: THEA 382.

482 Independent Projects in Directing. (3) Supervised independent projects in directing. Prerequisite: THEA 481 with a B or better.

483 Assistant Director Practicum. (1) Designed to give the directing student the opportunity to participate in a mainstage production, the student will work on all aspects of the artistic development of a production under the mentorship of the faculty director. Prerequisites: THEA 481 and permission of instructor.

492 Musical Theatre Auditions and Professional Preparation. (3) Designed to prepare students to be successful at professional Musical Theatre auditions and to provide them with practical skills and information related to show business (i.e.: agents, managers, unions, negotiating, contracts, headshots, resumes, casting directors, etc.). Prerequisite: THEA 270.

496 Experiments and Topics in Theatre. (1–3, repeatable to 6) Investigation and exploration of special projects or experiments which will immerse students in a specific topic, technique, or concept. Prerequisites: ENG 180 and 280, junior or senior standing.

497 Musical Theatre History. (3) History of Musical Theatre, primarily focusing on American Musical Theatre, from its defining influences and roots to the present. Topics to be covered include significant productions, composers, lyricists, librettists, choreographers, directors, designers, and actors. Prerequisite: THEA 101 or permission of instructor, and successful completion of ENG 180 and 280.

498 Individual Study. (1–3) Special projects in performance or design. Prerequisites: junior or senior standing, and permission of advisor.

499 BFA Senior Project. (3) BFA Musical Theatre seniors are to mount a fully-staged, recital format, production demonstrating high proficiency in the three primary areas of study: acting, singing, and dancing. Seniors are expected to direct their own productions, with faculty guidance. Prerequisites: Musical Theatre major and senior standing.

DANCE (DAN)

110 Ballet I. (2, repeatable to 4) Introduction to exercises at harre, exercises at center, simple allegro work, and simple adagio.

112 Jazz Dance. (2, repeatable to 4) Survey of the historical influences from which jazz dance evolved and beginning jazz techniques.

113 Modern Dance I. (2, repeatable to 4) Beginning modern dance technique and creative approach.

116 Tap Dance I. (1) Fundamentals of tap and soft shoe.

117 Pilates Exercise. (1) Pilates-based, mat-work fundamentals and basic concepts of Core Dynamics and floor exercises for physical/mental conditioning that change, tone, center, balance, and strengthen the body. Holistic exercise uses specific breath support while the body is engaged in dynamic exercise and includes a posture analysis to determine individual needs and goals. Not open to students with credit in KIN 117.

119 Improvisation. (1) Exploration of individual and group movement potential in a spontaneous context, as it relates to dance.
210 Ballet II. (2, repeatable to 6) Intermediate technique and skill. Continuation of Ballet I. Prerequisites: DAN 110 and permission of instructor.

212 Jazz Dance II. (2, repeatable to 6) Intermediate skill, techniques, and movement combinations. Continuation of Jazz I. Prerequisites: DAN 112 and permission of instructor.

213 Modern Dance II. (2, repeatable to 6) Intermediate level skills and techniques. Continuation of Modern Dance I. Prerequisites: DAN 113 and permission of instructor.

216 Tap Dance II. (1, repeatable to 4) Intermediate tap dance and soft shoe skills and continued study of beginning skills and theory. Prerequisite: DAN 116 or permission of instructor.

219 Composition. (2) Introduction to application of choreographic principles with emphasis on movement invention and development of evaluative skills. Prerequisite: DAN 119. Concert attendance required.

310 Ballet III. (2, repeatable to 6) Continuation of Ballet II. Prerequisites: DAN 210 and permission of instructor.

313 Modern Dance III. (2, repeatable to 6) Prerequisites: DAN 213 and permission of instructor.

316 Musical Theatre Dance. (2) This dance performance course focuses on the specific needs for a performer in Musical Theatre. Students will gain practical experience in dance areas pertinent to Musical Theatre performance such as partnering, solo work, and dancing in a chorus. Prerequisites: Musical Theatre major and permission of instructor.

382 Dance History and Philosophy. (3) A survey of dance from pre-literary times to the present in relation to philosophical and sociological factors of dance as an art form in society. IAI: FI 906.

385 Movement and Music Analysis. (3) Review of musical notation and application through playing of keyboard and percussion instruments. Analysis of recorded music for meter, rhythmic pattern, and phrasing.

386 Special Projects in Dance. (1–2, repeatable for different topics to 2) By arrangement with Dance advisor one semester in advance.

413 Advanced Techniques of Modern Dance. (2, repeatable to 6) Advanced modern dance techniques with emphasis on performance qualities in projection, vitality, and execution. Prerequisites: DAN 313 and permission of instructor.

490 Special Problems. (1–3, repeatable for different topics to 6) By arrangement with instructor.
University Courses

Coordinator: Dr. Nancy Parsons
Office: Sherman Hall 211
Telephone: (309) 298-1066; Fax: (309) 298-2021

The courses listed below are designed to support graduation requirements, Study Abroad, and other opportunities for study not associated with academic departments.

Course Descriptions

LIBRARY (LIB)

201 Using Libraries Today I—Information Access and Evaluation. (3) Introduces concepts and techniques required to determine information need, develop search strategies, and access and evaluate print and online resources effectively and efficiently. The course provides hands-on experience with a focus on WIU Libraries information resources.

225 (Formerly LIB 301) Using Libraries Today II—Information Organization and Management. (1) Advanced instruction in concepts and techniques to access, evaluate, manage, and present information using traditional and innovative resources and systems. Students will critically analyze resources and perform effective, efficient retrieval, management, and presentation of information resources.

UNIVERSITY (UNIV)

099 BGS Prior Learning Portfolio Tutorial. (0) An online introduction to the development of a Prior Learning Portfolio. This is a required tutorial to be completed before creating a Prior Learning Portfolio. Prerequisite: admission to the Bachelor of Arts in General Studies degree program. Graded S/U only.

100 Personal Growth and Well-Being in Higher Education. (1) (General Education/Human Well-Being) This course provides first-year students with an introduction to social, intellectual, personal, and physical wellness as they relate to college-level success. Credit cannot be given for both UNIV 100 and CSP 110. Prerequisite: freshman standing with fewer than 24 s.h. earned, or permission of University Courses Coordinator.

390 Pre-Employment Preparation. (1) Assist students in developing tools and skills to effectively market and transition themselves into the workforce, increase student understanding of the job search process, and strengthen the students' confidence level in setting and reaching their professional goals. Prerequisite: junior or senior standing, or consent of instructor. Graded S/U only.

490 Career Internship. (2–12, repeatable to 12) Appropriate, supervised practical work experience in a career related setting. BGS online writing course. Prerequisites: junior/senior standing, 2.00 GPA, and permission of instructor. Graded S/U only.

495 Renewable Energy Capstone. (2) Capstone course for the Renewable Energy concentrations in Interdisciplinary Studies. Students will participate in a senior project which will present an interdisciplinary solution to an industrial problem in the field of renewable energy. Prerequisite: senior standing and permission of program coordinator.

WESL INSTITUTE (WESL)

010 Foundation in English as a Second Language. (0, repeatable) Basic language and academic skills in reading, writing, listening, speaking, integrated skills, and grammar. Reading strategies; sentence to paragraph writing; guided note-taking; conversation and simple discussion; computer skills. Orientation to American life and culture. 20 hours per week. Prerequisite: admission to WESL Institute. Graded S/U only.

020 Intermediate English as a Second Language. (0, repeatable) Continued development of intermediate language and academic skills in reading, writing, listening, speaking, integrated skills, and grammar. Reading strategies; sentence to paragraph writing; guided note-taking and lecture comprehension; conversation and simple discussion; speeches; computer skills. Orientation to American life and culture. 20 hours per week. Prerequisite: admission to WESL Institute. Graded S/U only.

030 University Preparation in English as a Second Language. (0, repeatable) Continued development of advanced academic and language skills in reading, writing, listening, and speaking; library and Internet research, essays and research paper; lecture comprehension and note-taking; interpersonal and intercultural communication; public speaking; computer skills. 20 hours per week. Prerequisite: admission to WESL Institute. Graded S/U only.

040 Dual Program in Listening/Speaking or Reading/Writing. (0) For students with advanced skills in English who need additional instruction in either listening/speaking or reading/writing as determined by the WESL Placement Test. Students enroll in University Preparation class 10 hours a week and up to 6 hours of graduate courses or 8 hours of undergraduate courses in the University. Prerequisite: admission to WESL Institute and WIU. Graded S/U only.

354
University Courses

Experimental Studies Program

Western Illinois University offers students and faculty the opportunity to explore experiments in learning which lie outside the existing traditional curriculum structure. Under the framework of the Experimental Studies Program, students may design courses by a faculty coordinator. Faculty in turn, may propose new and innovative courses (275/475) for presentation to students on a trial basis with a minimum of the regular approval procedure, thereby permitting an experimental period for refinement before the course is proposed through regular channels for approval. The appropriate department chairperson should be contacted for additional information about the Experimental Studies Program.

275–475 (Title to Be Assigned by Department). (1–3 each) Students should consult the department to determine which experimental courses, if any, are being offered under this number during the current academic year. May not be counted in the General Education Curriculum. Students pursuing undergraduate degree programs may take a maximum of 3 s.h. of 275 and 3 s.h. of 475 from one department for credit toward graduation. A student pursuing the B.A. in General Studies degree may take up to 12 hours of 275/475 courses from one department for credit toward graduation.

298–498 Individualized Studies. (1–3 each) This course is available to students who are interested in the study of topics which are not currently a part of the curriculum. Students should consult their advisor or the department chairperson about procedures. May not be counted in the General Education Curriculum.

Overseas Study

The following courses facilitate the registration and tracking of students who enroll for study outside the U.S.

OVERSEAS STUDY (All)

279 Overseas Study*. (Repeatable to a maximum of 18 s.h.) Coursework undertaken as part of an approved University overseas study program. Prerequisite: approval of Study Abroad advisor and department chair.

379 Overseas Study*. (Repeatable to a maximum of 18 s.h.) Coursework undertaken as part of an approved University overseas study program. Prerequisite: approval of Study Abroad advisor and department chair.

*Title is flexible as approved by department chair.

OVERSEAS STUDY (OVST)

279 Overseas Study. (0–18) Participation in an approved overseas study for up to one year at another approved university. Prerequisite: approval of Study Abroad advisor.

379 Overseas Study. (0–18) Participation in an approved overseas study for up to one year at another approved university. Prerequisite: approval of Study Abroad advisor.
Women’s Studies

Chairperson: Dr. Aimee Shouse
Office: Currens Hall 510
Telephone: (309) 298-2214; Fax: (309) 298-1134
E-mail: AD-Shouse@wiu.edu
Website: wiu.edu/womens-studies

Faculty: Baker-Sperry, Shouse, Stovall, West.

The Department of Women’s Studies offers an interdisciplinary major and a minor in Women's Studies. The field of Women's Studies includes focus on the many and varied contributions of women to human culture, as well as the impact of culture on women. The program offers a multicultural, interdisciplinary exploration of societal conditions that affect women in many contexts. Traditional disciplines in the humanities, social sciences, human services, health, and physical education fields expose students to multiple interpretations of issues, trends, and historical patterns that have affected women in the past and that will influence future social conditions. Understanding patterns of sexism, racism, classism, and other systems of oppression is an important component of the discipline of Women's Studies. In addition, the discipline emphasizes the extension of traditional knowledge to include the experiences of women. Courses in Women’s Studies stress the impact of macro social structures on the lives of individual women and explore the means by which these structures shape literature, education, philosophy, psychology, religion, societies, health, and other facets of human culture.

All students in good standing are eligible for admission into the Women's Studies degree program. Graduation requires completion of degree requirements as listed below.

**Major**—A major in Women's Studies prepares students for a wide array of human services fields that specifically serve women clients, customers, and consumers. Social services, industries, communications fields, research, advertising, marketing, journalism, government, law enforcement, and non-profit agencies are likely employment options for Women's Studies graduates.

In addition, a B.A. in the interdisciplinary major of Women's Studies is an excellent foundation for graduate work in Women's Studies or in another discipline. Numerous graduate programs in Women's Studies have been developed in recent years, although students are also prepared for graduate study in law, social sciences, humanities, or health disciplines.

**Minor**—A minor in Women’s Studies is an excellent complement to most majors. Students pursuing majors in the social sciences, Communication, humanities, Education, Social Work, Recreation, Park and Tourism Administration, Law Enforcement and Justice Administration, Health Sciences, business, or any human services oriented discipline could particularly benefit from a minor in Women's Studies.

**GradTrac** is available to Women's Studies majors. See page 77 for information about GradTrac.

**Honors Curriculum**—Academically qualified students in this department are welcome to complete an honors curriculum in University Honors, Upper Division Honors, or Lower Division Honors. All Honors students must complete the one-hour honors colloquium (GH 299). Lower Division Honors includes General Honors coursework. Upper Division Honors includes honors work in the major. University Honors combines Upper and Lower Division Honors. For more information about honors curricula, see page 98 or visit the Centennial Honors College website at wiu.edu/Honors.

**Degree Programs**

**Bachelor of Arts—Women's Studies**

All students seeking the Bachelor of Arts in Women's Studies must complete I, II, III, IV, and V below, and the foreign language/global issues requirement for the major#. The minimum semester hour requirement for the baccalaureate degree is 120 s.h.
I. University General Education and College of Arts and Sciences Curriculum
   Requirements (p. 83) ........................................................................................................... 60 s.h.
II. Core Courses .................................................................................................................. 9 s.h.
    WS 190, 355, 455†
III. Women's Studies Electives ......................................................................................... 24 s.h.
IV. Open Electives ............................................................................................................. 7–11 s.h.
V. Any Minor ................................................................................................................... 16–20 s.h.

#The foreign language/global issues graduation requirement may be fulfilled by
   successfully completing one of the following: 1) an intermediate foreign language
   requirement; 2) a General Education global issues course; 3) any major's discipline-specific
   global issues course; or 4) an approved Study Abroad program.
†WS 455 fulfills the Writing Instruction in the Discipline (WID) graduation requirement.

Minors

Minor in Women's Studies
1. WS 190 ......................................................................................................................... 3 s.h.
2. WS 355 ......................................................................................................................... 3 s.h.
3. WS Electives .................................................................................................................. 12 s.h.

Course Descriptions

WOMEN'S STUDIES (WS)

190 Introduction to Women's Studies. (3) (General Education/Multicultural Studies) An exploration of
   women's roles and their status in society with insights gained from various disciplines including History,
   Sociology, Psychology, and Literature.

220 (Cross-listed with PHIL 220) Feminism and Ethics. (3) (General Education/Multicultural
   Studies) A multicultural and comparative investigation of feminist issues in ethics and women's contributions
to moral theory. Not open to students with credit in PHIL 220.

265 Women and Creativity. (3) (General Education/
   Humanities) This course explores some of the ways
   that women represent female experiences through
   creativity. Primary emphasis is on their contributions
   as producers and creators of various artistic forms.
   Prerequisite: WS 190 or permission of instructor.

285 (Cross-listed with SOC 285) Women: A Global
   Perspective. (3) (General Education/Social Sciences
   or Multicultural Studies) (Global Issues) This course
   emphasizes the voices of women across the globe
   from an interdisciplinary perspective. Special attention
   will be paid to women's activism, the transnational
   feminist movement, and an examination of the category
   “woman” in the global context. Not open to students
   with credit in SOC 285. Prerequisite: WS 190 or SOC 100.

301 (Cross-listed with ENG 301) Women and
   Literature. (3) (General Education/Multicultural
   Studies) The study of literature as an art practiced by
   women, with an examination of portrayals of women in
   literature. Not open to students with credit in ENG 301.
   IAF: HI 311D.

303 (Cross-listed with REL 303) Women in
   Religion. (3) (General Education/Multicultural
   Studies) A cross-cultural, comparative, interdisciplinary
   investigation of the presence of women in shaping
   the religious cultures of the world. Not open to students with
   credit in REL 303. Prerequisite: one 100- or 200-level
   Religious Studies course or consent of instructor.

307 (Cross-listed with ENG 307) Issues for Women
   Writing. (5, repeatable to 6 for different topics)
   Reading, discussion, and writing focused on a particular
   social, cultural, or personal issue related to how and
   what women write. Not open to students with credit in
   ENG 307. Prerequisite: ENG 299 or WS 190, or consent
   of instructor.

310 (Cross-listed with AAS 310) Black Women in
   the United States. (3) A sociological analysis of the
   various social roles of Black women, including those
   of gender, education, occupations, and marriage and
   family, with some attention given to contributions and
   achievements. Not open to students with credit in AAS 310.

315 (Cross-listed with ANTH 315) Gender and
   Anthropology. (3) Exploration of cross-cultural
   ethnographies of variations in gender roles in
   economic, religious, and political domains. This course
   also addresses gender identity and gender diversity
   issues. Not open to students with credit in ANTH 315.
   Prerequisite: ANTH 110 or consent of instructor.

316 (Cross-listed with COMM 315) Gender and
   Communication. (3) This course examines gender
   and gender-role differences and similarities in verbal and
   nonverbal communication and surveys several contexts
   in which sex differences in human communication
   occur. Not open to students with credit in COMM 315.
   Prerequisite: COMM 130.

317 (Cross-listed with HIST 317) Women in
   American History. (3) (General Education/
   Multicultural Studies) A multicultural and historical
   survey of women in the United States, from 1500 to the
   present. Not open to students with credit in HIST 317.
   Prerequisite: HIST 105 or 106, or consent of instructor.

318 (Cross-listed with HIST 318) Women and
   Gender in European History. (3) (General
   Education/Multicultural Studies) (Global Issues) A
   study of women and gender in Europe, from antiquity
   to the present, focusing on changes in culture, society,
   the economy, and politics. Not open to students with
   credit in HIST 318. Prerequisite: HIST 125 or 126, or
   consent of instructor.

321 (Cross-listed with HE 321) Women's Health. (3)
   Provides information about how women can improve
   their chances of achieving and maintaining high-level
wellness. Among the topics included are: prevention, early detection and treatment of health problems commonly occurring among women, contraception, pregnancy and childbirth, using the medical care system, and mental health. Open to male and female students. Not open to students with credit in HE 321. Prerequisite: junior standing.

330 (Cross-listed with ANTH 330) Sex and Gender in Archaeology. (3) The study of sex, gender, and power in archaeological investigations and theory, including cross-cultural variation of gender and social differentiation in past societies. Changing perspectives on the roles of females in human evolution and prehistory are emphasized. Not open to students with credit in WS 330. Prerequisite: ANTH 110 or ANTH 111 or WS 190, or consent of instructor.

335 (Cross-listed with POLS 335) Women and Politics. (3) (General Education/Multicultural Studies) An examination of the changing role of women in American politics. Focus on women as participants in politics, public policies of concern to women, and feminist theories of political change. Not open to students with credit in POLS 335. Prerequisite: POLS 101 or 122, or permission of instructor.

336 (Cross-listed with AAS 336) Womanist Theory & Perspectives. (3) Introduction to African and African American women's perspective, to enhance interest and understanding of the existing wide range of feminist scholarship in the U.S., and other feminine discourses pertaining to activism/contributions of Black women in Africa, the U.S., the Caribbean, and Europe. Not open to students with credit for AAS 336. Prerequisite: AAS 100 or AAS 145 or AAS/WS 310 or WS 190 or permission of instructor.

355 Introduction to Feminist Theory. (3) A study of the theoretical foundations of modern feminist theory. Writings of early feminists such as Sara Grimke, Mary Wollstonecraft, Harriet Taylor, Sojourner Truth, Anna Julia Cooper, and Elizabeth Cady Stanton are explored for their impact on the development of feminist thought. BGS online writing course. Prerequisite: WS 190 and one additional Women's Studies course, or permission of instructor.

357 (Cross-listed with PSY 357) Women and Work. (3) (General Education/Multicultural Studies) Examination of major psychological issues encountered by women entering the workforce, including career choice, combining work and family life, leadership, and inequities. Not open to students with credit in PSY 357. Prerequisite: PSY 100.

360 (Cross-listed with SOC 360) Gender and Society. (3) (General Education/Multicultural Studies) This course provides a sociological examination of theories of gender, socio-historical gender patterns, gender and American social institutions, social structure and gender, and cross-cultural comparisons. BGS online writing course. Not open to students with credit in SOC 360. Prerequisite: SOC 100 or WS 190, or consent of instructor.

370 Women in Popular Culture. (3) (General Education/Multicultural Studies) A sociocultural study of stereotypes of women as portrayed in American popular culture with a particular emphasis placed upon the images of women of color. Prerequisite: WS 190.

391 Special Topics in Women's Studies. (1-3, repeatable to 6) An in-depth investigation of special topics in the field of Women's Studies. Prerequisites: WS 190 and permission of instructor.

395 (Cross-listed with ANTH 395) Gender, Race, and Ethnicity. (3) (General Education/Multicultural Studies) Explores research, scholarship, and fictional ecofeminist works. Students will consider the influence of women, feminists, and ecofeminist writings on local and global environmental movements. Not open to students with credit in ANTH 395. Prerequisite: ANTH 110 or WS 190 or consent of instructor.

401 (Cross-listed with AAS 401) African American Women and Dance. (3) Black women in modern dance, 1930s to the present, including relationships between the lived experience of African American women and their contributions to U.S. performance culture. Choreographers and dancers whose works have changed contemporary movement will be explored. Not open to students with credit in AAS 401. Prerequisite: WS 190 or permission of instructor.

405 Women's Spirituality. (3) This course will examine some of the predominant themes in women's experience from a multicultural perspective as a means of understanding how women develop their spirituality. Prerequisite: WS 190 or permission of instructor.

410 (Cross-listed with SOC 410) Women and Poverty. (3) The poverty of women in the United States including factors of race, place of residence, and age are covered. Structural hierarchies that maintain poverty are examined from a sociological perspective. Not open to students with credit in SOC 410. Prerequisite: WS 190 or SOC 100 or consent of instructor.

415 (Cross-listed with POLS 415) Politics of Reproduction. (3) This course examines reproduction as an issue of public interest and considers how public and private interests can conflict regarding women's ability to control their reproduction. Not open to students with credit in POLS 415. Prerequisite: WS 190 or permission of instructor.

420 (Cross-listed with AAS 420 and SOC 420) Race, Class, and Gender. (3) The course will examine issues of race, class, and gender in historical, cultural, and contemporary societal contexts. Not open to students with credit in AAS 420 or SOC 420. Prerequisite: WS 190 or AAS 100, or SOC 100, or permission of instructor.

430 (Cross-listed with SOC 430) Sociology of Women's Health. (3) Uses sociological theories and research to examine the gendered experience of illness. Includes sociological analysis of medical knowledge about women's health. Topics include medicalization of women's health, the gendered hierarchy of professions, and feminist critiques of scientific research. Not open to students with credit in SOC 430. Prerequisite: SOC 100 or WS 190, or consent of instructor.

433 (Cross-listed with PSY 433) Psychology of Gender. (3) Examines the psychological, social, and biological bases for societal-defined sex roles. The knowledge of these factors will assist students in recognizing and understanding the influence of gender on human experiences (i.e., behaviors, cognitions, emotions, physiology) and relationships. Not open to students with credit in PSY 433. Prerequisite: 9 s.h. of Psychology coursework, or graduate standing, or permission of instructor.

435 (Cross-listed with SOC 435) Women and Crime. (3) Theories of female criminality, patterns of female crime and victimization, women in corrections, and women as criminal justice practitioners are examined. Not open to students with credit in SOC 435. Prerequisite: SOC 100 or consent of instructor.

455 Feminist Theory & Practice. (3) The study of feminist theory and its impact on language, socialization, religion, science, politics, and economics. Writing Instruction in the Discipline (WID) course. Prerequisites: ENG 280; WS 355 or permission of instructor.

470 (Cross-listed with KIN 470) Gender and Sport. (3) Examines relationships between gender, sport, and physical activity. Gender is examined within the context of stereotypes and the structure/philosophy of sport and physical activity. Sport and physical activity are investigated as social institutions relative to cultural
constructions of gender. Not open to students with credit in KIN 470. Prerequisite: WS 190 or permission of instructor.

491 Women’s Studies Honors Thesis. (1–4, repeatable to 4) An independent study project or paper to be supervised by two members of the faculty in Women’s Studies. Prerequisite: enrollment in the Honors Program; senior status.

494 (Cross-listed with BC 494 and ENG 494) Women and Film/Television. (3) An overview of women in film and television that considers the on-screen images of women as well as the positions of women working behind the scenes (with laboratory). Not open to students with credit for BC 494 or ENG 494. Prerequisites: ENG 180 and 280.

495 Third-Wave Cinema. (3) This course examines work of 21st century female filmmakers from feminist, “third-wave,” and “post-feminist” perspectives. Topics include cinematic representation of women’s roles in politics, religion, education, violence against women, beauty myth, racial and ethnic oppression, and arts in contemporary cinema. Prerequisite: WS 190 or consent of instructor.

497 Independent Study in Women’s Studies. (1–3, repeatable to 6) Individual readings and/or research on a topic within Women’s Studies. Prerequisites: WS 355 and permission of department chair.

499 Internship in Women’s Studies. (1–9, repeatable to 9) Supervised work in an applied occupational area related to women. Prerequisites: junior or senior status and permission of department chair.
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Student Judicial Programs
Student Legal Services
Student Publications
University Housing and Dining Services
University Union
Veterans Resource Center
WIU Harry Mussatto Golf Course
Women’s Center
Academic Advising

At Western Illinois University, academic advising is an intentional, educational partnership between advisors and students. Grounded in teaching and learning, and approached from a developmental perspective, this multidimensional process considers and respects students’ diverse backgrounds, interests, and abilities, while facilitating the identification and achievement of educational, career, and life goals. Every student is assigned an academic advisor based on the student’s major or admission program. Once a student is admitted, information about the advisor can be found on the online student record system.

Advising and Academic Services Center
Memorial Hall Lower Level; (309) 298-1846 or -1871

The University Advising and Academic Services Center (UAASC) is responsible for the academic advisement of University Advising students (students who have not yet selected a major), freshmen admitted on warning through the Academic Services Program, students in the Transitional Advising Program (students who have changed their major), and area high school students taking college classes while still in high school. Members of the UAASC staff work with all incoming freshmen and transfer students during the Spring and Summer pre-registration programs. During the school year, the UAASC helps students resolve academic problems, aids in the choice of majors and careers, and provides information about classes, programs, tutoring resources, and University procedures and requirements.

Council on Admission, Graduation, and Academic Standards (CAGAS)
Sherman Hall 110; (309) 298-1208

This Faculty Senate council (CAGAS) may be contacted through the Office of the Registrar in Sherman Hall. Undergraduate students seeking information concerning academic appeals (e.g., late withdrawals, course substitutions, and waivers of University requirements) may contact CAGAS at (309) 298-1208 or CAGAS@wiu.edu. Students filing such appeals may send them to CAGAS, Sherman Hall 110.

Distance Learning, International Studies and Outreach
Horrabin Hall 6; (309) 298-1864

The School of Distance Learning, International Studies and Outreach (wiu.edu/outreach) includes the Bachelor of Arts in General Studies degree program, non-credit programs, distance learning, and international studies.

The School provides educational and public service opportunities through a variety of delivery technologies. Courses are offered in more than two dozen disciplines each term. Extension coursework is delivered on-site or through distance learning technology to Chicago, Cook/DuPage/Kane/Lake Counties, and Springfield. WIU provides online courses which allow individuals to study in their own homes.

The School administers the Bachelor of Arts in General Studies degree program, a fully online, nontraditional approach to undergraduate education designed for students who are place-bound by work and/or family responsibilities. The School also coordinates the National Fire Academy higher education curriculum program that provides opportunities for fire service personnel to earn credits leading to a bachelor’s degree and certification through the National Fire Academy. An undergraduate certificate is available in Fire Administration and Management or Fire Prevention Technology.

A wide variety of academic programs in the form of conferences, workshops, short courses, sponsored credit, and residential programs are coordinated through Non-Credit Programs. The Distance Learning office provides testing services as needed to students in the Bachelor of Arts in General Studies degree program and for online courses that require proctored exams. Distance Learning also provides coordination and scheduling of all online course offerings, assists in the development of new online courses, and provides guidelines and general oversight to ensure academic quality of distance learning courses.
### Academic Services

The School’s international studies program is administered and coordinated by the Center for International Studies. This office is involved in coordination with government agencies for visas, residence permits, and immigration problems; special international programs such as International Neighbors; University representation for international and intercultural matters; sponsorship of the International Friendship Club; and publicity related to all University international activities. The Western English as a Second Language (WESL) Institute provides an intensive program in academic English for international students who are preparing to enter an American college or university. The Office of Study Abroad sponsors a variety of full-credit educational programs in more than 50 countries worldwide. Students may participate in Study Abroad during Spring and Winter breaks, Summer, or a full semester or academic year.

### Graduate Studies

**Sherman Hall 116; (309) 298-1806**

The School of Graduate Studies ([wiu.edu/grad](http://wiu.edu/grad)) is the coordinating agency for the University’s graduate programs. The Graduate School processes graduate student admissions, writes graduate assistantship contracts, verifies degree completion, and provides numerous services to all graduate students at the University. The School of Graduate Studies is responsible for implementing the policies, procedures, and academic standards established by the Graduate Council, a representative body elected by members of the graduate faculty.

### Registrar

**Sherman Hall 110; (309) 298-1891**

The Office of the Registrar ([wiu.edu/registrar](http://wiu.edu/registrar)) determines the residency status of students, administers the registration of students, verifies degree completion, maintains student academic records, and reviews applications for undergraduate readmission. The office is also responsible for certifying NCAA academic eligibility, issuing official transcripts and verifications, printing diplomas, publishing class schedules, coordinating Commencement, issuing grade reports, processing student requests to change a major, minor, or address, and administering academic room scheduling. The Office of the Registrar also facilitates the GradTrac program.

### University Libraries

**(309) 298-2762**

University Libraries is an integral part of life and learning at Western Illinois University. University Libraries houses an extensive collection and offers online database access to thousands of academic periodic journals and publications. University Libraries provides research assistance; instruction in library use; group study space; and student access to computers, printers, wireless Internet, digital commons, and photocopiers. University Libraries participates in several consortiums and can borrow materials through the interlibrary loan process in a fairly timely manner.

The Leslie F. Malpass Library in Macomb is the main branch and provides an inviting environment for research and study. The library houses the University Archives and Special Collections, Government, Legal, Spatial and Data Services, and Reference Units. The Macomb campus also has three specialized branch libraries for music, curriculum, and physical sciences.

The WIU—Quad Cities Library in Moline is a microcosm of University Libraries and offers a collection specifically tailored to Quad Cities students. It provides access to the same materials as the Macomb libraries.

For more information, please visit [wiu.edu/libraries](http://wiu.edu/libraries) or telephone (309) 298-2411 for hours or (309) 298-2700 for the Reference and Information Desk for research assistance.
University Technology
Stipes Hall 126; (309) 298-1177

University Technology (uTech) administers computer resources used by students and faculty for research and instruction. Computers connected to the campus network are available in most instructional and residential buildings on both the Macomb and Quad Cities campuses. Wireless access is available in all academic buildings and in public areas of residence halls. Some residence halls have full wireless coverage.

Major computer labs are staffed by trained student personnel and are available for student use in Stipes, Horrabin, Memorial, and Morgan Halls and at the Quad Cities 60th Street and Riverfront buildings. Residence hall students in Macomb may use student-staffed labs in each hall complex, including one 24-hour lab, while late-night access is available for off-campus students in the Lincoln—Washington—Grote Hall complex. Internet access is available in all residence hall rooms, including graduate and family housing.

Each student is provided a WIU e-mail account, space to create a personal home page, network attached data storage, and access to mainframe services. The uTech Support Center in Stipes Hall 126 provides computing documentation, disk file recovery, one-on-one assistance, general information, optical scanning of answer sheets for test scoring and questionnaire analysis, and solves problems with student accounts.

Personal computer and software products are discounted and available for students, faculty, and staff for demo and purchase through the uTech Computer Store located in the University Union Concourse. The uTech Computer Store can be contacted at (309) 298-1127.

For technical assistance, please contact the uTech Support Center at (309) 298-2704 or SupportCenter@wiu.edu, or visit Western's Knowledgebase at wiu.edu/kb.

Western Illinois University—Quad Cities
3300 River Drive, Moline, IL; (309) 762-9481

Based in a community of over 350,000, WIU—Quad Cities is the public University in the Quad Cities area. WIU—Quad Cities is a metropolitan, commuter campus that serves students seeking bachelor's, post-baccalaureate certificates, master's, and specialist programs, and a doctoral program in Educational Leadership. WIU—Quad Cities welcomes freshmen, transfers, and graduate students who seek an engaging university experience that is connected to the host community and provides opportunities for experiential and service learning, networking, and internships that prepare students for life after WIU.

Writing Center
Simpkins Hall 341; (309) 298-2815

The University Writing Center (and its satellite center at WIU—Quad Cities) provides a wide range of writing services to students, faculty, and staff. The Writing Center is staffed by highly qualified undergraduate students, graduate students, and faculty who can assist with writing from any discipline, at any academic level, and at any point in the writing process. For more information on locations and hours, please visit us at wiu.edu/uwc.
Student Services

Beu Health Center
Corner of Western Avenue and Murray Street; (309) 298-1888

Beu Health Center, located on the Macomb campus, provides outpatient primary care services for students and their spouses or domestic partners. The Center is equipped with its own pharmacy, laboratory, and x-ray facilities, and the Center's physicians and mid-level practitioners provide diagnosis, treatment, and prescriptive services for individuals. Health education services are provided free of charge. There are fees associated with services such as x-ray examinations, pharmacy products, injection services, laboratory services, equipment, and office visits. Information about Beu Health Center services can be found at beu.wiu.edu.

Campus Recreation
Donald S. Spencer Student Recreation Center; (309) 298-1228

Campus Recreation provides students the opportunity to pursue a healthy lifestyle and explore recreational interests through a variety of programs, facilities, and services. The Spencer Student Recreation Center features five multipurpose gym courts, two group fitness studios, an elevated track, three weight rooms, three cardio areas, a boxing room, a core room, five racquetball courts, and an aquatics center: pool, sauna, and hot tub. The Intramural Sports program offers students over 40 events annually with leagues, tournaments, and one-day events in men's, women's, and co-recreational divisions at competitive, intermediate, and recreational levels of play. Sport Clubs also provide opportunities for regional and national competition just below the intercollegiate level. A variety of group fitness and water aerobic classes are offered daily. Informational programs and personal trainers are available to assist students with fitness equipment and goals. Information about on-campus recreational facilities and activities can be found by visiting wiu.edu/campusrec.

Career Services
Memorial Hall 125; (309) 298-1838

Career Services offers career planning information to support students from freshman through senior year and beyond. The office prepares students to market themselves to prospective employers for internship and full-time career pursuits. Marketing preparation consists of assistance in job searching, exploration of where the students’ major study is applied in the work world, mock interviews, resume preparation, creating applications and cover letters, and employer research. Students and alumni have access to online registration services, virtual career fairs, and the website wiu.edu/careers. Pre-employment preparation classes are taught each semester and provide students with a comprehensive process of learning to market themselves to prospective employers.

Casa Latina Cultural Center
Multicultural Center, Suite 202; (309) 298-3379

The Casa Latina Cultural Center offers a variety of programs to enlighten the University community and surrounding area about the history and cultural aspects of the international and Latino societies. Casa Latina also provides support services for international and Latino students that encourage and motivate them to have a successful college experience.

Counseling Center
Memorial Hall 102; (309) 298-2453

The University Counseling Center (UCC) provides personal, academic, career, and study skills counseling services to students. Both individual and group counseling are available. Sessions are confidential and free of charge to WIU students. In addition, a number of educational programs are offered on topics such as study skills, healthy relationships, depression, and career information. Complete vocational, psychological, and learning problems assessment is provided, as well as consultant services to other offices and
agencies. The UCC is accredited by the International Association of Counseling Services. All staff counselors hold master's or doctoral level degrees and are certified and/or licensed in their respective disciplines. More information about the Counseling Center is available online at ucc.wiu.edu.

Disability Resource Center
Memorial Hall 143; (309) 298-2512 (voice), -1856 (TTY)
Western Illinois University is committed to equity, social justice, and diversity. To that end, the Disability Resource Center (DRC) collaborates with faculty and staff to facilitate inclusion and ensure accessibility to University programs for students with disabilities. Students experiencing barriers in the academic or physical environment or who are interested in accommodations, such as alternative testing arrangements, sign language interpreters, text conversion (i.e., Braille, electronic, enlarged) services, and note-taking assistance should contact the DRC at (309) 298-2512 or disability@wiu.edu.

Financial Aid
Sherman Hall 127; (309) 298-2446
The Office of Financial Aid administers a variety of student assistance programs, including grants, student employment, tuition waivers, and low interest loan funds. More than 76 percent of WIU students receive financial aid from private, federal, state, or University sources. Additional information about financial assistance and applications are available at wiu.edu/fa.

Go West Transit
University Union; (309) 298-3353
Go West Transit provides students with safe, convenient transportation from and around campus and with service to the entire Macomb community. Carrying over 2 million riders per year, Go West provides students with a reliable, low-cost public transportation system. Maps and schedules are available online at gowest.wiu.edu.

Gwendolyn Brooks Cultural Center
Multicultural Center; (309) 298-2220
The Gwendolyn Brooks Cultural Center is named after the Pulitzer Prize-winning poet and Poet Laureate of Illinois. The mandate of the Center is to promote the rich cultural experience of African Americans. The Center is committed to helping the campus community adjust to a multicultural society without regard to age, race, or economic status.

Intercollegiate Athletics
Western Hall; (309) 298-1190
Western Illinois University sponsors 20 NCAA Division I intercollegiate varsity sports (10 for men and 10 for women), providing competitive competition opportunities for more than 500 student-athletes. Western has earned conference championships in numerous sports over the past several years, bringing national recognition to the University and the Athletics Department. The football team competes in the NCAA Division I Football Championship Subdivision through the Missouri Valley Football Conference; all other varsity sports compete at Division I level through the Summit League. All of Western's sport programs are guaranteed NCAA post-season tournament opportunities through conference championships.

LGBTQA Resource Center
Seal Hall 311–313; (309) 298-4004
The lesbian, gay, bisexual, transgender/transsexual, questioning/queer, ally (LGBTQA) Resource Center's primary objective is to foster a welcoming and inclusive environment for people of all sexualities and gender identities/expressions at Western Illinois University.
Student Services

and the greater Macomb community. The Center serves as a connection for Western Illinois University to LGBTQ-related topics through resources, support, and education. In addition, the Center continues to enhance LGBTQ identity formation through various leadership opportunities, Safe Space Training, as well as developing and implementing programming on LGBTQ issues.

Student Activities
University Union; (309) 298-3232

The Office of Student Activities, located on the first floor of the University Union, is the primary resource for student organizations and programs. Student life at WIU is enriched by involvement in any of the hundreds of campus organizations that meet the diverse, cultural, intellectual, and social interests of students. Opportunities for student involvement include leadership development, volunteer services, student programming, Student Government Association, Greek organizations, and almost 250 student organizations. Co-curricular activities provide opportunities to develop leadership, organizational, and communication skills, and to meet new people and have some fun. The Office of Student Activities provides students with developmental learning experiences while ensuring that a spectrum of programs is provided to enhance the campus community.

Student Assistance and Parent Service Center
University Union; (309) 298-2092

The Student Assistance and Parent Service Center is the place to start when students, parents, and family members have questions about the University. The Center provides necessary information and services in one centrally located office, including help with financial aid questions, STARS, parking permits, electronic services, and housing and dining assistance. Through the web, over the phone, or in person, the Student Assistance and Parent Service Center is dedicated to providing high-quality customer service in a streamlined manner. The Center’s office personnel may be contacted at the number above or online at wiu.edu/student_services/sapsc. From this website, students and family members may print forms, utilize STARS, and access important information regarding University and community resources.

Student Development and Orientation
Seal Hall 301; (309) 298-1884

The Office of Student Development and Orientation (SDO) provides programs, services, and support to enhance student success, learning, and personal development focusing specifically on college transition. SDO facilitates WIU’s New Student Orientation programs that assist students’ transition to the institution. In addition, SDO coordinates the Building Connections Mentoring Program that pairs incoming first-year students with University mentors. The SDO staff also interacts with family members, University faculty and personnel, and community agencies in assisting students with crisis situations. SDO is the liaison that assists students who experience any trauma due to emergency health or personal problems. In addition, SDO conducts exit interviews for students contemplating a University withdrawal. More information about SDO is available at sdo.wiu.edu.

Student Judicial Programs
Seal Hall 101; (309) 298-2436

Student Judicial Programs (SJP) promotes responsible individual and group behavior on the WIU campus and within the Macomb community. This office informs students and organizations of their rights and responsibilities through publication of the Code of Student Conduct and numerous program presentations. Through coordination and management of the disciplinary review process, SJP endeavors to address student behavioral problems, reinforcing standards of academic excellence and social responsibility, promoting educational opportunity and personal growth, and encouraging activities that prevent
violations of the Code of Student Conduct. Student Judicial Programs also maintains student disciplinary records and completes conduct clearance forms.

**Student Legal Services**  
**University Union, First Level; (309) 298-1003**

A licensed practicing attorney represents students charged with traffic and misdemeanor offenses in McDonough County court. In addition, the attorney provides legal advice and counseling for a variety of issues including landlord-tenant conflicts, consumer problems, small claims court, and rental lease questions. No fees are charged for these services.

**Student Publications: The Western Courier and Western Illinois Magazine**  
**Heating Plant Annex; (309) 298-1876**

*The Western Courier* is a student-run newspaper and news website ([westerncourier.com]). The printed version is published three days per week during the regular academic year. Advertising revenue and a student publication fee provide funding for the newspaper and website. Students who work at *The Western Courier* are paid for their efforts.

*Western Illinois Magazine* is a student-run publication published once per semester. It is entirely supported by advertising revenues. Student editors who work on the magazine are eligible for partial tuition talent waivers.

**University Housing and Dining Services**  
**Seal Hall; (309) 298-2461**

The mission of University Housing and Dining Services is to provide safe, clean, comfortable residence halls and apartment facilities; a nutritious, well-balanced food service program; and programs that support students’ academic goals. The University Housing and Dining Services staff provide a wide range of services and programs for students living on campus. A wide variety of options are available to make life in WIU’s residence halls a unique educational experience. Options are available for students who prefer a single room or suite-style accommodations. All residence halls are smoke-free. Living learning community options include fine arts, honors, broadcasting, nursing, transfer, and international floors. All residence hall rooms are wired for Internet and LAN connection. A range of choices also exists for on-campus apartments. WIU offers one- and two-bedroom apartments for graduate and non-traditional students and for students who are married, are in a documented domestic partnership, or have children.

**University Union**  
**(309) 298-1986**

The University Union is the community center of the University. It provides a variety of meeting and dining facilities for students, faculty, staff, and friends of the University. Union services include a food court, meeting and banquet rooms, ballrooms, a bookstore, guest rooms, computer stations, a small theatre, wireless Internet, check cashing, ATM machines, fax service, cashier services, and a convenience store.

**Veterans Resource Center**  
**Wright Residence; (309) 298-3505**

The Veterans Resource Center is committed to assisting those who have served or are currently serving in the U.S. military and their family members. The Center, in collaboration with University departments and community organizations, provides coordinated services and resources in one centralized location to ensure that all veterans and service members are afforded the greatest opportunities for success. Students receive assistance with obtaining educational and military transcripts; completing applications for the G.I. Bill, Illinois Veterans Grant, Illinois National Guard Grant, Illinois MIA/POW Scholarship, Federal Tuition Assistance, and federal student aid programs; identifying policies regarding military activation and deployment; securing appropriate housing...
accommodations; requesting military records; and acquiring community living information, outreach services, and health benefits.

**WIU Harry Mussatto Golf Course**  
**1215 Tower Road, Macomb, IL; (309) 298-3676**

The Harry Mussatto Golf Course is a scenic and challenging 18-hole championship venue featuring beautiful vistas, spectacular elevation changes, four sets of tees, undulating greens, and bentgrass tees and greens. In addition, the course provides a driving range, putting green, golf instruction, a nine-hole pitch and putt course, and a pro shop that carries a full line of quality golf equipment, logo apparel, and accessories. More information about the course and daily fee rates can be found at [golf.wiu.edu](http://golf.wiu.edu).

**Women’s Center**  
**Multicultural Center; (309) 298-2242**

The mission of the Women's Center is to promote gender equity through education, support, and advocacy and to respond to issues affecting the status of female students, faculty, and staff on campus, as well as women in the community and in society. The Women's Center provides information, programs, resources, and referrals related to the specific needs of women in such areas as health, education, finance, and employment. Women's Center staff and volunteers connect people with resources on campus and in the community, region, and nation, and can help with research papers and class projects as well as provide resources and support in understanding and confronting gender-based discrimination and violence. Students, faculty, and staff are welcome to utilize the resources in the lending library of books, periodicals, DVDs, and video and audio tapes. The Center sponsors several empowerment and support groups as well as student organizations. For additional information about the Women’s Center, please go to [wiu.edu/wc](http://wiu.edu/wc).
Administration, Faculty, and Professional Staff

Trustees of the University ................................................................. 370
Officers of the University ................................................................. 370
Faculty and Professional Staff ......................................................... 371–390
Trustees and Officers of the University

Trustees of the University
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Vice President for Quad Cities Campus and Planning .............................Dr. Joseph A. Rives
Vice President for Student Services ..........................................................Dr. Gary M. Biller
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Associate Professor—Biological Sciences
Ph.D.—Massachusetts Institute of Technology (1977)

Amaravadi, Chandra S. (1989)
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Ph.D.—University of Chicago (1998)

Andreecy, Fedor (2001)
Associate Professor—Mathematics
Ph.D.—Russian Academy of Sciences (1997)

Andreeva, Irina (2004)
Instructor—Mathematics
Master’s—St. Petersburg State University (1995)

Andrew, Lawrence L. (1989)
Assistant Professor—Computer Sciences
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Araya, Esteban D. (2009)
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Arnold, Eric C. (2009)
Faculty Assistant—IL Law Enforcement Executive Institute Administration
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Arvin, Barbara Jo (2003)
Instructional Technology Systems Manager—College of Business and Technology

Asare, Edmund (2011)
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Ph.D.—Kent State University Main Campus (2011)

Ashwood-Gegas, Barbara M. (2005)
Instructor—English and Journalism
M.A.—The Ohio State University Main Campus (2005)

Athiyanman, Adee (2006)
Professor—Illinois Institute for Rural Affairs
Ph.D.—Hong Kong Polytechnic (1997)

Auger, Julie B. (2009)
Instructor—Nursing
M.S.—Boston University (1981)

Professor—Political Science
Ph.D.—Harvard University (1990)

Aurand, Michele J. (2001)
Academic Advisor—Centennial Honors College
M.S.Ed.—Western Illinois University (2008)

Averbeck, Josh M. (2005)
Assistant Professor—Communication
Ph.D.—University of Oklahoma (2011)

Assistant Professor—Physics
Ph.D.—Indian Institute of Science (1995)

Bacon, Kevin J. (2002)
Associate Professor—Agriculture
Ph.D.—Oklahoma State University Main Campus (1995)

Badreddin, Hosam Mahmoud (2011)
Research and Instruction Consultant—University Technology
M.S.—Western Illinois University (2012)

Associate Professor—Law Enforcement and Justice Administration-Quad Cities

Bailey, Cheryl (1989)
Instructor—Communication
M.A.—Western Illinois University (1986)

Professor—Agriculture
Ph.D.—University of Missouri – Columbia (1978)

Bainter, Bradley Lee (1983)
Vice President—Advancement and Public Services
M.S.—Western Illinois University (1983)

Bainter, Tiffany E. (2011)
Instructor—Psychology
M.S.—Western Illinois University (2008)

Assistant Professor—English and Journalism
Ph.D.—University of Nevada, Reno (2007)

Baker, Andrew J. (1999)
Professor and Interim Chair—Agriculture
Ph.D.—University of Missouri-Columbia (1996)

Research and Instruction Consultant—University Technology
M.S.—Western Illinois University (2003)

Baker-Sperry, Lori (1999)
Professor—Women's Studies
Ph.D.—Purdue University Main Campus (2001)

Baladi, Gregory (2010)
Assistant Professor—Political Science
Ph.D.—Georgetown University (2010)

Banash, David (2003)
Professor—English and Journalism
Ph.D.—University of Iowa (2003)
Faculty and Professional Staff

Baramidze, Gregory T. (2009)
M.A./M.S.—University of Georgia (2001)

Baramidze, Victoria (2005)
Associate Professor—Mathematics
Ph.D.—University of Georgia (2005)

Barclay, Kathy H. (1986)
Professor—Curriculum and Instruction

Professor—Biological Sciences
Ph.D.—University of Maryland-College Park (1991)

Baril, Joan A. (2011)
Instructor—Management and Marketing-Quad Cities
M.B.A.—Marquette University (1986)

Academic Advisor—University Advising and Academic Services Center
M.A.—Chapman University (1999)

Counselor—Undergraduate Admissions
M.A.—Wayne State University (2008)

Barlett, Cheryl Lynn (2009)
Instructor—Nursing
M.S.N.—St. Francis College of Nursing (2008)

Bayor, Julie K. (2010)
Assistant Professor—Nursing

Bayor, Mark (2012)
Staff Physician—Bet Health Center
M.D.—University of Illinois Medical Center-Chicago (1985)

Bean, Matt (2000)
Professor—Music
D.M.A.—Indiana University at Bloomington (1991)

Beard, Marisa Lynn (1994)
Faculty Assistant—College of Education and Human Services
M.S.—Western Illinois University (1999)

Beauchem, David (2010)
Head Track and Field/Cross Country Coach—Intercollegiate Athletics
M.S.—Florida State University (1993)

Bell, David (2012)
Director—WESL Institute

Bellott, Brian (2012)
Assistant Professor—Chemistry
Ph.D.—University of Illinois at Urbana-Champaign (2010)

Belsito, Carrie A. (2012)
Assistant Professor—Management and Marketing
Ph.D.—Texas A&M University (2008)

Bennett, L. James (1997)
Instructional Technology Systems Manager—College of Business and Technology
B.S.—Western Illinois University (1990)

Bennett, Megan Ann (2012)
Assistant Director, International Student Admissions—Center for International Studies
B.A.—Western Illinois University (2002)

Bennett, Sara C. (2010)
Instructor—Geology
M.S.—Indiana University at Bloomington (2010)

Bennett, Steven William (1994)
Associate Professor—Geology
Ph.D.—Indiana University-Bloomington (1994)

Bernards, Mark L. (2011)
Assistant Professor—Agriculture

Betz, Stacy (2012)
Associate Professor and Chair—Communication Sciences and Disorders
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Bezold, Maureen P. (2010)
Assistant Professor—Health Sciences
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Bideshi, Davison (2008)
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Bierman, Matthew J. (1999)
Director—Budget
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Biernbaum, Dana M. (2007)
Assistant Vice President—Administrative Services
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Biernbaum, John (1994)
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Biller, Gary M. (2011)
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Bilotti, Joseph M. (2001)
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Bird, Jean (2016)
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Bishop, Benjamin G. (1996)
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Blackford, Jason Thomas (2003)
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Blackinton, Carolyn M. (2001)
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Health MAPPING Technical Assistant—Illinois Institute for Rural Affairs
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Blankenship, Courtney Creel (2009)
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Blasi, Mel B. (2000)
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Blauvelt, John F. (1968)
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Blome, Paul H. (2011)
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Bochantin, Jaime E. (2010)
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Bollin, Carol D. (2012)
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Borgia, Laurel G. (2001)
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Bories, Tamara L. (2005)
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Borst, Andrew J. (2008)
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Bouillon, Scot L. (2009)  
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Boukari, Safoura A. (2000)  
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Ph.D.—State University of New York at Buffalo (1998)

Assistant Professor—Libraries  
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Bowman, Dennis W. (1999)  
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Director—Human Resources  
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Bracey, W. Earl (1979)  
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Bradley, Alita C. (2013)  
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Brakefield, James (1988)  
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Professor—History  

Briney, Bruce C. (1993)  
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Brooks, Emily D. (2011)  
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B.S.—Winona State University (2008)

Brooks, F. Erik (2012)  
Professor and Chair—African American Studies  
Ph.D.—Virginia Commonwealth University (2002)

Brouette, Scott (2005)  
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Assistant Professor—Foreign Languages and Literatures  
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Brown, Jeff Alan (2012)  
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Brown, Jeffrey (2009)  
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Brown, Laura (2012)  
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Brownlee, Ryan (2012)  
Head Baseball Coach—Intercollegiate Athletics  
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Brownlow, Robert J. (2009)  
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Bruening, Thomas (2012)  
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Buchanan, Rebekah Joy (2011)  
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Buchannan, Tara (2006)  
Director—Disability Resource Center  
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Complex Director—University Housing and Dining Services

Buker, Marcus L. (2009)  
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Burke, Amy R. (2010)  
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Butcher, Jessica J. (1998)  
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M.S.—Western Illinois University (1996)

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Buwick, Amy Jo (1994)  
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Cabeza-Timmons, Guadalupe Maria (1993)  
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Ph.D.—University of Illinois at Urbana-Champaign (2004)

Caldwell, James (1985)  
Professor—Music  

Calengas, Peter L. (1977)  
Professor and Chair—Geology  
Ph.D.—Indiana University (1977)

Calboun, Rica Hudson (2011)  
Assistant Director—Equal Opportunity and Access

Calkins, A. Collette (2001)  
Instructor—Computer Sciences  
M.S.—Western Illinois University (2003)

Calvert, Mary Patrice (2005)  
Assistant Professor—Accounting and Finance  
M.B.A.—Western Illinois University (1998)

Assistant Professor—Curriculum and Instruction  
M.S.Ed.—Western Illinois University (1993)

Assistant Professor—Music  
Ph.D.—University of Hartford (2004)

Master Sergeant (Ret.)—Military Science

Carlson, Jane A. (2011)  
Assistant Director for Development—WIUM

Carmack, Christie A. (2012)  
Assistant Director, Development Marketing & Community Relations—College of Education and Human Services  
M.S.Ed.—Western Illinois University (2012)

Carpenter, Christopher J. (2010)  
Assistant Professor—Communication  
Ph.D.—Michigan State University (2010)

Carr, Amy Renee (2000)  
Associate Professor—Philosophy and Religious Studies  

Carr, Belinda J. (1985)  
Director—Gwendolyn Brooks Cultural Center  
B.A.—Western Illinois University (1981)

Director—Internal Auditing  
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Carter, Marcia Jean (2006)  
Assistant Dean—College of Education and Human Services-Quad Cities  
R.Ed.—Indiana University at Bloomington (1976)

Associate Professor—Engineering Technology  
Executive Director—School of Distance Learning, International Studies and Outreach  
Ph.D.—Purdue University Main Campus (1995)

Cassady, Jill L. (2013)  
Instructor—Dietetics, Fashion Merchandising and Hospitality  

Cavieche, Janine (1987)  
Director—Women’s Resources and Programs  
M.S.—Western Illinois University (1987)

Cerullo, Cara A. (2008)  
Counselor—University Counseling Center  
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Chamberlain, Richard (1997)
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Assistant Professor—Sociology and Anthropology
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Chasteen, Terry L. (2000)
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Cheak, Marie Jaegle (2012)
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Assistant Professor and Chair—Management

Chlodniski, Kenneth Alexander (1995)
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Ph.D.—Florida State University (1995)

Chlosed, John Patrick (2006)
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Professor—Health Sciences
Ed.D.—University of Houston (1983)

Professor—Law Enforcement and Justice Administration
Ph.D.—Florida State University (1995)

Choi, Jongnam (2003)
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Choi, Jongnam (2001)
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Clark, Mary Jane (2001)
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B.S.—Western Illinois University (1990)

Instructor—Information Systems and Decision Sciences—Quad Cities
M.S.—Marycrest International University (1991)

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Instructor—English and Journalism
M.A.—Western Illinois University (1989)

Professor—Health Sciences
Ed.D.—University of Houston (1983)

Cleek, Kenneth Alexander (1995)
Professor—Law Enforcement and Justice Administration
Ph.D.—Florida State University (1995)

Closed, John Patrick (2006)
Assistant Professor—Educational Leadership
Ph.D.—Illinois State University (1999)

Clohugh, Janece B. (1991)
Professor—Art
M.F.A.—University of Wisconsin (1990)

Clow, William T. (2012)
Professor—Theatre and Dance
Ph.D.—University of Washington (1992)

Clow, William T. (2011)
Professor—Theatre and Dance
Ph.D.—University of Washington (1992)

Cody, Thomas J. (1995)
Professor—Educational and Interdisciplinary Studies

Coe, Martin J. (1993)
Professor—Accounting and Finance—Quad Cities
M.B.A.—St. Ambrose University (1992)

Coen, Vivian J. (2012)
Assistant Women’s Basketball Coach—Intercollegiate Athletics
B.S.—Missouri State University (2007)

Corder, Christopher (2012)
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Ph.D.—Loma Linda University (2008)

Cordery, Simon (2012)
Professor and Chair—History
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Cordes, Christopher Sean (2007)
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Cortez, Jason Stanley (2003)
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M.S.—Western Illinois University (2005)

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Cromer, Monte Lee (1994)
Associate Director—Facilities Management
B.S.—Western Illinois University (1980)

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Ph.D.—University of Kentucky (1995)

Director—University Union
M.S.Ed.—Southern Illinois University at Carbondale (1999)

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Professor and Chair—Management and Marketing
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Professor—Music

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Crouch, Heather E. (2011)  
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Cruise, Tracy K. (1998)  
Professor—Psychology  
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Crutchley, Steven L. (2013)  
Assistant Football Coach—Intercollegiate Athletics  
M.S.—St. Cloud State University (2006)

Cumbie, Diane M. (2007)  
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M.S.—Western Illinois University (2006)

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Director of Development—College of Fine Arts and Communication  
M.S.—University of Oklahoma Norman Campus (2000)

Cunningham, Samantha (2012)  
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Dace, Marsha J. (2006)  
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Dadello, Cynthia (2006)  
Academic Advisor—Social Work  
M.S.W.—University of Illinois at Urbana-Champaign (2006)

Dagit, Susan M. (2010)  
Associate Director—Office of the Registrar  
M.S.Ed.—Western Illinois University (2004)

Dallinger, Judith M. (1981)  
Professor—Communication  
Ph.D.—University of Nebraska (1984)

Dalmaso, Erik A. (2012)  
Associate Director—Admissions  
M.S.—Illinois State University (2008)

Daly, Kassandra J. (2010)  
Director—Academic and Student Services-Quad Cities  
M.Ed.—University of Illinois at Urbana-Champaign (2009)

Daniel, Pamela E. (2011)  
Instructor—Engineering Technology  
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Danner, Debra E. (1996)  
Faculty Assistant—College of Education and Human Services  
M.S.—Western Illinois University (1998)

David, Christopher J. (2005)  
Microsoft Server, Desktop, and Security Specialist-Quad Cities  
M.S.—Western Illinois University (2005)

Assistant Professor—Physics  
Ph.D.—University of Illinois at Urbana-Champaign (1981)

Davis, Caitlin Nicole (2010)  
Conference Coordinator—University Housing and Dining Services  
M.S.—Western Illinois University (2011)

Davis, Christina (2012)  
Assistant Professor—Sociology and Anthropology  
Ph.D.—University of Michigan-Ann Arbor (2011)

Davis, Shane S. (2011)  
Assistant Baseball Coach—Intercollegiate Athletics  
B.S.—Eastern Michigan University (2007)

Davis, Tracy L. (1998)  
Professor—Educational and Interdisciplinary Studies  
Ph.D.—University of Iowa (1997)

Dawson, Katerina LaSharon (2012)  
Assistant to Director—Human Resources  
M.A.—Western Illinois University (2012)

Assistant Professor—Political Science  
Ph.D.—University of Iowa (2010)

Daytner, Gary Thomas (2001)  
Associate Professor—Educational and Interdisciplinary Studies  
Ph.D.—Indiana University at Bloomington (2005)

Daytner, Katrina M. (2001)  
Associate Professor—Educational and Interdisciplinary Studies  
Ph.D.—Indiana University at Bloomington (2005)

Delbecq, David A. (1995)  
Professor—Accounting and Finance  
Ph.D.—Louisiana State University (1995)

Debruler, Laura (2013)  
Assistant Volleyball Coach—Intercollegiate Athletics  
B.S.—University of Illinois at Urbana-Champaign (2011)

Dekkordi-Vakil, Farideh H. (1988)  
Associate Professor—Economics and Decision Sciences  
Ph.D.—University of Iowa (2001)

Deitz, Clayton Ray (2009)  
Professor and Chair—Engineering Technology  
D.I.T.—University of Northern Iowa (1993)

Dilger, C. Bradley (2005)  
Associate Professor—Mathematics  

Associate Professor—Mathematics  
Ph.D.—University of Georgia (2004)

Delany-Barmann, Gloria Ann (1997)  
Professor and Interim Chair—Educational and Interdisciplinary Studies  
Ph.D.—University of Iowa (2001)

Associate Professor—Political Science  
Ph.D.—University of Georgia (2004)

Dempsey, Timothy J. (2005)  
Assistant Professor—Geography  
Ph.D.—University of California, Santa Barbara (2005)

Dennis, Chad E. (2006)  
Instructional Technology Systems Manager—  
Center for Innovation in Teaching and Research (2007)  
M.S.—Western Illinois University (2011)

DeVolder, Dennis M. (1996)  
Professor and Director—Computer Sciences  
Ph.D.—Florida State University (1996)

DeVries, David B. (2010)  
Supervision Field Specialist—Center for  
Preparation of Education Professionals  
M.A.—Eastern Michigan University (2009)

DeWees, Julie Kay (2005)  
Vice President—Administrative Services  
M.B.A.—Western Illinois University (1991)

Dexter, Bryce M. (2007)  
Development Director—College of Arts and Sciences  
Master’s—University of North Carolina at Chapel Hill (1992)

Di Carmine, Roberta (2006)  
Associate Professor—English and Journalism  

Dial, Mark Alan (2011)  
Associate Director—Television Services  
M.F.A.—Union Institute (2009)

Diehl, Kevin A. (2008)  
Assistant Professor—Accounting and Finance-Quad Cities  
J.D.—University of Iowa (2001)

Professor—Psychology  
Ph.D.—University of Maryland (1987)

Diez, Clayton Ray (2009)  
Professor and Chair—Engineering Technology  
D.I.T.—University of Northern Iowa (1993)

Dilger, C. Bradley (2005)  
Professor—English and Journalism  

Associate Professor—Mathematics  

Director—University Counseling Center  
M.S.Ed.—University of Wisconsin-Platteville (1986)

Divin, Amanda (2009)  
Assistant Professor—Health Sciences  
Ph.D.—University of Wisconsin-Madison (2009)

Dobson, Joseph J. (1998)  
Professor—Management and Marketing  
Ph.D.—Washington University (1993)

Dodson, Kimberly D. (2008)  
Assistant Professor—Law Enforcement and Justice Administration—Quad Cities  
Ph.D.—Indiana University of Pennsylvania (2009)

Dofing, Maria L. (2011)  
Instructor—Mathematics  
M.S.—Western Illinois University (2010)
## Faculty and Professional Staff

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<tr>
<th>Name</th>
<th>Title/Role</th>
<th>Institution/Program/Year</th>
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<tr>
<td>Doh, Minsun</td>
<td>Associate Professor—Recreation, Park and Tourism Administration</td>
<td>Ph.D.—Texas A&amp;M University (2006)</td>
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<td>Dohrmann, Darrell Kent</td>
<td>Research and Instruction Consultant—University Technology</td>
<td>B.A.—Western Illinois University (2008)</td>
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<td>Dooley, Cindy J.</td>
<td>Professor—Curriculum and Instruction Associate Dean—College of Education and Human Services</td>
<td>Ph.D.—University of Iowa (1997)</td>
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<td>Dorsett, Stephanie</td>
<td>Academic Advisor—Center for the Preparation of Education Professionals</td>
<td>B.A.—Western Illinois University (1989)</td>
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<td>Douglas, Gary M.</td>
<td>Technology Security Specialist—University Technology</td>
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<td>Draeger, Todd A.</td>
<td>Instructional Technology Systems Manager—University Television Services</td>
<td>B.A.—Western Illinois University (1993)</td>
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<td>Dranes, George D.</td>
<td>Computer Center Assistant Director—University Technology</td>
<td>B.S.—Western Illinois University (1990)</td>
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<td>Drea, John T.</td>
<td>Professor—Management and Marketing Associate Dean—College of Business and Technology</td>
<td>D.D.A.—Southern Illinois University (1994)</td>
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<td>Drew, John P.</td>
<td>Lieutenant Colonel—Professor and Chair—Military Science</td>
<td>M.A.—Webster University (2002)</td>
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<td>Druckenmiller, Douglas A.</td>
<td>Associate Professor—Computer Sciences-Quad Cities</td>
<td>Ph.D.—Kent State University Main Campus (2005)</td>
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<td>Dunkel, Curtis</td>
<td>Associate Professor—Psychology</td>
<td>Ph.D.—University of Nebraska-Lincoln (2002)</td>
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<td>Dunstan, Maria A.</td>
<td>Supervision Field Specialist—Curriculum and Instruction</td>
<td>Ed.S.—Western Illinois University (1992)</td>
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<td>Durkin, Kenneth Wayne</td>
<td>Professor—Law Enforcement and Justice Administration</td>
<td>M.A.—Western Illinois University (1984)</td>
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<td>Dworkin, Steven L.</td>
<td>Professor—Psychology</td>
<td>Ph.D.—University of Florida (1981)</td>
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<td>Ealy, Clifton F.</td>
<td>Assistant Professor—Mathematics</td>
<td>Ph.D.—University of California-Berkeley (2004)</td>
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<td>Eastman, Candace J.</td>
<td>Assistant Director of Development—WQPT Public Television</td>
<td>B.A.—Western Illinois University (2009)</td>
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<td>Easton, Tyler C.</td>
<td>Counselor—Undergraduate Admissions</td>
<td>B.A.—The Southern Baptist Theological Seminary (2005)</td>
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<td>Eathington, Patricia K.</td>
<td>Instructor—Nursing</td>
<td>M.S.—University of Illinois at Chicago (2002)</td>
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<td>Eberhardt, Brett</td>
<td>Associate Professor—Art</td>
<td>M.F.A.—Syracuse University Main Campus (2015)</td>
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<td>Eck, Shelby R.</td>
<td>Assistant Director, Development—Foundation and Development Office</td>
<td>M.A.—Ashford University (2008)</td>
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<tr>
<td>Edsall, Samuel H.</td>
<td>Professor—Broadcasting</td>
<td>M.S.—Miami University-Ohio (1988)</td>
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<tr>
<td>Ehrgott, Ellen M.</td>
<td>Assistant Professor—Communication Sciences and Disorders</td>
<td>M.S.—Eastern Illinois University (1989)</td>
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<td>Eliich, Justin A.</td>
<td>Assistant Professor—Computer Sciences</td>
<td>Ph.D.—University of Kansas (2010)</td>
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<td>Ekanayake, Amy J.</td>
<td>Assistant Professor—Mathematics</td>
<td>Ph.D.—Texas Tech University (2009)</td>
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<td>Ekanayake Dinesh B.</td>
<td>Assistant Professor—Mathematics</td>
<td>Ph.D.—Texas Tech University (2009)</td>
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<td>Elfrink, John A.</td>
<td>Professor—Accounting and Finance</td>
<td>Ph.D.—Saint Louis University (1987)</td>
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<td>Emmert, Robert P., Jr.</td>
<td>Director—Electronic Student Services</td>
<td>M.S.—Western Illinois University (1999)</td>
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<tr>
<td>Engel, Jeffrey E.</td>
<td>Associate Professor—Biological Sciences</td>
<td>Ph.D.—University of Iowa (1995)</td>
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<tr>
<td>Entz, Matthew J.</td>
<td>Associate Football Coach—Intercollegiate Athletics</td>
<td>M.S.Ed.—Wayne State College (1998)</td>
</tr>
<tr>
<td>Erdmann, Loran D.</td>
<td>Professor—Kinesiology</td>
<td>Ed.D.—University of Northern Iowa (1990)</td>
</tr>
<tr>
<td>Erickson, Thomas L.</td>
<td>Professor—Engineering Technology—Dean—College of Business and Technology</td>
<td>D.Ed.—University of Illinois at Urbana-Champaign (1979)</td>
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<tr>
<td>Erickson, Keith G.</td>
<td>Supervision Field Specialist—Center for Preparation of Education Professionals-Quad Cities</td>
<td>Ph.D.—University of Iowa (1983)</td>
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<tr>
<td>Ericson, Michael B.</td>
<td>Professor—Music</td>
<td>M.M.—Indiana University (1984)</td>
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<td>Eskridge, Monica J.</td>
<td>Academic Advisor—Center for Preparation of Education Professionals</td>
<td>M.S.—Western Illinois University (2009)</td>
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<tr>
<td>Evans, Sharon A.</td>
<td>Professor—Broadcasting</td>
<td>Associate Dean—College of Fine Arts and Communication</td>
</tr>
<tr>
<td>Eveland, Jason L.</td>
<td>Instructional Technology Systems Manager—Television Services</td>
<td>M.S.—Western Illinois University (2012)</td>
</tr>
<tr>
<td>Fansler, Michael J.</td>
<td>Professor—Music</td>
<td>D.M.Ed.—University of Illinois at Urbana-Champaign (2009)</td>
</tr>
<tr>
<td>Faust, Randall E.</td>
<td>Professor—Music</td>
<td>D.M.A.—University of Iowa (1980)</td>
</tr>
<tr>
<td>Faust, Sharon K.</td>
<td>Radio Development Director—WIUM</td>
<td>D.A.—University of Cincinnati Main Campus (1986)</td>
</tr>
<tr>
<td>Felt, Kathleen A.</td>
<td>Instructor—Mathematics-Quad Cities</td>
<td>M.S.Ed.—Western Illinois University (2007)</td>
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<tr>
<td>Fender, Lindsay</td>
<td>Assistant to the Vice President—Quad Cities and Planning</td>
<td>M.B.A.—Upper Iowa University (2012)</td>
</tr>
<tr>
<td>Fernandez, Jose O.</td>
<td>Assistant Professor—English and Journalism</td>
<td>Ph.D.—Northern Illinois University (2012)</td>
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<tr>
<td>Filipink, Richard M.</td>
<td>Associate Professor—History</td>
<td>Ph.D.—State University of New York at Buffalo (2004)</td>
</tr>
<tr>
<td>Flogaite, Ted</td>
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<td>M.S.—New Jersey City University (2003)</td>
</tr>
<tr>
<td>Ford, Amy M.</td>
<td>Instructor—Accounting and Finance</td>
<td>M.Acc.—Western Illinois University (2002)</td>
</tr>
</tbody>
</table>
Faculty and Professional Staff

Forman, Marlene S. (2009)  
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Fou, Joseph (1987)  
Associate Professor—Economics and Decision  
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CIO and Executive Director—University Technology  
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Ph.D.—Indian Institute of Science (1999)

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Ph.D.—University of Georgia (1999)

Gill, Bart E. (2011)  
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Professor—Music  
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Gravina, James D. (2011)  
Head Women's Basketball Coach—  
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Grimm, Melinda J. (2010)  
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Gruidl, John Joseph (1990)  
Professor—Illinois Institute for Rural Affairs  
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Gruver, Joel (2007)  
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Ph.D.—North Carolina State University (2008)

Guan, Hongxia (2010)  
Assistant Professor—Chemistry  
Ph.D.—University of South Carolina –  
Columbia (2009)

Gunzenhauser, Georg Werner (1990)  
Professor—Educational and Interdisciplinary  
Studies-Quad Cities  

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Professor—History  
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Hallinan, Timothy P. (2008)  
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B.A.—Western Illinois University (1995)

Halverson, Dean Lowell (2002)  
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Hamilton-Hancock, Diane (2005)  
Professor—Health Sciences  
Ph.D.—Penn State (1994)

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Hammersley, Jonathan J. (2012)  
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Ph.D.—Southern Illinois University at  
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Hamner, Everett (2008)  
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Quad Cities  
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Hancks, Jeffrey (2005)  
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Ed.D.—Northern Illinois University (2011)

Hancks, Meredith L. (2007)  
Research Analyst Specialist—Development  
M.B.A.—North Park University (2005)

Hand, Angela R. (2011)  
Instructor—Music  
D.M.A.—University of Texas-Austin (2000)

Hankins, Chad W. (2007)  
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University Technology  
B.S.—Western Illinois University (2005)

Instructor—Infant and Preschool Center  
B.S.Ed.—Kutztown State College (1991)

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Masters (1994)

Hannen, Peter J. (2009)  
Coordinator—Go West Transit  
B.A.—Western Illinois University (1987)

Hansen, Elizabeth Ann (2000)  
Assistant Professor—Mathematics  
Ph.D.—University of Iowa (2000)

Hansen, Jerry A. (1986)  
Instructor—English and Journalism  
M.A.—Western Illinois University (1986)

Associate Professor—Management and  
Marketing  
Ph.D.—Oklahoma State University Main  
Campus (1993)
The page contains a list of faculty members along with their degrees, positions, and institutions. Here is the text transformed into a natural representation:

- **Hardeman, Anita** (2012) Assistant Professor—Music Ph.D.—University of Western Ontario (2010)
- **Harlan, Jack** Master Sergeant—Senior Instructor—Military Science
- **Harris, Bruce R.** (1990) Professor—Instructional Design and Technology Ph.D.—Brigham Young University (1990)
- **Harris, Mary Margaret** (2006) Director—Bea Health Center M.S.—Western Illinois University (1985)
- **Harroun, Barbara C.** (2009) Instructor—English and Journalism M.F.A.—Purdue University Main Campus (2000)
- **Hartnett, Niall Denis** (2008) Academic Advisor—University Advising and Academic Services Center M.S.Ed.—Indiana University at Bloomington (2001)
- **Hartweg, Kimberly Kay** (1997) Associate Professor—Mathematics Ph.D.—University of Iowa (2001)
- **Harvey, Michelle** (2011) Assistant Director—Student Activities M.A.—Appalachian State University (2007)
- **Hegna, Thomas A.** (2011) Assistant Professor—Geology Ph.D.—Yale University (2012)
- **Helwig, Magdelyn H.** (2008) Assistant Professor—English and Journalism Ph.D.—University of Maryland College Park (2010)
- **Hemingway, John Luther** (2004) Associate Professor—Recreation, Park and Tourism Administration Ph.D.—University of Iowa (1979)
- **Herbert, Joan E.** (2010) Faculty Assistant—Music
- **Herman, Redina Lee** (2005) Associate Professor—Geography Ph.D.—University of Illinois at Urbana-Champaign (2003)
- **Hitchcock, John K.** (2011) Assistant Professor—Broadcasting Ed.S.—Indiana State University (1992)
- **Holt, Scott Michael** (1997) Professor—Biological Sciences Ph.D.—Iowa State University (1993)
- **Homer, Molly Kathryn** (2003) Academic Advisors—Centennial Honors College Ph.D.—University of Illinois at Urbana-Champaign (1998)
- **Howe, Michelle Christine** (2011) Assistant Director—Career Services
- **Huang, Jeng-Kuen** (1990) Professor—Chemistry Ph.D.—Kansas State University (1985)
- **Hum-Musser, Sue M.** (2004) Assistant Professor—Biological Sciences Ph.D.—University of Arkansas Main Campus (2002)
- **Hunter, Garrett D.** (1996) Professor—Engineering Technology Ph.D.—Purdue University Main Campus (1994)
- **Hunter, Sharon L.** (2010) Faculty Assistant—Center for International Studies
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<tr>
<th>Name</th>
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<td>Hyde, Andrea M.</td>
<td>Assistant Professor—Educational and</td>
<td>Ph.D.—University of Pittsburgh (2007)</td>
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<td>Interdisciplinary Studies-Quad Cities</td>
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<td>Hylegward, W. Randal, II</td>
<td>Professor—Kinesiology</td>
<td>Ph.D.—Oregon State University (1987)</td>
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<td>Intrieri, Paige Goodwin</td>
<td>Associate Professor—Psychology</td>
<td>Ph.D.—Penn State University Park (1995)</td>
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<td>Intrieri, Robert C.</td>
<td>Associate Professor—Psychology</td>
<td>Ph.D.—University of Southern Mississippi (1987)</td>
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<td>Isele, Frederick C.</td>
<td>Associate Professor—Curriculum and Instruction-Quad Cities</td>
<td>Ed.D.—Northern Illinois University (1989)</td>
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<td>Iutzi, Frederick William</td>
<td>Faculty Assistant—Illinois Institute for Rural Affairs</td>
<td>M.S.—Iowa State University (2000)</td>
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<td>Iwanicki, Christine Elizabeth</td>
<td>Associate Professor—English and Journalism</td>
<td>Ph.D.—Indiana University at Bloomington (1994)</td>
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<td>Jacques, Christopher N.</td>
<td>Assistant Professor—Biological Sciences</td>
<td>Ph.D.—South Dakota State University (2007)</td>
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<td>Janisz, Michelle A.</td>
<td>Director—Student Activities</td>
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<td>Celatis, Virginia G.</td>
<td>Associate Professor—History</td>
<td>Ph.D.—University of Minnesota-Twin Cities (1999)</td>
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<td>Jenkins, Andrea L.</td>
<td>Instructional Technology Systems Manager—</td>
<td>Ph.D.—University of Missouri-Columbia (1997)</td>
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<td>College of Arts and Sciences</td>
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<td>Jenkins, Sean E.</td>
<td>Associate Professor—Biological Sciences</td>
<td>Ph.D.—University of Wisconsin-Madison (1990)</td>
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<td>Jennings, Barton E.</td>
<td>Professor—Management and Marketing</td>
<td>Ph.D.—University of Tennessee, Knoxville (1994)</td>
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<td>Jensen, Mary M.</td>
<td>Professor—Curriculum and Instruction</td>
<td>Ph.D.—University of Wisconsin-Madison (1990)</td>
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<td>Jin, Jin</td>
<td>Assistant Professor—Chemistry</td>
<td>Ph.D.—State University of New York at Albany (2006)</td>
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<td>Johanson, Joyce K.</td>
<td>Associate Director—Center for Best Practices</td>
<td>M.S.Ed.—Western Illinois University (1997)</td>
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<td>in Early Childhood Education</td>
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<td>Johnson, Don T.</td>
<td>Professor—Accounting and Finance</td>
<td>Ph.D.—University of Georgia (1992)</td>
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<td>Johnson, Eric Paul</td>
<td>Head Men’s Soccer Coach—Intercollegiate</td>
<td>Ph.D.—University of New Mexico Main Campus (1995)</td>
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<td>Johnson, Jamie Lee</td>
<td>Professor—Health Sciences</td>
<td>Ph.D.—Southern Illinois University at Carbondale (2002)</td>
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<td>Johnson, Robert E.</td>
<td>Coordinator—Geologic Museum</td>
<td>B.A.—Western Illinois University (1978)</td>
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<td>Johnson, Timothy</td>
<td>Academic Advisor—University Advising and</td>
<td>Ph.D.—Florida State University (2006)</td>
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<td>Jones, J. Jon</td>
<td>Professor—Curriculum and Instruction</td>
<td>Ed.D.—Ball State University (1982)</td>
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<td>Jones, Jennifer D.</td>
<td>Associate Professor—Music</td>
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<td>Jones, Michael</td>
<td>Director of Development—Libraries</td>
<td>B.A.—Monmouth College (1999)</td>
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<td>Koo, Narae</td>
<td>Faculty Assistant—Music</td>
<td>M.A.—University of Rochester (2012)</td>
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<td>Jorgensen, Charles Gregg</td>
<td>Assistant Professor—Curriculum and Instruction</td>
<td>Ph.D.—Utah State University (2010)</td>
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<td>Jorgensen, Peter</td>
<td>Professor and Chair—Communication</td>
<td>Ph.D.—University of Arizona (2003)</td>
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<td>Jorgensen, William C.</td>
<td>Director—College of Business and Technology</td>
<td>M.B.A.—St. Ambrose University (1984)</td>
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<td>Executive Studies Center-Quad Cities</td>
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<td>Kaesdorf, Steven</td>
<td>Lectures—WESL Institute</td>
<td>M.A.—University of Illinois (1983)</td>
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<td>Kalantari, Iraq</td>
<td>Professor and Chair—Mathematics</td>
<td>Ph.D.—Cornell University (1976)</td>
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<td>Kanauss, Lorri</td>
<td>Associate Professor—Dietetics, Fashion</td>
<td>Ph.D.—Walden University (2012)</td>
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<td>Merchandising and Hospitality</td>
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<td>Kane, J. Christopher</td>
<td>Head Tennis Coach—Intercollegiate Athletics</td>
<td>Ph.D.—University of San Diego (1979)</td>
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<td>Kang, Ranbi S.</td>
<td>Assistant Professor—Geography</td>
<td>Ph.D.—Oklahoma State University (2007)</td>
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<td>Kapale, Aparna K.</td>
<td>Coordinator of Laboratory and Instructional</td>
<td>M.S.—Azusa Pacific University (2006)</td>
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<td>Associate Professor—Physics</td>
<td>Ph.D.—Texas A&amp;M University (2002)</td>
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<td>Karr, Mary Kay L.</td>
<td>Associate Professor—Music</td>
<td>M.M.—Rice University (1987)</td>
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<td>Assistant Director—Student Activities</td>
<td>M.S.—Western Illinois University (2006)</td>
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<td>Kaul, Rita</td>
<td>Assistant Professor—Dietetics, Fashion</td>
<td>M.S.—Iowa State University (1980)</td>
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<td>Kaul, Tej K.</td>
<td>Professor and Chair—Economics and Decision</td>
<td>Ph.D.—Bifda Institute of Technology and Science (1976)</td>
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<td>Keeling, Sharon Baffa</td>
<td>Academic Advisor—Political Science</td>
<td>M.S.—Western Illinois University (1973)</td>
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<td>Kehoe, Ana T.</td>
<td>Director of Education and Outreach—WQPT Public Television</td>
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<td>Keist, Carmen N.</td>
<td>Assistant Professor—Dietetics, Fashion</td>
<td>M.S.—Western Illinois University (2001)</td>
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<td>Kelly, Kristine M.</td>
<td>Professor—Psychology</td>
<td>Ph.D.—University of Tennessee, Knoxville (1999)</td>
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<td>Kelly, Ruth Marie</td>
<td>Professor—Psychology</td>
<td>Ph.D.—University of Texas-Austin (1986)</td>
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<td>Professor—Accounting and Finance</td>
<td>M.B.A.—Oklahoma State University (1993)</td>
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<td>Kent, Roger E.</td>
<td>Associate Director—University Television</td>
<td>M.S.—Western Illinois University (2001)</td>
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<td>Kerneck, Lisa</td>
<td>Assistant Professor—English and Journalism</td>
<td>M.S.—University of Illinois at Urbana-Champaign (1989)</td>
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<td>Kessler, Virginia A.</td>
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<td>M.S.Ed.—Western Illinois University (1991)</td>
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<td>Preparation of Education Professionals</td>
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<td>Kiah, Jude L.</td>
<td>Director—Bookstore</td>
<td>M.S.Ed.—State University of New York at Potsdam (1993)</td>
</tr>
</tbody>
</table>
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Lynn, Angela Nicole (2002)  
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Lytle, Sara M. (2005)  
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MacDonnell, Mildred Baya (2005)  
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Machias, Ada Mirna (1991)  
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Mahoney, Julie S. (1994)  
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Mangalaraj, George (2006)  
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Mann, Robert Ronald (2000)  
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Ph.D.—University of Nebraska-Lincoln (2000)

Associate Professor—Sociology and Anthropology  
Ph.D.—University of Kentucky (2003)

Mansfield, Eric Alan (1998)  
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March, Douglas J. (1976)  
Professor—Management and Marketing  
J.D.—University of Illinois College of Law (1973)

Marchand, Hail (2004)  
Associate Professor—Health Sciences  
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Maroney, Sharon Ann (1994)  
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Marshall, Adrianna (2012)  
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Martinelli, Susan (1993)  
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Dean—College of Arts and Sciences  
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Matlak, Jeffrey G. (2005)  
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Peace Corps Manager—Illinois Institute for Rural Affairs  
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McBride, Anthony (2009)  
Assistant Professor—Law Enforcement and Justice Administration  

Professor—Psychology  
Ph.D.—University of Texas at El Paso (1998)
### Faculty and Professional Staff

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<th>Name</th>
<th>Title/Position</th>
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<td>Associate Director—Institute for Environmental Studies</td>
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<td>McConnell, Rose Marie</td>
<td>Professor and Chair—Chemistry</td>
<td>Ph.D.—Texas A&amp;M University (1983)</td>
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<td>McCormack, Bruce E.</td>
<td>Instructional Technology Systems Manager—University Technology</td>
<td>B.S.—Western Illinois University (2006)</td>
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<td>McCormick, Bridget E.</td>
<td>Assistant Director, Residential Administration—University Housing and Dining Services</td>
<td>M.B.A.—Western Illinois University (2009)</td>
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<td>McCormick, Kevin</td>
<td>Distance Education and Help Desk Specialist—University Technology</td>
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<td>McCrary, Barry S.</td>
<td>Assistant Professor—Law Enforcement and Justice Administration</td>
<td>Ed.D.—Duquesne University (2003)</td>
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<td>Instructional Technology Systems Manager—University Technology</td>
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<td>McCravy, Kenneth Wayne</td>
<td>Professor—Biological Sciences</td>
<td>Ph.D.—University of Georgia (1998)</td>
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<td>McDonald, Blair</td>
<td>Associate Professor—Engineering—Quad Cities</td>
<td>Ph.D.—University of Utah (1996)</td>
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<td>McEwan, Breanna</td>
<td>Assistant Professor—Communication</td>
<td>Ph.D.—Arizona State University (2009)</td>
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<td>McFadden, Sandra L.</td>
<td>Associate Professor—Psychology</td>
<td>Ph.D.—Northern Illinois University (1993)</td>
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<td>McGinty, Patrick Jay</td>
<td>Assistant Professor—Sociology and Anthropology</td>
<td>Ph.D.—University of Missouri—Columbia (2005)</td>
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<td>McGowan, Michael L.</td>
<td>Professor—Recreation, Park and Tourism Administration</td>
<td>R.E.D.—Indiana University (1989)</td>
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<td>McGrath, Patrick</td>
<td>Assistant Director—Campus Recreation</td>
<td>M.S.—Western Illinois University (2011)</td>
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<td>McGuire, Kathy M.</td>
<td>Assistant Professor—Psychology</td>
<td>Ph.D.—University of Toledo (2013)</td>
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<td>McIlvaine-Newsad, Heather lan</td>
<td>Professor—Sociology and Anthropology</td>
<td>Ph.D.—University of Florida (2000)</td>
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<td>McLean, Donald J.</td>
<td>Professor—Recreation, Park and Tourism Administration—Quad Cities</td>
<td>Ph.D.—University of Waterloo (1991)</td>
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<td>McMillan, Kathy S.</td>
<td>Assistant Professor—Kinesiology</td>
<td>M.S.—Western Illinois University (1985)</td>
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<td>McMurtry, John</td>
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<td>D.M.A.—The Juilliard School (2005)</td>
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<td>McNabb, Jennifer L.</td>
<td>Associate Professor—History</td>
<td>Ph.D.—University of Colorado at Boulder (2005)</td>
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<td>McQuillan, James M.</td>
<td>Professor—Computer Sciences</td>
<td>Ph.D.—University of Western Ontario (1994)</td>
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<td>McQuillan, Joy A.</td>
<td>Instructor—Computer Science</td>
<td>M.S.—University of Vermont-State Ag College (2014)</td>
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<td>Meagher, Shawn Anthony</td>
<td>Associate Professor—Biological Sciences</td>
<td>Ph.D.—University of Michigan-Ann Arbor (1995)</td>
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<td>Meckler, Leann Renee</td>
<td>Assistant Director, Marketing &amp; Communications—University Housing and Dining Services</td>
<td>B.S.—Western Illinois University (2009)</td>
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<td>Megginson, Charenette M.</td>
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<td>Meiers, Susan Therese</td>
<td>Associate Professor—Biological Sciences</td>
<td>Ph.D.—Louisiana State University and A&amp;M College (1997)</td>
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<td>Melim, Leslie Allison</td>
<td>Professor—Geology</td>
<td>Ph.D.—Southern Methodist University (1991)</td>
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<td>Associate Professor—Economics and Decision Sciences</td>
<td>Ph.D.—West Virginia University (2003)</td>
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<td>Meloni, Thomas E.</td>
<td>Assistant Professor—Law Enforcement and Justice Administration</td>
<td>Ph.D.—Northern Illinois University (2011)</td>
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<td>Melz-Jennings, Lisa A.</td>
<td>Academic Advisor—Intercollegiate Athletics</td>
<td>M.S.—Western Illinois University (1994)</td>
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<td>Mericle, J. Gayle</td>
<td>Professor—Law Enforcement and Justice Administration</td>
<td>Ph.D.—Florida State University (1994)</td>
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<td>Merrett, Christopher Douglas</td>
<td>Professor and Director—Illinois Institute for Rural Affairs</td>
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<td>Merritt, Jeremy Todd</td>
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<td>M.B.A.—Western Illinois University (2007)</td>
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<td>Meyer, Leann M.</td>
<td>Assistant Director—Admissions</td>
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<td>Meyers, Kathy J.</td>
<td>Assistant Director—Veterans Resource Center</td>
<td>Ph.D.—University of Iowa (1998)</td>
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<td>Mhlanga, Bonny Manuel</td>
<td>Associate Professor—Law Enforcement and Justice Administration</td>
<td>Ph.D.—University of Surrey (1993)</td>
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<td>Mihai, Juliet</td>
<td>Associate Professor—Music</td>
<td>D.M.A.—University of Illinois at Urbana-Champaign (1996)</td>
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<td>Miller, John J.</td>
<td>Associate Professor—Communication</td>
<td>Ph.D.—Wayne State University (2002)</td>
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<td>Miller, Jonathan M.</td>
<td>Research and Instruction Consultant—University Technology</td>
<td>B.B.—Western Illinois University (1996)</td>
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<td>Academic Advisor—University Advising and Academic Services Center</td>
<td>M.S.—Western Illinois University (1992)</td>
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<td>Mindeman, John S.</td>
<td>Associate Professor—Music</td>
<td>M.M.—American Conservatory of Music</td>
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<td>Mindrup, Kristi S.</td>
<td>Assistant Vice President—Quad Cities Campus Planning</td>
<td>Ph.D.—University of Iowa (2012)</td>
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<td>Minter, Seth R.</td>
<td>Assistant Women’s Basketball Coach—Intercollegiate Athletics</td>
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<td>Miretzky, Debra</td>
<td>Assistant Professor—Educational and Interdisciplinary Studies</td>
<td>Ph.D.—University of Illinois at Chicago (2002)</td>
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<td>Mitchell, Martha A.</td>
<td>Instructor—Mathematics</td>
<td>M.S.—Western Illinois University (1979)</td>
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<td>Professor—Music</td>
<td>D.M.A.—Florida State University (1997)</td>
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Head Men’s Basketball Coach—Intercollegiate Athletics  
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Ph.D.—University of California-Los Angeles (1997)

Morgan, Russell Edward (1997)  
Professor—Psychology  
Interim Chair—Foreign Languages and Literatures  
Associate Dean—College of Arts and Sciences  
Ph.D.—Kent State University Main Campus (1995)

Academic Advisor—University Advising and Academic Services Center  
M.A.—University of Northern Iowa (1994)

Morrow, Christopher Lee (2007)  
Assistant Professor—English and Journalism  
Ph.D.—Texas A&M University (2006)

Mors, Terry M. (2000)  
Professor and Director—Law Enforcement and Justice Administration  
D.Ed.—Northern Illinois University (2002)

Mossman, Amy Patrick (2006)  
Associate Professor—English and Journalism  

Mossman, Mark A. (2001)  
Professor and Chair—English and Journalism  
Ph.D.—Saint Louis University (1998)

Mueller, Jessica Lynn (2011)  
Assistant Director—Student Judicial Programs  
M.S.—Western Illinois University (2011)

Mulconrey, Penelope Ann (1987)  
Instructor—Mathematics  
M.S.—Western Illinois University (1991)

Associate Professor—Curriculum and Instruction  

Murphy, Antoinette R. (2013)  
Assistant Director—QC Graduate Studies  
M.A.—Ball State University (2010)

Murphy, Julie D. (1995)  
Director—Foundation Communications and Donor Stewardship  
M.S.—Western Illinois University (1995)

Murray, Michael (1989)  
Assistant Professor—Broadcasting  
M.A.—Western Illinois University (1986)

Musick, Michael (2008)  
Cultural Events Coordinator—College of Fine Arts and Communication  
M.A.—Ohio State University Main Campus (1999)

Professor—Biological Sciences  
Ph.D.—University of Arkansas Main Campus (2002)

Myers, Jill Joline (2004)  
Associate Professor—Law Enforcement and Justice Administration  
J.D.—University of Baltimore (1982)

Myers, Kathleen (1999)  
Professor—Art  
M.F.A.—Miami University (1998)

Nash, Sandra L. (2008)  
Instructor—Nursing  
Ph.D.—University of Wisconsin-Milwaukee (2013)

Naumann, Greg J. (2009)  
Head Swimming and Diving Coach—Intercollegiate Athletics  
M.S.—Western Illinois University (2000)

Necaly, Vian S. (2001)  
Assistant Director for Projects and Services—Student Development and Orientation  
M.S.—Western Illinois University (2002)

Associate Professor—Broadcasting  
Ph.D.—Wayne State University (2002)

Neumann, Kathleen (1995)  
Associate Provost and Associate Vice President for Academic Affairs  
Professor—Computer Sciences  
Ph.D.—Northwestern University (1992)

Newgent, Rebecca A. (2011)  
Professor and Chairperson—Counselor Education, Quad Cities  
Ph.D.—University of Akron-Main Campus

Nichols, Kevin A. (1998)  
Associate Professor—Music  
M.M.—Northwestern University (1993)

Faculty Assistant—IL Law Enforcement Executive Institute Administration  
M.S.Ed.—Western Illinois University (2009)

Nielsen, Robert B. (2012)  
Head Football Coach—Intercollegiate Athletics  
M.A.—University of Northern Iowa (1988)

Nickels, Holly J. (2005)  
Associate Professor—Counselor Education-Quad Cities  
Ph.D.—University of South Dakota (2003)

Nixon, Joseph (2011)  
Complex Director—University Housing/Dining Services-Residence Halls

Noble, Charles P. (2010)  
First Lieutenant—Assistant Professor—Military Science  
B.A.—Augustana College (2008)

Noppe, Rene (2009)  
Assistant Professor—Educational Leadership  
M.Ed.—Illinois State University (2001)

Nott, Sharon Ann (1986)  
Lecturer—Theatre and Dance  
M.A.—Western Illinois University (1986)

Nozaki, Keisuke (2007)  
GIS Specialist—Geography  
M.A.—Western Illinois University (2007)

Nozum, Gregg J. (2012)  
Assistant Professor—Law Enforcement and Justice Administration  
J.D.—Duquesne University (1984)

Null, Catherine Reis (1991)  
Assistant to the Dean—College of Fine Arts and Communication  
M.S.—Western Illinois University (2002)

Academic Advisor—University Advising and Academic Services Center  
M.S.—Western Illinois University (1998)

Instructor—English and Journalism  
M.A.—Western Illinois University (1990)

Director—Document and Publication Services  
M.S.—Western Illinois University (2011)

Professor—Counselor Education-Quad Cities  
D.Ed.—University of South Dakota (2004)

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Faculty and Professional Staff

Oherong, Margarita (2003)
Lecturer—Foreign Languages and Literatures
M.S.Ed.—Western Illinois University (2003)

Oherong, Rafael (1996)
Assistant Professor—Engineering Technology
M.S.—Western Illinois University (1991)

Oden, Lorette Sonia (1999)
Professor and Interim Chair—Health Sciences
Interim Chair—Social Work
Ph.D.—University of Toledo (1998)

Ogbaharya, Daniel G. (2008)
Instructor—Political Science
M.A.—Ohio University Main Campus (2003)

Oliver, Yvonne L. (2007)
Recruitment Coordinator—Music
B.A.—Western Illinois University (1977)

Olsen, James Roger (1994)
Professor—Mathematics
Ph.D.—University of Northern Colorado—Greeley (1994)

Onion, Cathy C. (2000)
Assistant Professor—Management and Marketing
M.S.—Western Illinois University (1990)

Orwig, Russell (1998)
Associate Professor—Social Work
M.S.W.—University of Iowa (1989)

Oursler, Henry Charles (2011)
Assistant Professor—Art
M.F.A.—Georgia Southern University (2010)

Paccione, Molly Lash (1985)
Director—Non-Credit Programs
D.M.A.—University of Iowa (1984)

Professor—Music
Ph.D.—University of Iowa (1983)

Paciotto, Carla (2000)
Professor—Educational and Interdisciplinary Studies
Ed.D.—Northern Arizona University (2001)

Page, Janeil (2012)
Academic Advisor—Distance Education
Support
M.A.—Bradley University (2008)

Professor—History
Ph.D.—University of Illinois at Urbana-Champaign (1997)

Pamonag, Febe (2007)
Assistant Professor—History
Ph.D.—University of Alberta (2006)

Panko-Donovan, Joy (2008)
Supervision Field Specialist—Center for Preparation of Education Professionals
M.Ed.—National-Louis University (1988)

Park, Kyung-Shin (2012)
Associate Professor—Kinesiology
Ph.D.—Purdue University Main Campus (2006)

Parker, Quintin (2009)
Instructional Technology Systems Manager—University Television Services

Parks, Brenda Sue (2008)
Director—Administrative Information Management Systems
M.B.A.—Western Illinois University (2007)

Parsons, Nancy Page (1988)
Associate Provost and Associate Vice President for Academic Affairs
Professor—Health Sciences
Ph.D.—Southern Illinois University (1988)

Patrick, David E. (1975)
Professor and Interim Chair—Theatre and Dance
M.F.A.—Ohio State University (1974)

Patterson, James L. (1995)
Interim Dean—College of Business and Technology
Ph.D.—University of Maryland (1994)

Payne, Brent A. (1993)
Professor—Engineering Technology

Pedigo, Clinton W. (2011)
Microsoft Server, Desktop and Security Specialist—University Technology
B.S.—Western Illinois University (1995)

Peer, Brian D. (2005)
Associate Professor—Biological Sciences
Ph.D.—University of Manitoba (1998)

Pendall, Sandy B. (2013)
Faculty Assistant—Infant and Preschool Center
M.S.Ed.—Western Illinois University (2012)

Pendergast, Susanna Daria (1994)
Instructor—Accounting and Finance
M.Acc.—Western Illinois University (1995)

Perabo, Betsy C. (2005)
Associate Professor—Philosophy and Religious Studies
Ph.D.—Yale University (2005)

Assistant Professor—Social Work
M.S.W.—University of Illinois at Urbana-Champaign

Petrocovic, Boris (2004)
Associate Professor—Mathematics
Ph.D.—University of Illinois at Urbana-Champaign (2004)

Petrocovic, Lia (2004)
Associate Professor—Mathematics
Ph.D.—University of Illinois at Urbana-Champaign (2003)

Pettigrew, Ronald (2009)
Academic Advisor—School of Distance Learning, International Studies and Outreach
M.S.—Western Illinois University (2009)
M.Div.—Trinity International University (2009)

Pettitt, Gordon (2000)
Professor and Interim Chair—Philosophy and Religious Studies
Ph.D.—University of Notre Dame (2000)

Pfaffman, Tessa M. (2005)
Assistant Professor—Communication
Ph.D.—University of Missouri-Columbia (2007)

Philip, Sunesh J. (2005)
Associate Professor—Computer Sciences
Ph.D.—State University of New York at Buffalo (2005)

Phillips, Mary Melissa (1997)
Associate Director—Center for Preparation of Education Professionals
M.B.A.—Western Illinois University (1997)

Professor—Agriculture
Ph.D.—Purdue University Main Campus (1999)

Pickett, Lawrence H. (1997)
Lieutenant Colonel—Assistant Professor—Military Science
M.S.—Western Illinois University (2000)

Professor—Kinesiology
Ph.D.—Texas Woman’s University (1998)

Pillula, Padmaja (2000)
Associate Professor—Accounting and Finance-Quad Cities
Ph.D.—Washington State University (2011)

Piper, Timothy Joseph (1994)
Assistant Professor—Kinesiology
M.S.—Western Illinois University (1994)

Placide, Macherie (2008)
Assistant Professor—Political Science
D.P.A.—Hamline University (2007)

Academic Advisor—University Advising and Academic Services Center

Plos, Jennifer Marie (2002)
Assistant Professor—Kinesiology

Pohler, Kathryn A. (1994)
Assistant Professor—Communication Sciences and Disorders
M.A.—Western Illinois University (1989)

Polley, William J. (2005)
Associate Professor—Economics and Decision Sciences
Ph.D.—University of Iowa (1999)

Associate Professor—Kinesiology

Poncin, Karen (2012)
Assistant Director—Illinois Institute for Rural Affairs
Popkin, Kelley A. (2005)  Assistant Director—Campus Recreation
M.S.—Western Illinois University (2005)

Porrata-Alfaro, Andrea (2009)  Assistant Professor—Biological Sciences
Ph.D.—University of New Mexico Main Campus (2008)

Porter, Robert (2009)  Assistant Professor—Recreation, Park and Tourism Administration
Ph.D.—University of Georgia (2001)

M.S.Ed.—Western Illinois University (2003)

B.A.—Monmouth College (1992)

Ph.D.—University of Virginia (2005)

Powers, Donald T. (1989)  Professor—Curriculum and Instruction
Ph.D.—Kansas State University (1999)

Pratt, William F. (2009)  Professor and Director—Engineering—Quad Cities
Ph.D.—Brigham Young University (1999)

Prevost, Andrew (2013)  Assistant Football Coach—Intercollegiate Athletics

Priya, Kanu (2012)  Assistant Professor—Management and Marketing
Ph.D.—University of Georgia (2012)

Pruess, Mary (2013)  Director—QWPT Public Television
B.S.—Excelsior College (2001)

Pryor, Charles R. (2008)  Assistant Professor—Accounting and Finance
Ph.D.—Mississippi State University (2008)

Pynes, Christopher A. (2005)  Associate Professor—Philosophy and Religious Studies
Ph.D.—Florida State University (2003)

Quesal, Robert William (1991)  Professor—Communication Sciences and Disorders
Ph.D.—University of Iowa (1984)

Quinn, Kelley K. (2010)  Instructor—Foreign Languages and Literatures
M.A.—Webster University (1999)

Ph.D.—University of Illinois at Chicago (1995)

Radio, Steven J. (1998)  Associate Professor—Kinesiology
Ph.D.—University of Florida (1997)

Rahman, Shazia (2002)  Professor—English and Journalism
Ph.D.—University of Alberta (2002)

Ramsey, Christina K. (1999)  Director—College of Business and Technology
M.S.Ed.—Western Illinois University (2004)

Ph.D.—University of Minnesota-Twin Cities (1994)

Raplee, Rebecca P. (2009)  Faculty Assistant—School of Nursing
B.S.N.—Lewis-Clark State College (2013)

Rathje, Terry D. (1999)  Assistant Professor—Art
M.F.A.—University of Art (2008)

Rehling, William R. (1996)  Associate Professor—Law Enforcement and Justice Administration
J.D.—DePaul University (1977)

M.S.Ed.—Southern Illinois University at Carbondale (2003)

Beriéta, Timothy P. (1997)  Assistant Director—Computer Center
M.S.—Western Illinois University (2003)

Reynolds, Christie Sierra (2008)  Counselor—University Counseling Center
M.S.Ed.—Western Illinois University (2008)

Ribbens, Eric (2001)  Professor—Biology
Ph.D.—University of Connecticut (1995)

Rice, Kimberly J. (2012)  Assistant Professor—Political Science
Ph.D.—University of Wisconsin-Milwaukee (2012)

Richardson, Corey M. (2012)  Counselor—Undergraduate Admissions
M.L.Ed.—North Central College (2012)

Richmond, Jacqlin Kay (2011)  Coordinator of University Field and Clinical Experiences—Center for Preparation of Education Professionals
M.S.Ed.—Western Illinois University (1987)

Ridle, Cynthia Ann (2001)  Instructor—Communication
M.S.Ed.—Western Illinois University (2003)

Riebling, Andrea N. (2009)  Academic Advisor—College of Business and Technology
M.S.—Western Illinois University (2009)

Rigg, Penny (1999)  Instructor—English and Journalism
M.A.—Western Illinois University (1999)

Rishg, Samira (2012)  Assistant Professor—Curriculum and Instruction

Rives, Joseph (2005)  Assistant Professor—Educational Leadership
Ph.D.—Illinois State University (1994)

Roberts, Carl D. (1998)  Research and Instruction Consultant—University Technology
M.S.—Western Illinois University (1999)

Roberts, Linda M. (1990)  Lecturer—WESL Institute
M.A.—University of Iowa (1986)

Roberts, Timothy Mason (2008)  Associate Professor—History

Robertson, Alice B. (1997)  Professor—English and Journalism
Ph.D.—Arizona State University (1988)

Rock, Steven M. (1990)  Professor—Economics and Decision Sciences
Ph.D.—Northwestern University (1975)

Rodgers, Christopher K. (2009)  Lieutenant—Assistant Professor—Military Science
B.A.—Western Illinois University (2008)

M.S.—North Central College (1993)

Rogness, Colin P. (2011)  Academic Advisor—Distance Education Support
M.A.—University of St. Thomas (2013)

Rohall, David Edward (2003)  Professor—Sociology and Anthropology
Ph.D.—University of Maryland Baltimore (2000)

Romano, Daniel A. (1999)  Director—University Technology
B.A.—Southern Illinois University at Edwardsville (1989)

Romano, Michael Anthony (1984)  Professor—Biological Sciences
Ph.D.—Miami University-Ohio (1984)

Romano, Susan P. (2003)  Assistant Professor—Biological Sciences—Quad Cities
Ph.D.—Southern Illinois University at Carbondale (2000)

Romig, James (2008)  Professor—Music
Ph.D.—Rutgers the State University of New Jersey New Brunswick Campus (2000)

Rose, Jeffrey D. (2013)  Faculty Assistant—Engineering—Quad Cities
M.A.—University of Northern Iowa (2012)

B.A.—Western Illinois University (2007)


Rowe, Gary N. (2008)  Director—Development—Quad Cities
M.A.—University of Iowa (1971)

M.A.—University of Kansas (1997)
Faculty and Professional Staff

Rozdilsky, Jack Lewis (2009) Assistant Professor—Health Sciences Ph.D.—Michigan State University (2005)


Sandage, D. Diane (1986) Associate Professor—Sociology and Anthropology M.A.—Western Illinois University (1983)


Schmidt, James Alan (1993) Associate Professor—Psychology Associate Dean—College of Arts and Sciences Ph.D.—Virginia Commonwealth University (1994)


Schoper, Sarah E. (2011) Assistant Professor—Educational and Interdisciplinary Studies Ph.D.—University of Maryland-College Park (2011)


Sears, Karen Lee (1990) Professor and Chair—Psychology Ph.D.—University of Illinois (1990)


Seo, Minjung (2011) Faculty Assistant—Music D.M.A.—University of North Carolina at Greensboro (2011)


Severs, Ryan B. (2010) Instructional Technology Systems Manager—University Television Services

Shaffer, Terri (2012) Counselor—University Counseling Center M.S.Ed.—Western Illinois University (2000)


Sheridan, Timothy Philip (1985) Director—Student Judicial Programs M.S.Ed.—Indiana University (1979)


Smalzer, Claire Catherine (2012) Academic Advisor—Intercollegiate Athletics


Solomonson, Glen T. (1989) Associate Professor—Music Ph.D.—University of Illinois at Urbana-Champaign (2011)


Sperry, Chad Edward (2004) Director—Geographical Information Systems Center M.S.—Purdue University Main Campus (1999)


Sprague, Jake (2012) Assistant Football Coach—Intercollegiate Athletics


Stinnett, Melissa (2007) Associate Professor—Curriculum and Instruction Ph.D.—University of Illinois at Urbana-Champaign (2002)


Stovall, Holly Ann (2007) Assistant Professor—Women’s Studies Ph.D.—City University of New York Graduate School and University Center (2007)


Faculty and Professional Staff

Szyka, Sebastian P. (2010)  
Assistant Professor—Curriculum and Instruction  
Ph.D.—Southern Illinois University at Carbondale (2009)

Tang, Shengming (1993)  
Professor—Sociology and Anthropology  
Ph.D.—University of Nebraska (1992)

Tang, Yong (2011)  
Assistant Professor—English and Journalism  
Ph.D.—The Pennsylvania State University (2012)

Tanney, Matt (2012)  
Associate Director of Athletics for Student-Athlete Services—Intercollegiate Athletics  
J.D.—Indiana University-Purdue University Indianapolis (2008)

Tarrant III, Cecil V. (1999)  
Assistant Professor—Management and Marketing  
M.A.—Middle Tennessee State University (2004)

Tasdan, Feridun (2003)  
Associate Professor—Mathematics  
Ph.D.—Western Michigan University (2003)

Taylor, Erin (2007)  
Associate Professor—Political Science  
Ph.D.—University of North Carolina at Chapel Hill (2006)

Taylor, Margaret R. (2002)  
Assistant to the Director—Center for Application of Information Technologies  
M.B.A.—Western Illinois University (2006)

Taylor, Michael J. (1988)  
Associate Director—University Television Services  
M.S.—Western Illinois University (1988)

Teel, Wenhong (2005)  
Instructor—Foreign Languages and Literatures  
M.A.—University of Illinois at Urbana-Champaign (2000)

Professor—Agriculture  
Ph.D.—University of Tennessee-Knoxville (1985)

Terry, Michelle Lane (1988)  
Academic Advisor—College of Business and Technology  
M.S.—University of Illinois at Urbana-Champaign (1995)

Terry, Ronald J. (1987)  
Associate Professor—Chemistry  
Ph.D.— Loyola University of Chicago (1989)

Thermon, Kenneth W. (1985)  
Radio Operations Manager—WIUM  
B.A.—Western Illinois University (1976)

Thomas, Jack (2008)  
Professor—English and Journalism  
President  
Ph.D.—Indiana University of Pennsylvania (1990)

Professor—Biological Sciences-Quad Cities  
Ph.D.—University of Minnesota (1979)

Academic Advisor—University Advising and Academic Services Center  
M.Ed.—University of Maryland Eastern Shore (1990)

Thomas, Matthew J. (2010)  
Assistant Professor—Music  
Ph.D.—Florida State University (2010)

Thompson, James Lynn (1996)  
Associate Professor—Music  
M.M.—University of Louisville (1992)

Thompson, Michael R. (1996)  
Associate Director—Television Services  
B.A.—Western Illinois University (1998)

Thompson, Samuel K. (2001)  
Professor and Chair—Geography  
Ph.D.—The University of Akron-Main Campus (2011)

Thompson, William A. (2001)  
Associate Professor—Libraries  
Ph.D.—University of Southern Mississippi (1995)

Professor—Instructional Design and Technology  
Ph.D.—Brigham Young University (1988)

Thurston, Megan Evelyn (2008)  
Complex Director—University Housing and Dining Services  
M.S.—Western Illinois University (2008)

Tibbetts, Jennifer L. (1997)  
Assistant Director—General Studies Degree Program  
M.S.—Western Illinois University (1997)

Assistant Professor—Dietetics, Fashion Merchandising and Hospitality  
M.A.—University of Northern Colorado (1989)

Tindall, C. Jeffrey (1999)  
Instructor—Recreation, Park and Tourism Administration  
M.S.—Western Illinois University (1990)

Tingley, Larry G. (2006)  
Associate Director—Admissions  
M.S.—Western Illinois University (2008)

Tollini, Craig D. (2005)  
Associate Professor—Sociology and Anthropology  
Ph.D.—Western Michigan University (2005)

Tracey, Michael A. (2009)  
Associate Professor—Management and Marketing  
Ph.D.—University of Toledo (1996)

Tracy, John R. (2009)  
Associate Professor—Social Work  
Ph.D.—Colorado State University (2005)

Trepca, Letisha K. (2012)  
Assistant to Academic Vice President for Budget and Personnel  
B.A.—Western Illinois University (2011)

Turkell, Seyfi (2012)  
Assistant Professor—Mathematics  
Ph.D.—University of Wisconsin-Madison (2009)

Turner, George M. (2011)  
Instructor—Music  
M.M.—University of Illinois at Urbana-Champaign (2008)

Assistant Football Coach—Intercollegiate Athletics  
Ph.D.—University of North Texas (2010)

Ulmer, Michael L. (1998)  
Assistant Director—Financial Aid  
B.B.—Western Illinois University (1988)

Urby, Heriberto, Jr. (2011)  
Assistant Professor—Health Sciences  
Ph.D.—University of Pennsylvania (2010)

Vakil, Nader (1978)  
Professor—Mathematics  

Valeva, Anna Krassin (2003)  
Assistant Professor—Economics and Decision Sciences  
Ph.D.—University of California-Santa Barbara (2002)

Van Sloten, Dustin (2008)  
Assistant Director—Campus Recreation  
M.S.—Western Illinois University (2008)

Vana, John W. (1989)  
Professor—Music  
M.M.—University of Michigan (1988)

Vidiero, Roger C., Jr. (2007)  
Professor—Biological Sciences  
Ph.D.—West Virginia University (1997)

Villano, Michael J. (2009)  
Head Baseball Coach—Intercollegiate Athletics  
M.A.—Central Michigan University (2008)

Professor—Chemistry  
Ph.D.—University of Victoria (1986)

Vidal, Dana M. (2013)  
Assistant Director—Center for International Studies  
M.B.A.—Western Illinois University (2017)

Vogel, Thomas Vincent (1999)  
Instructor—Biological Sciences  
M.S.—Western Illinois University (1999)

Professor—Art  
M.F.A.—Southern Illinois University Edwardsville (2001)

Wallia, Bhavneet (2011)  
Assistant Professor—Economics and Decision Sciences  
Ph.D.—Kansas State University (2011)

Walker, H. Scott (2009)  
Instructor—Law Enforcement and Justice Administration  
M.S.—Benedictine University (2007)

Professor—Music  
D.M.A.—University of Illinois at Urbana-Champaign (2001)

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Faculty and Professional Staff

Wallace, Lora Ebert (2004)  
Associate Professor—Sociology and Anthropology  
Ph.D.—Iowa State University (2001)

Professor—Management and Marketing-Quad Cities  
Ph.D.—University of Nebraska - Lincoln (1991)

Walter, Daniel R. (1999)  
Instructor—Kinesiology  
M.S.—Western Illinois University (1999)

Assistant Professor—Management and Marketing  
M.B.A.—Butler University (1989)

Walters, Bruce David (1997)  
Professor—Art  

Walters, Vicki J. (2006)  
Academic Advisor—Biological Sciences  
M.S.—Western Illinois University (2003)

Wang, Pengqian (2006)  
Associate Professor—Physics  
Ph.D.—Peking University (1998)

Ward, Brian P. (2012)  
Assistant Football Coach—Intercollegiate Athletics

Warner, Oswald S. (2005)  
Associate Professor—Sociology and Anthropology  

Wasmundt, Kristy L. (2011)  
Instructor—Computer Science  
M.S.—University of Phoenix (2011)

Waters, Michael L. (2012)  
Medical Chief of Staff—Bee Health Center  
M.D.—Southern Illinois University at Carbondale (1996)

Associate Professor—African American Studies  
Ph.D.—University of Illinois at Chicago (1996)

Watkins, Craig (2010)  
Staff Sergeant—Military Science

Professor—Educational Leadership  
Ph.D.—University of Nebraska-Lincoln (1976)

Watson, Mark A., Jr. (2013)  
Assistant Football Coach—Intercollegiate Athletics  
B.S.—McPherson College (2010)

Lecturer—WESL Institute  
M.A.—University of Minnesota-Twin Cities (1981)

Assistant Professor—Educational Leadership-Quad Cities  
Ph.D.—University of Iowa (2003)

Weinrich, Michael C. (2011)  
Instructional Technology Systems Manager—Quad Cities  
M.S.—University of Maryland-University College (2012)

Weiss, Charles Tabor (2002)  
Associate Professor—Engineering Technology  
Ph.D.—Virginia Polytechnic Institute and State University (2009)

Welch, Bridget K. (2009)  
Assistant Professor—Sociology and Anthropology  
Ph.D.—Iowa State University (2010)

Welch, Kevin P. (2012)  
Assistant Softball Coach—Intercollegiate Athletics  
M.S.—Indiana State University (1996)

Welch, Lawrence V. (1981)  
Professor—Mathematics  
Ph.D.—University of Illinois (1981)

Wen, Lisa (1989)  
Professor—Chemistry  
Ph.D.—Kansas State University (1983)

Wen, Mei (2010)  
Assistant Professor—Health Sciences  
Ph.D.—John Hopkins University (2009)

Assistant Professor—Sociology and Anthropology-Quad Cities  
Ph.D.—University of Kentucky (2007)

Professor—Women’s Studies  
Ph.D.—Temple University (1994)

Associate Professor—Instructional Design and Technology  

Westen, Cheryl A. (2001)  
Instructor—Accounting and Finance  
M.B.A.—Western Illinois University (2000)

Westerhold, Tara Nussman (1990)  
Associate Professor—Economics and Decision Sciences  
Ph.D.—University of South Carolina (1990)

Faculty Assistant—Illinois Institute for Rural Affairs  
B.S.—(1991)

Academic Advisor—College of Business and Technology-Quad Cities  
M.A.—University of Iowa (2000)

Whereley, Christina M. (2000)  
Instructor—English and Journalism  
M.A.—Western Illinois University (2000)

White, Alisha (2012)  
Assistant Professor—English and Journalism  
Ph.D.—Georgia State University (2012)

Instructor—Nursing  
M.S.N.—Bradley University (2009)

Wickman, Kathleen J. (2011)  
Research and Instruction Consultant—University Technology  
B.S.—Western Illinois University (2005)

Wieneck, Donna M. (2011)  
Instructor—Management and Marketing  
M.B.A.—Lewis University (1999)

Wiglesworth, Janet K. (2010)  
Professor and Chair—Kinesiology  
Ph.D.—Indiana University at Bloomington (1992)

Wilker, Jeanine Fox (2009)  
Assistant Professor—Curriculum and Instruction-Quad Cities  
Ph.D.—Capella University (2005)

Williams, Curtis M. (1996)  
Associate Director—Student Services/Admissions-Quad Cities  
M.P.A.—Drake University (2008)

Williams, Ronald C. (2008)  
Assistant Vice President for Academic Affairs  
Assistant Professor—Educational and Interdisciplinary Studies  

Williams, Thomas B. (1989)  
Associate Professor—Geography  
Ph.D.—University of Wisconsin-Milwaukee (1985)

Assistant Professor—Sociology and Anthropology  
M.A.—Western Illinois University (2002)

Wilson, Phoebe V. (2003)  
Academic Advisor—Center for Preparation of Education Professionals  

Wilson, Tamara S. (2003)  
Academic Advisor—Center for Preparation of Education Professionals  
B.B.—Western Illinois University (1990)

Assistant Professor—English and Journalism  
Ph.D.—Northern Illinois University (1999)

Winowich, Nicholas S. (2010)  
Associate Professor—Engineering—Quad Cities  

Professor—Theatre and Dance  
M.F.A.—Arizona State University (1987)

Associate Director—Center for the Application of Information Technologies  
M.S.—Western Illinois University (2000)

Witten, Barry L. (1986)  
Assistant Professor—Curriculum and Instruction  
Ph.D.—Kansas State University (1999)

Counselor—Undergraduate Admissions  

Professor—History  
Ph.D.—Marquette University (1997)
Faculty and Professional Staff

Woerly, Andrew J. (2000)
Research and Instruction Consultant—University Technology
B.A.—Western Illinois University (2006)

Wolf, Joshua J. (2012)
Assistant Men’s Basketball Coach—Intercollegiate Athletics
M.Ed.—Lake Forest College (2006)

Woll, Lara L. (2001)
Assistant Professor—Educational Leadership
Ph.D.—University of Iowa (1997)

Woodruff, Gregg S. (2011)
Professor and Chair—Accounting and Finance
Ph.D.—University of Memphis (2003)

Wolff, Lora L. (2001)
Assistant Professor—Educational Leadership
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### Fall Semester, 2013
- **August 19, Monday**
  - Classes Begin
  - Labor Day (No Classes/University Closed)
  - Classes Resume
  - Fall Break (No Classes)
- **September 2, Monday**
  - Classes Resume
- **September 3, Tuesday**
  - Thanksgiving Break (No Classes)
  - Thanksgiving Holiday (University Closed)
- **October 18, Friday**
  - Classes Resume
- **October 21, Monday**
  - Classes Resume
- **November 25–29, Monday–Friday**
  - Undergraduate and Graduate Commencement

### Spring Semester, 2014
- **January 13, Monday**
  - Classes Begin
  - Dr. Martin Luther King Day (No Classes/University Closed)
  - Lincoln's Birthday (No Classes/University Closed)
- **January 21, Tuesday**
  - Classes Resume
  - Spring Break (No Classes)
  - Final Exam Week
- **March 10–14, Monday–Friday**
  - Graduate Commencement
- **March 17, Monday**
  - Undergraduate Commencement
- **May 5–9, Monday–Friday**
  - WIU—QC Undergraduate and Graduate Commencement

### Summer Session, 2014
- **May 12, Monday**
  - Pre-Session Begins
- **May 27, Tuesday**
  - Memorial Day (No Classes/University Closed)
- **May 30, Friday**
  - Eight-Week, Six-Week, and First Four-Week Sessions Begin
- **June 2, Monday**
  - First Four-Week Session Ends
- **June 27, Friday**
  - Second Four-Week Session Begins
  - Independence Day (No Classes/University Closed)
- **June 30, Monday**
  - Classes Resume
- **July 4, Friday**
  - Six-Week Session Ends
- **July 7, Monday**
  - All Sessions End

### Important Dates
- **June 30, Monday**
  - Pre-Session Ends

For More Information

Inquiries about Western Illinois University are welcomed. Please direct all inquiries to the appropriate departments listed below:

**Western Illinois University**
1 University Circle
Macomb, Illinois 61455-1390

**For More Information**

**Academic Departments and Schools**
- Accounting and Finance 298-1152
- African American Studies 298-1301
- Agriculture 298-1080
- Art 298-1549
- Biological Sciences 298-2408
- Broadcasting 298-2888
- Chemistry 298-1558
- Communication 298-1507
- Communication Sciences and Disorders 298-1955
- Computer Sciences 298-1452
- Counselor Education 762-1876
- Curriculum and Instruction 298-0964
- Dietetics, Fashion Merchandising and Hospitality 298-1085
- Economics and Decision Sciences 298-1153
- Educational and Interdisciplinary Studies 298-1183
- Educational Leadership 298-1070
- Engineering 762-9481
- Engineering Technology 298-1091
- English and Journalism 298-1103
- Foreign Languages and Literatures 298-1558
- Geography 298-1648
- Geology 298-1151
- Health Sciences 298-1076
- History 298-1053
- Instructional Design and Technology 298-0952
- Kinesiology 298-1081
- Law Enforcement and Justice Administration 298-1038
- Management and Marketing 298-1535
- Mathematics 298-1054
- Military Science 298-1161
- Museum Studies 762-9481
- Music 298-1544
- Nursing 298-2571
- Philosophy and Religious Studies 298-1057
- Physics 298-1596
- Political Science 298-1055
- Psychology 298-1593
- Recreation, Park and Tourism Administration 298-1907
- Social Work 298-1071
- Sociology and Anthropology 298-1056
- Theatre and Dance 298-1543
- Women’s Studies 298-2214

**Academic Calendar for 2013-2014**

**For More Information**

**Admissions** 298-3157
**Advising** 298-1846
**Beu Health Center** 298-1888
**Billing and Receivables** 298-1831
**Campus Visits** 298-3140
**Counseling Center** 298-2453
**Disability Resource Center** 298-2512
**Distance Learning, International Studies and Outreach** 298-1864
**Financial Aid** 298-2416
**Graduate Studies** 298-1806
**Housing** 298-2461
**Parking Services** 298-1921
**Registrar** 298-1891
**Scholarships** 298-2001
**Study Abroad** 298-2504
**Veterans Resource Center** 298-3505
**WIU—Quad Cities, Moline, IL** 762-9481
**WIU Switchboard** 298-1414

**Deans’ Offices**
- College of Arts and Sciences 298-1828
- College of Business and Technology 298-2442
- College of Education and Human Services 298-1690
- College of Fine Arts and Communication 298-1618
- Centennial Honors College 298-2228
- University Libraries 298-2762

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