

Western Illinois University

School of Graduate Studies

2026-2027

Higher Values in Higher Education

Western Illinois University Graduate Catalog 2026-2027

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Western Illinois University is accredited by the Higher Learning Commission. Information about the Commission may be obtained by contacting the Commission offices and staff at *hlcommission.org* or telephone (312) 263-0456.

Western Illinois University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity, gender expression, marital status, disability, age, religion, genetic information, or veteran status, in its programs and activities, including employment and admission. The following people have been designated to handle inquiries regarding the non-discrimination policies: Ms. Stephanie Kinkaid, Title IX Coordinator and Ms. Judith Cobb, Equal Opportunity Officer, Sherman Hall 103A, 309-298-1977.

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.

For More Information

Inquiries about Western Illinois University are welcome. Please direct all inquiries to the appropriate departments listed below:

Athletics
Department of Intercollegiate Athletics ..... (309) 298-1190

Billing Questions
Billing and Receivables Office ..... (309) 298-1831

Counseling Center
Macomb ..... (309) 298-2453

Disability Services
Disability Resource Office ..... (309) 298-1884

Financial Aid
Financial Aid Office ..... (309) 298-2446

Graduate School ..... (309) 298-1806

Health Insurance
Student Insurance Office ..... (309) 298-1882

Health Services
Beu Health Center ..... (309) 298-1888

Housing
University Housing and Dining Services ..... (309) 298-3000

International Admissions ..... (309) 298-3157

Library ..... (309) 298-2705

Parking Services ..... (309) 298-1921

Registrar's Office ..... (309) 298-1891

Scholarship Office ..... (309) 298-2001

WIU-Quad Cities Campus ..... (309) 762-9481

Deans' Offices
College of Business, Health, and Community Programs ..... (309) 298-2442
College of Humanities, Arts, Sciences, and Education ..... (309) 298-1828
Innovation and Economic Development ..... (309) 298-2281
University Libraries ..... (309) 298-2762

Graduate Programs
Accountancy ..... (309) 298-1152
Alternative Teacher Licensure ..... (309) 298-1183
Biology ..... (309) 298-1546
Business Administration ..... (309) 298-1152
Chemistry ..... (309) 298-1538
College Student Personnel ..... (309) 298-1955
Communication ..... (309) 298-1507
Community and Economic Development ..... (309) 298-2281
Computer Sciences ..... (309) 298-1452
Counseling ..... (309) 762-1876
Education ..... (309) 298-1183
Educational Leadership ..... (309) 298-1183
Engineering Technology ..... (309) 298-1091
English ..... (309) 298-1322
GIScience and Geoenvironment ..... (309) 298-1648
History ..... (309) 298-1053
Mathematics ..... (309) 298-1054
Museum Studies ..... (309) 762-9481
Music ..... (309) 298-1544
Political Science ..... (309) 298-1055
Psychology ..... (309) 298-1593
Public Health ..... (309) 298-1981
Public Safety Administration ..... (309) 298-1038
Reading ..... (309) 298-1183
Recreation, Park and Tourism Administration ..... (309) 298-1967
Sociology ..... (309) 298-1056
Special Education ..... (309) 298-1690
Speech Pathology ..... (309) 298-1955
Sport Management ..... (309) 298-1967
Teaching Mathematics ..... (309) 298-1054
Theatre ..... (309) 298-1543

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General Information

About Western Illinois University

Since 1899, Western Illinois University has provided outstanding educational opportunities to individuals in west central Illinois and well beyond our region and state. WIU's traditional residential campus in Macomb, Illinois, is the educational, cultural, and athletic center of the region, while the WIU-Quad Cities commuter branch campus in Moline, Illinois, is the only public university in the immediate Quad Cities region.

The WIU-Macomb campus offers a comprehensive slate of undergraduate and graduate programs, including a doctorate in education. The WIU-Quad Cities campus offers select undergraduate and graduate programs, including a doctorate in education, at its metropolitan, commuter campus.

Employing an outstanding, diverse faculty and staff committed to multicultural and international education, Western Illinois University offers undergraduate and graduate programs of study to approximately 5,300 students from Illinois, across the nation, and around the world.

Accreditations and Recognitions

Western Illinois University is accredited by the Higher Learning Commission. The University's teacher licensure programs are approved by the Illinois State Board of Education. In addition, many of the University's programs are accredited by professional agencies, including the following: ABET: Engineering Accreditation Commission of ABET; Academy of Nutrition and Dietetics; American Speech-Language-Hearing Association; Association to Advance Collegiate Schools of Business (AACSB) International; Commission on Collegiate Nursing Education; Council for Accreditation of Counseling and Related Educational Programs; Council on Accreditation of Parks, Recreation, Tourism and Related Professions; Council on Social Work Education; Masters in Psychology and Counseling Accreditation Council; National Association of School Psychologists; National Association of Schools of Art and Design; National Association of Schools of Music; and National Association of Schools of Theatre.

Western Illinois University is also approved by the Illinois Board of Higher Education to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA). As such, the University's distance learning program follows policies and standards that are overseen by the National Council for State Authorization Reciprocity Agreements and administered by four regional higher education compacts. For additional information, please visit *nc-sara.org*.

Because of its longstanding support of veterans, active-duty service members, and military-connected students, Western Illinois University has been designated a Military Friendly® School by Viqtory/Military Friendly since 2009 and a "Best for Vets College" by Military Times since 2010. The University has also recently been nationally recognized through the Carnegie Classification® as a Research Institution for scholarship and innovation, and as an Opportunity University, ranking among the top institutions in Illinois for access and economic mobility. These peer-reviewed accreditations and external recognitions reflect Western Illinois University's commitment to academic excellence, student success, research and innovation, educational access, and economic mobility. They affirm the quality of the University's academic programs and its dedication to serving students and communities throughout the region.

These distinctions also highlight Western's unique mission within Illinois public higher education. Through its focus on access, opportunity, and student-centered

learning, the University continues to prepare graduates for meaningful careers, advanced study, and engaged citizenship while contributing to the vitality of Illinois and beyond.

Higher Values in Higher Education

Our Vision

Western Illinois University aims to be the leading public regional university in providing educational quality, opportunity, and affordability.

Our Mission

Western Illinois University empowers students, faculty, and staff to lead dynamic and diverse communities. We provide student-centered undergraduate and graduate programs characterized by innovative teaching, research, and service, grounded in multidisciplinary, regional, and global perspectives. We engage our students in educational opportunities guided by a professional and diverse faculty and staff in collaboration with alumni and community partners.

Our Values

Academic Excellence: Central to our history is the commitment to teaching, to the individual learner, and to active involvement in the teaching-learning process. Western Illinois University's highly qualified and diverse faculty promotes critical thinking, engaged learning, research, and creativity in a challenging, supportive learning community. We are committed to student success in 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 academic excellence. 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 a transformative educational environment that supports the development of wellness, ethical decision making, and personal responsibility in the global community.

Social Responsibility: Western Illinois University is committed to civic and community engagement, equity, social justice, and diversity and will maintain the highest standards of integrity in our work with others. We create an environment that fosters and promotes citizenship. We serve as a resource for and stimulus to educational, cultural, environmental, community, and economic development in our region and well beyond it for the public good.

Mission of the Graduate School

It is the primary goal of the School of Graduate Studies to facilitate, encourage, support, and coordinate excellence in graduate education at Western Illinois University. To achieve this goal, the Graduate Council and the Graduate Office, in concert with the provost, deans, school directors, graduate committee chairs, and graduate faculty, will oversee issues relating to policies, procedures, and academic standards in graduate education.

Comments and Complaints

Participants in the Title IV Federal Financial Aid under the Higher Education Act of 1965, as amended, are required to direct students to a state agency for assistance with unresolved complaints. Related regulations require all Title IV participating institutions, regardless of the origin of their state authorization to operate, to comply with state agency complaint process and to communicate such information publicly. Under Federal Rule 34 CFR §600.9 and §668.43(b), Title IV eligible institutions must make available to students or prospective students, upon request, a copy of the documents describing the institution's accreditation and state authorization. The institution must provide its students or prospective students with contact information for filing complaints with the University, its accreditor, and the state.

Student and graduate comments and complaints are addressed separately for discrimination, ethics, police conduct, and/or all other institutional issues. University policy, procedure, and contact information for each type of complaint are described below.

All student complaints should first be addressed at the local level (the level at which the complaint arises). If it cannot be resolved at the local level, the complainant should express the complaint to the head of the academic department or administrative unit after referring to the University Organizational Chart (*wiu.edu/president/orgchart/*) or the University Directory (*directory.wiu.edu*) to determine the appropriate contact. If the complaint is not resolved at this level, the following individual(s) should be contacted:

***Discrimination*-Ms. Stephanie M. Kinkaid,** Director of Employee Learning and Engagement & Title IX Coordinator and Ms. Judith Cobb, Equal Opportunity Officer; Sherman Hall 103A; (309) 298-1977; email eoa-office@wiu.edu

***Ethics*-Ms. Anne M. Burton,** Chief Ethics Officer, Office of the General Counsel; Sherman Hall 208; (309) 298-3070; email ethics@wiu.edu

Police Conduct-Mr. Derek J. Watts, Director, Office of Public Safety; Mowbray Hall; (309) 298-1949; fax (309) 298-2884; email DJ-Watts@wiu.edu

Student Success/Macomb-Dr. Justin L. Schuch, Vice President, Student Success; Sherman Hall 321; (309) 298-1814; fax (309) 298-2558; email VPSS@wiu.edu

All Other/Macomb-Dr. Mark A. Mossman, Provost and Academic Vice President; Sherman Hall 211; (309) 298-1066; fax (309) 298-2021; email provost@wiu.edu

Quad Cities-Ms. Audrey N. Adamson, Executive Director, Outreach and Quad Cities Campus Operations; QC Complex C (Quad Cities); (309) 762-3999; email ANW-Adamson@wiu.edu

State of Illinois: The Illinois Board of Higher Education (IBHE) maintains the master plan which guides development of the state's system of public and private colleges and universities, and it maintains an online complaint system for registering institutional complaints at *complaints.ibhe.org*. This website includes step-by-step instructions and key information regarding the complaint process.

State of Iowa: Western Illinois University is certified by the State of Iowa to provide educational certificates and degree programs in Museum Studies and distance education in Iowa. In serving students from Iowa, the Iowa College Student Aid

Commission maintains a system (information available at *iowacollegeaid.gov/StudentComplaintForm*) to document concerns, questions, and complaints related to post-secondary educational institutions.

Out-of-State Distance Learning Students: Students enrolled in distance learning classes who live outside Illinois are protected by the State Authorization and Reciprocity Act (SARA) consumer protection provisions. These provisions require the investigation and resolution of allegations of dishonest or fraudulent activity, including the provision of false or misleading information. The SARA Student Complaints process and directions are available at *https://www.nc-sara.org/student-complaints*.

Professional Licensure/Certification Disclosure

Under Federal rule 34 CFR §668.43(a).(5).(v), institutions of higher education must make institutional information regarding the academic programs of the institution readily available to enrolled and prospective students. This information includes, for an educational program which is designed to meet educational requirements for a specific professional license or certification that is required for employment in an occupation, or is advertised as meeting such requirements, information regarding whether completion of that program would be sufficient to meet licensure requirements in a State for that occupation, including:

- A list of all States for which the institution has determined that its curriculum meets the State educational requirements for licensure or certification;
- A list of all States for which the institution has determined that its curriculum does not meet the State educational requirements for licensure or certification; and
- A list of all States for which the institution has not made a determination that its curriculum meets the State educational requirements for licensure or certification.

In accordance with this requirement, Western Illinois University provides its Professional Licensure Disclosure report at *wiu.edu/provost/docs/ProfessionalLicensureDisclosureReport.pdf*. Further, according to Federal rule 34 CFR §668.43(c), if the institution has made a determination that the program's curriculum does not meet the State educational requirements for licensure or certification in the State in which a prospective student is located, or if the institution has not made a determination regarding whether the program's curriculum meets the State educational requirements for licensure or certification, the institution must provide notice to that effect to the student prior to the student's enrollment in the program. If the institution makes a determination that a program's curriculum does not meet the State educational requirements for licensure or certification in a State in which a student who is currently enrolled in said program is located, the institution must provide notice to that effect to the student within 14 calendar days of making such determination.

Additionally, disclosures required above must be made directly to the student in writing, which may include through email or other electronic communication. The institution must make a determination regarding the State in which a student is located in accordance with the institution's policies or procedures, which must be applied consistently to all students. The institution must make a determination regarding the State in which a student is located at the time of the student's initial enrollment in an educational program and, if applicable, upon formal receipt of information from the student, in accordance with the institution's procedures, that the student's location has changed to another State.

Equal Opportunity and Access

Western Illinois University complies fully with all 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, genetic information, veteran status, or any other classes protected by state or federal law.

Further, the University is committed to comprehensive equal opportunity that ensures access and equity in educational programs, activities, and employment.

The Office of Equal Opportunity and Access partners with Human Resources to administer and monitor 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, 103A Sherman Hall, (309) 298-1977. The Director of Employee Learning and Engagement 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:

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.

1. 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.
2. Faculty and administrative personnel may require up to 5 calendar days advance notice of absences to observe religious holidays.
3. 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.
4. It is the responsibility of all students who also are 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.
5. 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/policies/religiousobserv.php*.

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 and University Communications, Marketing and Media Relations. The information contains campus crime statistics and graduation rates at Western Illinois University and is also available at *wiu.edu/clery*.

Administrative Organization

Graduate degree programs are administered by academic schools in two colleges. College deans report to the provost and academic vice president, who has responsibility for all academic programs and personnel at the University. The administration of graduate education is centered in the Office of the Provost under the leadership of the associate provost and academic vice president. In addition to the provost, four other vice presidents administer the areas of student success; enrollment management; finance and administration; and Quad Cities campus operations. The president reports to the Western Illinois University's Board of Trustees for the operation and general welfare of the University.

The School of Graduate Studies is the coordinating agency for the University's graduate programs. It maintains records related to admission (domestic and international), graduate assistantships, and completion of degree requirements, and works closely with members of the graduate faculty, academic schools, and college deans. The School of Graduate Studies is administered by the associate provost and director of graduate studies, who reports to the provost and academic vice president. 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 full members of the graduate faculty. Any deviation from graduate academic regulations must be approved by the Graduate Council. The Council may determine, at any time, a student's eligibility to continue graduate studies at Western Illinois University.

Academic Colleges and Schools

Graduate programming and coursework are offered in two academic colleges and other areas as indicated below:

College of Business, Health, and Community Programs (CBHCP)
- School of Accounting and Business Administration (ABA)
  - Master of Accountancy
  - Master of Business Administration
  - Post-Baccalaureate Certificate – Accounting
  - Post-Baccalaureate Certificate – Business Analytics
  - Post-Baccalaureate Certificate – Marketing Strategy and Measurement
  - Post-Baccalaureate Certificate – Supply Chain Management
- School of Agriculture (AG)
- School of Applied Clinical, Educational, & Professional Programs (ACEPP)
  - Master of Science – College Student Personnel
  - Master of Science – Speech Pathology
  - Master of Science in Education – Counseling
- School of Communication, Media, & Experience Industries (CMEI)
  - Master of Arts – Communication
  - Master of Arts – Museum Studies
  - Master of Science – Recreation, Park and Tourism Administration
  - Master of Science – Sport Management

- Post-Baccalaureate Certificate – Museum Studies
- School of Computing, Data, and Mathematical Sciences (CDMS)
  - Master of Science – Computer Science
  - Master of Science – Mathematics
  - Master of Science – Teaching Mathematics
- School of Engineering and Technology (SET)
  - Master of Science – Engineering Technology
- School of Law Enforcement & Justice Administration (LEJA)
  - Master of Arts – Public Safety Administration
  - Post-Baccalaureate Certificate – Community Engagement and Public Safety Leadership
  - Post-Baccalaureate Certificate – Emergency Management
  - Post-Baccalaureate Certificate – Police Executive Administration
- School of Nursing, Applied Health, & Human Performance (NAHHP)
  - Master of Public Health
  - Post-Baccalaureate Certificate – Health Services Administration

College of Humanities, Arts, Sciences, and Education (CHASE)

- School of Education (SOE)
  - Master of Arts in Teaching – Alternative Teacher Licensure
  - Master of Science in Education – Education
  - Master of Science in Education – Educational Leadership
  - Master of Science in Education – Reading
  - Master of Science in Education – Special Education
  - Post-Baccalaureate Certificate – Teaching English to Speakers of Other Languages (TESOL)
- School of Humanities (SOH)
  - Master of Arts – English
  - Master of Arts – History
- School of Natural Sciences (SONS)
  - Master of Science – Biology
  - Master of Science – Chemistry
  - Master of Science – GIScience and Geoenvironment
  - Post-Baccalaureate Certificate – Community Development and Planning
  - Post-Baccalaureate Certificate – GIS Analysis
- School of Social Sciences (SOSS)
  - Master of Arts – Political Science
  - Master of Arts – Sociology
  - Master of Science – Psychology
  - Specialist in School Psychology
- School of Visual & Performing Arts (SVPA)
  - Master of Fine Arts – Theatre
  - Master of Music

Illinois Institute for Rural Affairs

- Master of Arts – Community and Economic Development

Trustees of the University

Polly Radosh, Good Hope (Chair)
Carin Stutz, Chicago (Vice Chair)
Erika Lowe Mullins, Chicago (Secretary)
Jose Alba, Aurora
Kirk Dillard, Hinsdale
Bradley Jenkins, Buffalo Grove (Student Member)
Nancy Paridy, Evanston

Officers of the University

President ..... Dr. Kristi S. Mindrup
Provost and Academic Vice President ..... Dr. Mark A. Mossman
Vice President for Finance and Administration ..... Ms. Ketra M. Roselieb
Vice President for Student Success ..... Dr. Justin L. Schuch
Associate Provost for Academic Personnel and Budget ..... Dr. Jessica L. Lin
Associate Provost for Undergraduate Programs and Student Experience ..... Dr. Lori Baker-Sperry
Dean, College of Business, Health, and Community Programs ..... Dr. Tara N. Feld
Interim Dean, College of Humanities, Arts, Sciences, and Education ..... Dr. Kyle R. Mayborn
Dean, University Libraries ..... Dr. Hector J. Maymi-Sugranes
Dean, Innovation and Economic Development ..... Dr. Christopher D. Merrett

Graduate Council, Academic Year 2026-2027

John Determan, Associate Professor, Chemistry (Chair)
Heidi Lung, Associate Professor, Museum Studies (Vice-Chair)
Sebastian Szyjka, Professor. Science Education
Gina Yi, Assitant Professor, Music
Peter Gloviczki, Professor, Communication and Media
Andrea Hyde, Professor, Education
Tahir Khan, Associate Professor, Computer Sciences

Campus and Facilities

The University

Western Illinois University was established April 24, 1899 and began operation September 23, 1902. The University offers 53 undergraduate degree programs, 33 graduate degree programs and 1 doctoral program to approximately 5,300 students. Western Illinois University offers graduate work in 12 post-baccalaureate certificates. The University serves 1,461 total graduate students from: Illinois (1,021 in-state), 38 states (191 out-of-state) and 38 countries (249 international grad students).

Fifty-nine buildings are situated on more than 1,000 acres on the Macomb campus. In addition, the University operates the Alice L. Kibbe Life Sciences Station on the Mississippi River, the Frank J. Horn Field Campus, University Farms, and the Fink Environmental Studies Field Laboratory and Conservancy, which provide nearby facilities for students enrolled in agriculture, biology, and recreation, park and tourism administration courses. The Western Illinois University-Quad Cities campus in Moline (population 42,200; QC metropolitan population 384,000) provides baccalaureate degree, graduate degree, and post-baccalaureate certificate programs in various disciplines.

The main campus is located in Macomb (population 14,348), the McDonough County seat, 40 miles east of the Mississippi River. Two U.S. highways, routes 136 and 67, intersect at Macomb and provide direct access to Interstates 74, 80, and 55. Amtrak service is available twice daily from Quincy and Chicago to Macomb.

Housing

Westbrook House: The Westbrook House, located adjacent to campus, is a community of approximately 30 graduate students and non-traditional undergraduate students. The house features a large kitchen, recreation room, computer lab, and dining room.

Further information and an application may be obtained from University Housing and Dining Services in Seal Hall, (309) 298-3321, or at wiu.edu/housing.

Residence Halls: Competitively priced living accommodations, which provide an atmosphere conducive to graduate studies, are available on campus. Caroline Grote Hall is a suite-style residence hall, which offers single and double rooms, as well as semi-private bathrooms for sophomores, juniors, seniors, and graduate students. Corbin and Olson halls, located on the southwest side of campus, and Thompson Hall, located on the northwest side of campus, offer unique living arrangements for new, returning, transfer, and graduate students. All mentioned halls are a mix of double, single, and super single rooms with all the amenities of residence hall facilities.

All rooms are furnished with air-conditioning, beds, dressers, study desks, chairs, closets or wardrobes, and Internet access. Laundry facilities, lounges, vending areas, computer labs, and limited cooking facilities are available in each hall.

Residents of University housing sign a contract for a full academic year and pay room and board by the semester. One semester contracts are available for those that may have an internship, student teaching, etc. away from campus.

Upon acceptance to the University, students can apply for housing online at wiu.edu/apply4housing. Students are encouraged to apply early, as room assignments and preferences are made based on the student's room application number.

University Libraries

University Libraries is an integral part of graduate research at WIU. University Libraries maintains an extensive print and media collection as well as online access to thousands of academic journals, books, and other publications. University Libraries offers research and technical assistance; instruction in search and retrieval skills; course reserves; group and individual study spaces; and open access to computers, printers, scanners, and wireless internet.

The Center for Research and Creative Activity at Malpass Library extends the WIU Libraries' long-standing mission of providing professional research support to include a clearinghouse where faculty scholars and students can exchange ideas and methodologies, seek collaborators, and learn about potential publishing venues. The Area Studies Research Center and Collections provides access to repositories of materials and information from areas around the world to promote international understanding, and it creates intellectual spaces for discussion about area studies issues. Finally, the Digital Scholarship Center assists students with digital academic projects.

Because University Libraries is a member of several consortia, users can get materials from libraries across the country.

The Leslie F. Malpass Library provides an inviting environment for research and study. The library houses the University Archives and Special Collections; Government, Legal, Spatial, and Data Services; and the University Writing Center. The Music Library and Curriculum Library are specialized branches, also on the Macomb campus.

The WIU-Quad Cities Library in Moline offers collections specifically tailored to Quad Cities students. It also provides access to the materials in the Macomb libraries, as well as the same interlibrary loan options. Online-only students also have full use of services and materials.

For more information, visit wiu.edu/libraries or call (309) 298-2705.

Laboratories, Clinics, and Special Facilities

The *Alice L. Kibbe Life Science Research Station* is a biological reserve of 222 acres, surrounded by 1,258 acres owned by the Illinois Department of Natural Resources. Kibbe is the only field station of this size located on the navigable portion of the Upper Mississippi River system near Warsaw, IL. Its aquatic habitats, forests, and prairies serve as an outdoor classroom for field studies and are used in environmental research. The Cedar Glen Eagle Roost is adjacent to the field station and is considered one of the Midwest's most outstanding natural areas. Cedar Glen contains large tracts of ecologically significant native terrestrial and aquatic resources and is nationally known as a major winter roosting area for bald eagles. The field station maintains research sites and equipment for sampling on the Mississippi River.

Horn Field Campus is a 92-acre outdoor education and research facility and center for outdoor curriculum and programs. It is located south of Macomb and managed by the College of Education and Human Services. This learning center has an eight-acre prairie, woodlands, challenge course, climbing tower, trails, and several historical buildings, which include a lodge and cabins, that contribute to the educational, research, and outreach opportunities available to the University and greater Western Illinois communities.

The *University Greenhouse* and *W.M. Walter Natural Area* were developed and are maintained by the Department of Biological Sciences. The greenhouse has rooms designed for growing a wide range of plants including xeric and tropical plants. Space is also available for propagation and research. The W.M. Walter Natural Area has a pond, wetland, prairie, and forest that are used in teaching classes. These facilities are adjacent to Waggoner Hall. The *Rodney and Bertha Fink Environmental Studies Field Laboratory and Conservancy* is also available for teaching and research. The 77-acre natural area is located 2.5 miles west of the Macomb campus and contains a mix of restored prairie and bottomland forests bordered by the East Fork of the LaMoine River.

The *Department of Biological Sciences Collections* documents the biodiversity and resources of Western Illinois for teaching and research. The *R.M. Myers Herbarium* contain collections of more than 75,000 vascular plants, non-vascular plants, algae, and fungi. The animal collections include both invertebrate and vertebrate animal specimens. The vertebrate animal collections include mammal skulls and furs, birds, reptiles, amphibians, and fish, while the invertebrate collections have a wide diversity of insects and freshwater bivalve mussels. The plant, fungal, and animal collections serve as depositories of distribution records and for research on the biodiversity of the western Illinois region. They are available for student and faculty research projects.

Facilities for cell and molecular research are also available in the Department of Biological Sciences. Equipment available includes a scanning electron microscope, fluorescent microscope, ultracentrifuge, high-performance liquid chromatograph, PCR machines, a DNA sequencer, real-time quantitative PCR instrument, microarray scanner, microbiological equipment, and other equipment used in student and faculty research.

The *Speech, Language, and Hearing Clinic* provides diagnostic and therapy services for WIU faculty and students, as well as area residents. The clinic offers state-of-the-art clinic rooms with a web-based video recording system. The services available include assessment and treatment for cognition, communication, voice, swallowing, and hearing, with up-to-date therapy materials. The speech clinic has a Computerized Speech Laboratory (CSL), Fiberendoscopic Evaluation of Swallowing (FEES), Deep Pharyngeal Neuromuscular Stimulation and Vital Stimulation for Voice and swallowing, and a Vscan Air Ultrasound Biofeedback device. The SPA department also partners with the Psychology department for the Western Autism Clinic for Excellence (WACE) in order to provide much-needed autism evaluations. The hearing clinic offers unique experiences for graduate students in the master's program. Students provide a wide range of audiological services including otoscopy, immittance audiometry, OAEs, pure-tone and speech audiometry, and aural rehabilitation services. The clinic provides hearing healthcare education and hearing screening services for on- and off-campus health fairs, preschools, daycares, and residential facilities.

The *School of Engineering and Technology laboratories* include facilities for computer aided design/manufacturing, robotics, 3-D printing, metrology, material testing, programmable logic controlling, Auto-ID, and CNC machining.

The *School of Nursing, Applied Health, and Human Performance* houses the Nursing, Exercise Science, Nutrition and Dietetics, and Public Health programs. The facilities include several dedicated lab spaces (patient simulation, anatomy and physiology, athletic training, biomechanics, human performance), a fitness center, weight room, demonstration kitchens, gym, and computer lab to provide experiential learning opportunities for students.

The *Department of Psychology* houses a psychological clinic and a psychoeducational clinic to provide psychological services to students and area residents. These services include individual therapy, couples therapy, family therapy, psychological and intellectual testing, consultations, and referrals. Psychology faculty members also engage in research, and many have laboratories that contain equipment enabling them and their students to investigate topics from eyewitness memory to neuroscience.

The *Department of Earth, Atmospheric, and Geographic Information Sciences* houses the WIU GIS Center on the fifth floor of Currens Hall. The Center is responsible for compiling, managing, and storing GIS data layers. Other facilities include a Remote Sensing/GIS lab with 30 computers that are fully networked and use both ERDAS' Image software and ESRI GIS, such as ArcGIS and ArcView; an instructional lab with 32 computers for both GIS and meteorology-related instruction; a meteorology lab with 16 Linux computers for meteorological data analysis instruction; a forecast office with direct access to observational weather data, radar imagery, and weather maps and charts. Additionally, the department has wired electronic classrooms, plus wireless connectivity throughout Currens Hall.

The *Center for the Application of Information Technologies* (CAIT), designated by the Illinois Board of Higher Education, is housed within the University Technology (uTech) division at Western Illinois University. CAIT provides innovative and practical technology solutions, technical consulting, and robust e-learning services both on campus; and to external clients, including state agencies, educational institutions, businesses, public agencies, and nonprofit organizations. CAIT's vision is to enhance learners' lives by providing meaningful learning experiences through cutting-edge technology. At Western Illinois University, CAIT has supported numerous initiatives, including distance learning courses, online training programs, the Online Course Evaluation (OCE) system, and the Western Education and Professional Program Assessment System (WEPPAS). Beyond campus, CAIT collaborates with organizations such as the Illinois Department of Children and Family Services, the Illinois Community College Board, the Illinois Department of Corrections, the Illinois Law Enforcement Training and Standards Board, and the Illinois Municipal League. Through these partnerships, CAIT extends the University's reach and supports WIU's mission by serving as a resource for innovation, workforce development, education, and community engagement throughout Illinois and beyond.

University Union

The University Union is the place where students come to meet friends for lunch, with a student organization to plan the next great event, with study groups, or with a faculty member or colleague. The Union provides food, fun, relaxation, meeting space, and much more. The Union is a common space on campus to connect the campus community and for students, staff, and the community to enjoy. Located in the center of campus, the Union services include a food court, Scheduling and Event Services, the WIU Bookstore, computer lab, the Union Hotel, check cashing and cashier services, as well as WIU ID Card services. In addition, students can hang out in the Office of Student Engagement or the 'Neck, located on the lower level of the Union. The 'Neck has a pool table, Nintendo Switch video game consoles and large TVs throughout the space. With plenty of seating for everyone, The 'Neck is a perfectly stress-free environment and is a go-to destination for anyone spending time on WIU's campus.

The staff of the University Union is dedicated to providing services, conveniences, amenities, and a common meeting space for the University community. These services and conveniences are desired and needed by the University community in their life on campus and for getting to know and understand one another through associations outside the classroom.

Western Illinois University–Quad Cities Campus

Western Illinois University offers graduate degree programs at the Quad Cities campus located in Moline, Illinois. The Quad Cities metropolitan area population is approximately 400,000 and is located 80 miles north of Macomb. Graduate degrees are offered in the following disciplines in the Quad Cities:

Doctorate in Education Program
Educational Leadership (with an option in PreK-12 Education)

Graduate Degree Programs
Alternative Teacher Licensure (Master of Arts in Teaching)
College Student Personnel (Master of Science)
Higher Education Leadership option
Community and Economic Development (Master of Arts)
Counseling (Master of Science in Education)
with options in 1) Clinical Mental Health Counseling and 2) School Counseling
Educational Leadership (Education Specialist)
Educational Leadership (Master of Science in Education)
Museum Studies (Master of Arts)
Public Health (Master of Public Health)

Post-Baccalaureate Certificate Programs
Museum Studies

Alumni Association

All Western Illinois University students automatically become members of the Alumni Association the day they graduate. As non-dues-paying members, they are entitled to the following benefits and services provided by the Alumni Association: free monthly issues of the WIU Alumni e-newsletter; free issues of the *Western* alumni magazine; networking opportunities with other alumni and friends of WIU at more than 50 events hosted by the Alumni Association around the world and some virtually each year; the option to purchase an alumni membership to the Donald S. Spencer Student Recreation Center; use of Western's Leslie F. Malpass Library; access to WIU's Center for Career Preparation and Employer Engagement; access to our Alumni Insurance Program including health, disability, dental, vision, term life, travel, and Farmers Insurance® home and auto; Alumni Travel Abroad programs; diploma frame, and WIU Illinois license plate programs; WIU debit card; 21 scholarships awarded each year to children and grandchildren of alumni; access to the online directory exclusively for WIU alumni; and regular updates on all that is WIU.

Follow the Alumni Association on Twitter, Facebook, YouTube, and Instagram (wiu.edu/alumni/social_networking.php).

The Western Illinois University Alumni Association strives to develop and sustain lifelong relationships with students, alumni, and friends in order to advance the mission of the University.

For information about these services, visit wiu.edu/alumni or contact the Alumni Association at (309) 298-1914 or A-Association@wiu.edu.

Athletics

Western Illinois University provides opportunities for more than 400 student-athletes in an 18-sport National Collegiate Athletic Association (NCAA) Division I FCS program. Both the men and women compete in the Ohio Valley Conference.

WIU sponsors the following intercollegiate athletic sports:

For men: baseball, basketball, cross country, football, golf, soccer, and indoor and outdoor track and field.

For women: basketball, cross country, golf, soccer, softball, tennis, indoor and outdoor track and field, volleyball, and bowling.

The Department of Intercollegiate Athletics offers graduate assistantships in coaching, marketing and promotions, sport performance (strength and conditioning), compliance, and athletic communications. Possibilities exist to assist in the administrative areas of finance, compliance, graphic design, and the Leatherneck Club.

Campus Recreation

Donald S. Spencer Student Recreation Center
(309) 298-1228
wiu.edu/campusrec

Campus Recreation provides students with life-enhancing, recreational opportunities through the promotion of active lifestyle, personal growth, and experiential learning. We provide life balance with recreation.

Spencer Student Recreation Center features:
- Multipurpose gym courts
- Elevated track
- Fitness studios
- Olympic strength room and weight rooms
- Cardio areas
- Aquatics Center with pool, aqua climbing wall, and hot tub

Campus Recreation offers:
- Intramural sports (leagues, tournaments, and one-day events in men's, women's, and co-ed categories)
- Sport clubs
- Fitness classes
- Special events and programs

Other outdoor recreation facilities:
- Basketball courts, volleyball courts (sand and grass), tennis courts, and disc golf
- Flag football, softball, soccer, and ultimate frisbee fields on Vince Grady Field
- Cricket and rugby pitches on Vince Grady Field

Harry Mussatto Golf Course
1215 Tower Road, Macomb
(309) 298-3676
wiu.edu/golf

The scenic and challenging 18-hole Harry Mussatto Golf Course, a championship facility located north of campus, offers reduced rates for students and is open to the public. Visit wiu.edu/golf for the course layout, green fees, and special offers. To book a tee time, call (309) 298-3676.

Center for Career Preparation and Employer Engagement

The Career Center offers career guidance to support graduate students in Macomb, the Quad Cities, and online during their time at WIU and beyond. The center prepares students to market themselves to employers for jobs, internships, and full-time careers. Services include assistance with job searching, career exploration, resume and cover letter building, mock interviews, creating LinkedIn accounts, and transitioning to the workplace. The Career Center has an Interview Room for students to conduct online and telephone interviews with employers. Students and alumni have access to our online Handshake (wiu.joinhandshake.com) career development system to post their resumes, search for jobs, and connect with employers. The center has a closet of clothing that students may take if they need professional attire. Career fairs are offered each semester for face-to-face interaction with employers. More information can be found on their website wiu.edu/careers.

Counseling Center

The University Counseling Center (UCC) is located on the second floor of Beu Health Center and provides personal counseling to currently enrolled students. Some students seek assistance for common life problems while others seek treatment for mental health conditions. Counseling services include individual counseling, group counseling, and relaxation skills training. Crisis support is available through Welltrack HelpNow 24/7/365. Students can call the University Counseling Center to access services. Sessions are confidential and free of charge to currently enrolled WIU students and can be face to face or through a telehealth platform. A relaxation room,

which includes a massage chair and other stress-reducing activities, is accessible for student use. Consultation services are available for students, family, faculty, and staff.

All staff counselors hold master or doctoral level degrees and are certified and/or licensed in their respective disciplines. The University Counseling Center values each student's unique diverse background and experiences. Diversity is an important consideration in the counseling process as it often frames how we view mental health concerns, experience symptoms and impacts our choice in treatment options, as well as our treatment outcomes. We strive to offer an inclusive, safe space where individuals feel respected and supported in their counseling experience. For more information, call (309) 298-2453 or visit wiu.edu/ucc.

Cultural Programs

Outstanding concerts, lectures, dramatic presentations, films, and dance events by nationally known performers are presented on campus by the Bureau of Cultural Affairs and the University Union Board. All students are admitted free or at a reasonable charge upon presenting their student identification cards. Students may also participate in musical, dramatic, and debate productions for stage, radio, and closed-circuit television by joining one of several University groups. Opportunities to view local, national, and international art exhibits are available at the University Art Gallery and the University Union. These exhibits change monthly, and admission to the galleries is free. A variety of diverse multicultural services provided at the Multicultural Center include: facilitated dialogues; cultural and performing arts events; and globally recognized speakers. Several performing student groups in dance, theatre, and music are hosted by the centers throughout the year. *Also see Multicultural Services.*

Go West Transit

Go West Transit provides students with safe, convenient transportation from their nearby residences to campus and with service to the entire Macomb community. Go West provides students with a reliable, fare-free public transportation system. For more information, call (309) 575-3333 or visit gowest.wiu.edu.

Medical 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. 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 wiu.edu/beu, and appointments may be scheduled online at http://beuonline.wiu.edu.

Multicultural Services

The Multicultural Center (MCC), home of the Gwendolyn Brooks Cultural Center, Casa Latina Cultural Center, Women's Center, and LGBT*QA Resource Center, aims to advance the goals of educational, social, and cultural awareness, by providing resources to enhance the campus community's understanding and appreciation of all identities. The MCC promotes intercultural learning, advocacy for historically marginalized students, and celebrates diversity to foster a welcoming and culturally inclusive environment.

Within MCC, the Centers provide a "Home Away From Home" for many students and offer identity-based student programming, legacy events, and leadership opportunities in order to support students of color and gender/sexually diverse students. The Centers complement the University's mission of empowering students, faculty, and staff to lead dynamic and diverse communities.

This is the first building on campus constructed to LEED 2.2 Silver criteria, which stands for Leadership in Energy and Environmental Design. The building's design is complete with a grass roof, energy-efficient lighting, geothermal heating and cooling, and recyclable materials like bamboo flooring. In addition, the building includes conference rooms, a computer station, lounges, a dance floor, and a multipurpose room.

Parking Services

The Office of Parking Services provides services related to vehicle usage and control on campus. The office issues parking permits; regulates parking lot use; enforces parking rules and regulations; plans, maintains, and paves parking lots; controls the placement and maintenance of traffic signs; and provides emergency motorist assistance, including battery assists, unlocking cars, emergency gasoline refueling, and inflating tires. All vehicles using campus facilities must have either a permanent or temporary parking permit displayed or assigned to the vehicle and registration plate during specified times, except when the vehicle is parked at a parking meter. The office is located in Mowbray Hall, (309) 298-1921.

Public Safety

The Office of Public Safety is a multifaceted organization, providing police, safety, and parking services to the community. These services include criminal investigations, traffic enforcement, medical transport and care, fire and crime prevention, safety programs, escort services, key control, motorist assistance, and other miscellaneous activities related to the safety and well-being of University faculty, staff, students, and visitors. The office is open 24 hours a day, seven days a week, year-round. All police officers are fully sworn law enforcement officers in the State of Illinois and have full jurisdiction at the University and in the surrounding county. The office advises Western Emergency Medical Services (WEMS), a student ran organization who operates from 7 PM – 7 AM, Monday-Thursday, and 7 PM Friday-7 AM Monday. The office also provides safety escorts from one campus location to another, from dusk to dawn, year-round. The office is located in Mowbray Hall, (309) 298-1949, emergency 911.

Registration

Students may register for classes using the Student/Alumni Records System (STARS) available at wiu.edu/stars. For more information, contact the Registrar's Office, Sherman Hall 110, (309) 298-1891, registration@wiu.edu, or wiu.edu/registrar.

Student Development and Success Center

Memorial Hall 125; (309) 298-1884 (voice), (309) 298-1856 (TTY)
www.wiu.edu/sdsc

The Student Development and Success Center is located in Memorial Hall 125, hosting Disability Resources, Health Education, and Student Development in one location that is focused on providing students with the resources to overcome barriers to student success.

Western Illinois University is committed to equity, social justice, and diversity. To that end, the **Disability Resource** office 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, enlarges) services, and other classroom/online accommodations should contact Disability Resources at 309-298-1884 or *disability@wiu.edu*.

The **Health Education** office contributes to the overall responsibility of Western Illinois University for the education of students in the area of lifestyle and behavior that promotes individual as well as community health. Professional staff and graduate assistants provide a wide variety of wellness outreach programs and services. Outreach programs, as well as individual consultations regarding specific health issues are available to WIU students at no fee.

Student Development provides services, and support to students as they navigate life in a University setting with emphasis placed on student success and personal accountability. Services include assistance with absences including military activations, Leatherneck Care Referrals, emergency and crisis follow up, and student advocacy. Student Development also works with students contemplating a University withdrawal and hears late total University withdrawal appeals.

Student Rights and Responsibilities

Student Rights and Responsibilities (SRR) strives to support safe, inclusive, and educational learning environments aiding in student success. SRR 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 conduct review process, Student Rights and Responsibilities endeavors to support Western Illinois University's core values by reinforcing standards of academic excellence, promoting educational opportunities both inside and outside the classroom, enhancing personal growth of community members, and highlighting the importance of social responsibility while protecting student rights and addressing behavioral problems. The office is located in Memorial Hall 143 and can be reached at (309) 298-2436, email at srr@wiu.edu, or online at wiu.edu/srr.

University Technology

University Technology (uTech) supports computer resources used by students and faculty for research and instruction. Computers are available for use in most instructional and residential buildings on both the Macomb and Quad Cities campuses. Wireless access is available in all academic buildings and in residence halls.

Computer labs are staffed by trained student personnel and are available for student use in Stipes, Horrabin, Memorial, and Morgan halls and at Western Illinois University-Quad Cities. Residence hall students in Macomb may use computer labs in each hall complex, including several 24-hour labs. A full listing of computer lab hours and locations can be found at wiu.edu/computerlabs.

Each student is provided a WIU e-mail account and access to Google Workspace (Gmail, Docs, Sheets, Drive, and more). Discounted software is also available for purchase. Information on all uTech related student resources can be found at wiu.edu/techresources.

The uTech Support Center offers general technology support for all students, faculty, and staff. There are multiple options offered by University Technology to receive general technology support including:

- Walk-in technical support is available in Stipes Hall 126 from 8 a.m. – 4:30 p.m. Monday – Friday (closed from noon – 1 p.m. when classes are not in session)
- Call (309) 298-TECH
- Email support@wiu.edu or
- Visit University Technology's website for all support options and service availability information at wiu.edu/utech.

Western Illinois University Foundation

The WIU Foundation provides support for WIU's academic endeavors and strategic priorities, including financial resources for graduate research. The WIU Foundation's fundraising efforts are focused on Western's commitment to providing accessible, high quality educational programs and financial support for our students. For more information, or to make a gift, visit wiu.edu/ForTheW.

Writing Center

The University Writing Center provides a wide range of free, professional, and across-the-curriculum writing assistance services to students, faculty, staff, and alumni in Macomb and the Quad Cities. The UWC is staffed by highly qualified graduate and undergraduate student consultants. Consultants assist at all stages of the writing process. For more information or to schedule an appointment, contact (309) 298-2815 or visit wiu.edu/uwc.

Admission of New Students

Application

Application for admission to the School of Graduate Studies at Western Illinois University must be made online at connect.wiu.edu/apply. A nonrefundable application fee is required. Applicants should refer to the program of interest's website or contact the department directly to inquire about additional admission requirements. Admission to the School of Graduate Studies does not imply or constitute admission to an advanced degree program.

It is recommended that applications be submitted at least three weeks prior to the start of the semester in which the applicant wishes to enroll to allow for evaluation of credentials. Some programs may have specific deadlines for admission materials.

Applicants must have earned at least 60 s.h. of graded coursework from an accredited institution to be considered for admission.

Bachelor's Degree Requirement

Applicants for admission to the School of Graduate Studies must hold a bachelor's degree from an institution that is accredited by the appropriate U.S. Department of Education regional institutional accrediting agency. Applicants are required to provide proof of such degree by submitting an official degree transcript to the School of Graduate Studies, 1 University Circle, Macomb, Illinois 61455. If official transcripts will be sent electronically by the credit-granting institution, they may be emailed to Grad-Office@wiu.edu. Student copies will not be accepted.

Degree-seeking applicants must request one official transcript to be sent directly to the School of Graduate Studies from each college or university previously attended. This includes Study Abroad coursework.

The majority of non-degree applicants must request one official transcript or statement of degree from the highest degree granting institution to be sent directly to the School of Graduate Studies. However, the non-degree classifications of Post-Baccalaureate Certificate (not simultaneously completing a graduate degree), Second Bachelor's degree, and Principal, Superintendent or School Counseling Licensure require official transcripts from each college or university attended be sent directly to the School of Graduate Studies.

Graduate School personnel have access to WIU transcripts, including any transfer work accepted by WIU, so applicants do not need to request official transcripts from WIU.

If proof of a bachelor's degree (official degree transcript or statement of degree) is not submitted to the School of Graduate Studies by the 10th day of the first term of a student's enrollment, a transcript hold will be placed on the student's account. The transcript hold will prevent the student from enrolling in future terms and a WIU transcript will not be released, if requested, until this requirement is met. The University is in no way obligated to grant graduate credit for any course unless the student complies with the above procedures.

GPA Requirements for Degree-Seeking Applicants

Degree-seeking applicants may qualify for full admission under either of the following two conditions:
1. Have a cumulative GPA of at least 2.75* (based on all hours attempted at all institutions attended) for undergraduate work, or
2. Have a 3.0* or higher GPA for the last two years (60 s.h.) of undergraduate work.

Applicants not meeting conditions one or two, but who have completed at least six semester hours (nine quarter hours) of graded graduate coursework (S/U or Pass/Fail grades do not apply) from a regionally accredited institution with a graduate GPA of 3.0 or higher, may be recommended for admission by the School of Graduate Studies. However, admission based on graduate GPA is entirely at the discretion of individual departments. Some departments may not consider graduate GPA for admission at all; some may require more than six semester hours of graduate coursework before consideration is given; and some may only consider graduate GPA if a graduate degree was successfully completed. Applicants should consult individual departments to inquire whether graduate GPA will be considered.

Graduate School personnel use all graded undergraduate coursework prior to earning a bachelor's degree in the calculation of GPAs for consideration to graduate programs. Undergraduate coursework taken after earning a bachelor's degree will be included in the last two year's GPA calculation, if necessary.

*Some departments may have higher GPA admission requirements. Refer to the departmental requirements chart at the back of the catalog.

Additional Admission Requirements for Degree-Seeking Applicants

Admission to any graduate degree program at WIU is contingent upon successful completion of undergraduate coursework specified as a prerequisite. Admission requirements for any particular graduate degree program may exceed the minimum admission standards of the School of Graduate Studies. Refer to the appropriate program section of this catalog or the program website for further details. Once all admission materials are received in the Graduate School, a GPA calculation is completed and application materials are forwarded to the program of interest for consideration.

Some degree programs require the submission of additional application materials prior to considering the application for admission. Letters of recommendation, personal goals statements, and writing samples may be required. Additionally, some programs may require the submission of official scores for the General Test of the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT). Requirements for each program are listed in the program section of this catalog or at wiu.edu/grad/apchecklist.

Some programs may require domestic applicants who are non-native speakers of English with foreign degree credentials to demonstrate verbal proficiency in the English language in order to undertake graduate studies.

Graduate School Acceptance Classifications

Applicants may be accepted in the School of Graduate Studies as degree-seeking graduate students, probationary graduate students, conditional graduate students, or non-degree graduate students.

Note: Graduate students cannot pursue two graduate degrees simultaneously. Degree requirements for the first program must be met and the degree conferred before the student may enroll or register for courses pertaining to the second graduate degree.

Doctoral, Master's, and Specialist Degree Graduate Students

Doctoral applicants should apply for admission to the doctoral program simultaneously with admission to the School of Graduate Studies. Refer to the departmental information for specific admission requirements. Applicants for master's and specialist degree programs should also consult the departmental information in this catalog or on the appropriate website. Applicants accepted into a graduate program without restrictions are considered regularly accepted students.

Other classifications include:

Probationary Graduate Students

Those applicants who do not meet the Graduate School or departmental GPA requirements for regular admission to a degree program may be recommended for probationary admission by the department. Some departments do not accept students on a probationary status. Refer to the appropriate departmental section of this catalog for details.

Upon completion of at least six semester hours of graduate-level work at Western Illinois University with at least a "B" average, Graduate School staff will review the probationary student's file and update the admission status accordingly, notifying both the student and academic department of the change. Some programs may require nine or more hours of graduate work and require specific courses to be completed. The hours earned while a probationary student may be used to satisfy the requirements for the graduate degree.

Probationary students are not eligible to hold assistantship positions.

Conditional Graduate Students

Those applicants who have not yet completed a bachelor's degree, whose admission file is lacking an official transcript with six semester hours or fewer earned, or who must present official documents in person to the Graduate School, may be recommended for conditional admission. Once conditions as stipulated in the acceptance letter are met, the student is changed from conditional to regular accept.

Non-Degree Graduate Students

Applicants not accepted into a degree program are considered non-degree graduate students. Students in this category may be:

1. Pursuing teacher licensure, post-baccalaureate certificates without being in a graduate degree program simultaneously, completing coursework for teacher endorsements, or simply taking courses beyond a bachelor's degree;
2. Lacking a complete admission file, including transcripts or test scores or other departmental required admission documentation, at the time of first registration for courses, thus making it impossible to determine their exact admission status;
3. Ineligible for admission to degree programs as they do not meet admission requirements and have no intention of pursuing a degree at this institution;

4. Seeking a second bachelor's degree (This is the initial classification until the applicant is accepted into the second bachelor's program and submits a degree plan to the Registrar's Office at which time they are changed to senior undergraduate status); or
5. Ineligible for regular admission into a degree program as a graduate from a nontraditional bachelor's degree program with fewer than 60 semester hours of graded coursework. Should these students wish to pursue a graduate degree at WIU, they may petition to have their status changed to degree-seeking after completing six semester hours of graduate-level work at WIU with at least a "B" average and after submitting all required admission materials. With the approval of the academic department, the six semester hours may count toward the minimum number of hours required for the graduate degree.

Non-degree students who later wish to pursue a graduate degree should submit a change of status form (wiu.edu/grad/changestatus) so they may be considered for admission as a degree-seeking student. Non-degree students are not eligible for assistantship positions or federal financial aid.

Admission to Integrated Baccalaureate and Master's Degree Programs

GPA Requirements for WIU Undergraduate Students

Applicants must meet one of the following to be considered for admission into an integrated program:
- Minimum WIU cumulative GPA of 3.25 and a minimum GPA of 3.25 in the major, or
- Minimum WIU cumulative GPA of 3.0 and a minimum GPA of 3.3 in the last 30 s.h. from WIU.

WIU undergraduate students may apply for admission to an integrated baccalaureate and master's degree program after completing 60 semester hours of undergraduate coursework, of which a minimum of 30 semester hours must be at WIU. Admission must be granted by the School of Graduate Studies before a student will be allowed to enroll in integrated baccalaureate and master's bridge ("B") courses. Students may begin taking bridge courses after the completion of 90 semester hours, or when beginning their final two semesters (fall and spring) as demonstrated by a written degree completion plan. Students must submit the undergraduate request to enroll in integrated ("B") courses found at wiu.edu/grad/bridgecredit.

Students in an integrated program who do not complete the required bridge ("B") courses prior to completion of the undergraduate degree will be removed from the integrated program and must meet regular admission requirements for the master's program.

GPA Requirements for Undergraduate Applicants from Other Institutions

Applicants must meet one of the following to be considered for admission into an integrated program:
- Minimum cumulative GPA of 3.25 or,
- Minimum cumulative GPA of 3.0 and a minimum GPA of 3.3 in the last 30 s.h.

Undergraduate applicants from other institutions may apply for admission to integrated programs per the agreements with specific programs. Applicants may submit a WIU Graduate School application (connect.wiu.edu/apply) after completion

of 60 semester hours at the undergraduate institution. Admission must be granted by the School of Graduate Studies before a student will be allowed to enroll in integrated baccalaureate and master's bridge ("B") courses. Students may take up to three bridge courses during their senior year. Students who anticipate using financial aid for these courses should contact the WIU Financial Aid Office (309) 298-2446 prior to registering to confirm eligibility.

Admission to Post-Baccalaureate Certificate Programs

Applicants for admission to post-baccalaureate certificate programs must hold a bachelor's degree from an institution that is accredited by the appropriate regional accrediting agency with an overall GPA of 2.75 or last two years' GPA of 3.0. Some certificate programs have additional admission requirements or prerequisites and may require a higher admission GPA. Students may be considered for probationary admission, at the discretion of the academic department, if they do not meet the minimum GPA requirements. Application for admission must be made online (connect.wiu.edu/apply) for first time applicants or through the appropriate admission form for current graduate students. Additionally, students must submit an application for completion found at wiu.edu/grad once the coursework has been completed.

Applicants must request the Registrar of each college or university previously attended to send an official transcript to the School of Graduate Studies. Transcripts on file in the Office of the Registrar will be obtained by Graduate School personnel. Admission materials will be transmitted to the academic department for consideration.

Admission of International Students

International students are subject to all requirements for admission to the School of Graduate Studies. In addition, each international student must also meet the following requirements:

1. Hold a degree that is comparable to a recognized U.S. bachelor's degree.
2. Complete and submit the online International Application for Admission (connect.wiu.edu/apply). Submit $50 nonrefundable application fee.
3. Provide evidence of English language proficiency by obtaining a satisfactory score on one of the approved proficiency exams (see list at wiu.edu/grad/international); successfully complete a bachelor's degree from an American institution with four years in residence, and within two years of matriculation at Western Illinois University; or successfully complete one year of full-time study at the graduate level (18 semester hours or more) in residence at a U.S. institution immediately prior to matriculating at WIU. Some departments may require higher TOEFL and IELTS scores than University minimums and may require additional demonstration of verbal English proficiency before full acceptance into the program will be granted. **Students whose native language is English or who are from countries who are exempt from this requirement (see list at wiu.edu/grad/englishprofreq) are not required to provide proof of proficiency.**
4. Upon admission, submit to International-Financials@wiu.edu original financial documentation proving evidence of adequate funds to support student during first year of study. If the applicant has a sponsor, submit the WIU Affidavit of Support (wiu.edu/grad/affidavit).

International students may also be required to remediate any deficiencies in previous college work by completing undergraduate courses at Western Illinois University.

International students interested in applying as an undergraduate or graduate student should visit wiu.edu/grad/international.

Admission to Second Baccalaureate Degree Programs

To be eligible for a second baccalaureate degree, after having been granted a baccalaureate degree from 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. Admission to the University requires the candidate to request an official transcript from each college or university previously attended be sent directly to the School of Graduate Studies.
2. The candidate must submit a degree plan from the major department to be approved by the Council on Admission, Graduation, and Academic Standards (CAGAS) or its designated representative.
3. The candidate must secure approval from the CAGAS representative prior to enrolling.
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.

A student cannot complete a second bachelor's and graduate degree simultaneously. All degree requirements must be met and the initial degree conferred before that student is eligible to enroll or register for courses pertaining to a degree of a different academic level. Alternately, the student may opt to drop the initial degree status to pursue a degree at a different academic level.

Admission to Teacher Licensure Programs

Graduate students seeking licensure that requires an advanced degree (school counseling, principal, superintendent, reading specialist, school psychology, and speech pathology) should contact the school director of their graduate program.

All others seeking initial or subsequent teacher licensure, whether by an advanced degree, second bachelor's degree, or as a nondegree graduate student, should contact the University licensure officer in the Office of Teacher Education at (309) 298-2117. Information is available at wiu.edu/teacher.

Reentry Admission Procedures

Students in good standing who have discontinued graduate work for more than one full year must file a readmission application to reenter the Graduate School. This application should be submitted at least three weeks prior to the beginning of the new semester in which the student expects to register. The readmission application is available at connect.wiu.edu/apply. Students who reenter the University after an absence of three or more years, excluding summer sessions, must meet the requirements of the catalog under which they reenter unless they receive written

approval from the dean of the college in which they are enrolled to continue under an earlier catalog. Students reentering into a graduate degree program should review the Revalidation of Courses policy, as courses become outdated after six years.

Admission Examinations

Prior to admission to certain programs, the student must take the Graduate Record Examination General Test (GRE) or the Graduate Management Admission Test (GMAT).

Applicants to those programs requiring the GRE or GMAT are encouraged to complete this test either in their senior year of undergraduate work or before filing an application for admission. Test scores are valid for five years. For further information, visit ets.org/gre (GRE) or gmac.com (GMAT).

Immunization Policy

Illinois state law and University policy require all enrolled students to provide official written evidence to Beu Health Center of current immune status with respect to certain communicable diseases. Effective July 21, 2016, the diseases to which all enrolled students must show immunity are meningitis, measles, mumps, rubella, tetanus, and diphtheria.

This policy is implemented under the authority of the College Student Immunization Act (110 ILCS 20) and associated rule (Title 77, Chapter 1, Subchapter k, Part 694). Please refer to *wiu.edu/policies/immun.php* for Western Illinois University's current Immunization Protocol policy.

Academic Integrity Policy

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. Refer to the complete policy at wiu.edu/policies/acintegrity.php.

Additionally, a graduate degree will not be awarded to a student who has two or more academic integrity violations while they are a graduate student at Western Illinois University.

Academic Requirements and Satisfactory Progress

The passing grades in graduate courses are A, B, C, and S (satisfactory). Courses with the grades of D, F (failure to meet the academic requirement of the course), FN (failure because the student never attended/accessed/participated), FW (failure because the student stopped attending class or completing coursework), U (unsatisfactory), I (incomplete), W (withdrawal), X (audit), or UX (unsatisfactory audit based on lack of attendance) cannot be used to satisfy any of the requirements of a graduate degree. Students may not enroll in graduate courses on a pass/fail basis. Grade points are determined by equating the grade for each semester hour as follows: A with 4; B with 3; C with 2; D with 1; and F, FN, and FW with 0. The average is computed by dividing the total number of grade points earned by the total number of graduate credits attempted. Hours for grades of S and U are not considered in calculating a GPA. (Grades of S and U are only awarded in a limited number of courses; courses for which S and U grades apply are noted in departmental course offerings.) An audited course may not be repeated for credit. Courses taken for undergraduate credit may not be repeated for graduate credit.

Admission to candidacy for a degree and the awarding of such a degree depends upon the maintenance of a minimum grade point average of 3.0 (B) or higher in all graduate work attempted. No substitutions may be made on the degree plan for core courses in which the student earns grades below B. No course for which a student has received a grade of D or below may be used to satisfy degree requirements.

A course may not be used to satisfy the requirements of more than one degree unless the student is enrolled in an integrated baccalaureate/master's degree program.

A graduate degree in a program requiring 30 to 46 semester hours will not be awarded to a student who earns grades of C, D, F, FN, FW, or U in more than six semester hours of graduate work, including any grades that are subsequently replaced using the grade replacement policy. A graduate degree in a program requiring 47 or more semester hours will not be awarded to a student who earns grades of C, D, F, FN, FW, or U in more than nine semester hours of graduate work, including any grades that are subsequently replaced using the grade replacement policy, with the exception of the Speech Pathology program and the Counseling program. The Speech Pathology program and the Counseling program allow no more than six semester hours of grades C, D, F, FN, FW, or U, including any grades that are subsequently replaced using the grade replacement policy.

With the approval of the departmental graduate committee, courses that are outdated (more than 6 years old) will not be counted against the maximum allowable hours of grades of C or lower once an extension of time has been granted.

Academic Workload for Graduate Students (Recommended)

Graduate students should be aware that academic excellence and scholastic achievement usually require a significant investment of time in study, research, and out-of-class projects. Students should expect that the academic workload at the graduate level per semester hour exceeds that of the undergraduate level per semester hour. Students should plan coursework accordingly with their academic advisor. Workload expectations are an estimate of the amount of work needed for an average student to be successful in graduate coursework. Course grades are based on the quality of the work submitted, not on hours of effort. Workload expectations per semester hour do not vary with the method of delivery of the course or the length of the academic term.

1. In general, students should plan to devote between 4-6 hours outside of class for each hour in class. Thus, students with a 9-semester-hour course load should schedule between 36-54 hours weekly for completing outside-of-class reading, study, and homework assignments.
2. It is recommended that full-time students (taking 9 or more semester hours) not work more than 20 hours per week (on or off campus, including assistantship hours).
3. For 400G-level courses, workload expectations and learning objectives will differ for students enrolled for graduate credit vs. undergraduate credit.

Recommended Course Load if Working
Students who are employed (on or off campus, including assistantship hours) should discuss this with their advisor during coursework planning and consider reducing their course loads (semester hours), depending upon their study habits, learning abilities, time management skills, other commitments, and course work requirements. To determine the course load that is most appropriate for you, please refer to the recommendations indicated below:

- Working more than 40 hrs per week: 3-4 semester hours
- Working 30-40 hrs per week: 3-6 semester hours
- Working 13-20 hrs per week: 6-9 semester hours

Admission to Candidacy and Degree Plans

Doctorate

Admission to candidacy in a doctoral program occurs when a student has completed all of the requirements for the degree up to and including qualifying assessment; the student is said to be a candidate for the doctoral degree at this time.

Prior to the completion of 21 semester hours of graduate work at the University, the student must file the Graduate Degree Plan. The Graduate Degree Plan form can be obtained online at wiu.edu/grad. The completed degree plan should be filed with the chair of the program's graduate committee who will then forward the document for approval to the School of Graduate Studies.

Once a student's Graduate Degree Plan has been approved by the graduate school, changes in the degree program can only be made by submitting a Graduate Degree Plan Change Approval form. The form may be obtained online at wiu.edu/grad and, upon completion, submitted to the student's advisor. A student who re-enters the University after an absence of three or more years, excluding summer sessions, must re-submit their Graduate Degree Plan based on the current catalog unless permission

is obtained from the dean of the college in which they are enrolled and from the School of Graduate Studies to use the original Graduate Degree Plan.

Master's and Specialist

Prior to the completion of 21 semester hours of graduate work at the University, the student must apply for candidacy for the graduate degree. Application forms, titled Graduate Degree Plan, can be obtained online at wiu.edu/grad. The completed Graduate Degree Plan should be filed with the chair of the program's graduate committee who will then forward the application for approval to the School of Graduate Studies. All academic deficiencies must be removed before the student is admitted to candidacy, and the student must have at least a 3.0 grade point average on all graduate coursework. Approval of the degree plan signifies admission to degree candidacy.

In determining the student's qualifications for candidacy, the graduate school may: (a) approve the application, (b) defer action until certain specified requirements are met, or (c) refuse the applicant's request.

Once a student's Graduate Degree Plan has been approved by the graduate school, changes in the degree program can only be made by submitting a Graduate Degree Plan Change Approval form. The form may be obtained online at wiu.edu/grad and, upon completion, submitted to the student's advisor. A student who re-enters the University after an absence of three or more years, excluding summer sessions, must re-submit their Graduate Degree Plan based on the current catalog unless permission is obtained from the dean of the college in which they are enrolled and from the School of Graduate Studies to use the original Graduate Degree Plan.

Application for Graduation and Commencement

All students must file a formal application for graduation. Deadlines for submitting the application for graduation are as follows: spring semester, March 10; summer session, June 10; and fall semester, October 10. Applications received after these dates may be moved to the next semester. The graduation application form can be found at wiu.edu/grad.

Graduate students who anticipate completing all degree requirements at the end of the spring semester are eligible to march in the May ceremony. Students who anticipate completing all degree requirements at the end of the summer term can choose to march in the May ceremony prior to or in the December ceremony following the summer term. Students who anticipate completing all degree requirements at the end of the fall semester are eligible to march in the December ceremony. Doctoral students must complete all degree requirements before they are eligible to march.

Under extenuating circumstances that prevent a student from attending the ceremony for which they are eligible, a student may petition to the School of Graduate Studies to march in a later ceremony. Ceremony participation must occur within one year of degree completion.

C Rule

A graduate degree in a program requiring 30 to 46 semester hours will not be awarded to a student who earns grades of C, D, F, FN, FW, or U in more than six semester hours of graduate work, including any grades that are subsequently replaced using the grade replacement policy or taken as a regular retake. A graduate degree in a program requiring 47 or more semester hours will not be awarded to a student who earns

grades of C, D, F, FN, FW, or U in more than nine semester hours of graduate work, including any grades that are subsequently replaced using the grade replacement policy or taken as a regular retake, with the exception of the Speech Pathology program and the Counseling program. The Speech Pathology program and the Counseling program allow no more than six semester hours of grades of C, D, F, FN, FW, or U, including any grades that are subsequently replaced using the grade replacement policy or taken as a regular retake.

With the approval of the departmental graduate committee, courses that are outdated (more than 6 years old) will not be counted against the maximum allowable hours of grades of C or lower once an extension of time has been granted.

Catalog Use

A student who re-enters the University after an absence of three or more years, excluding summer sessions, must meet the requirements of the current catalog unless they receive written approval from the dean of the college in which they are enrolled to continue under an earlier catalog. This written permission must be filed in the Office of Graduate Studies prior to the submission of a Graduate Degree Plan.

Change of Grade

When an error has been made in computing a student's final grade, the reported grade may be changed by the instructor. The change should be reported to the School of Graduate Studies no later than the end of the third week of the next semester. The form for requesting a change of grade is initiated by the instructor of record and can be obtained on the Registrar's website. The school director is then responsible for forwarding it to the School of Graduate Studies with their approval/denial. After the change of grade request has been approved by the School of Graduate Studies, the Office of the Registrar will change the student's permanent record.

Change of Status or Program

Should a student wish to change from their current graduate status to become a non-degree, degree-seeking, second bachelor's, or post-baccalaureate certificate student, the Change of Status form (wiu.edu/grad/changestatus) must be submitted to the School of Graduate Studies. If changing to a different degree program, the student must also submit any required admission documents (wiu.edu/grad/apchecklist) before admission consideration will be given.

International students may not change programs during their first semester and must remain in the program to which they were originally accepted during that initial semester.

Continuous Enrollment in Thesis, Dissertation, or Exit Option

Most students, both full- and part-time, prefer to pursue an advanced degree by taking classes continuously (e.g., at least one course every fall and spring semester until completion). Thus, it is important that students file degree plans in a timely manner and, for those who interrupt their program of study, to note the maximum time period allowed for fulfilling all requirements for the degree sought. (See section entitled "Time to Complete Degree/Revalidation of Courses.")

Once a student has begun work on a thesis, dissertation, or other exit option, it is expected that such work should progress continuously through each regular academic semester. A student working on an exit option should enroll in the course(s) for

which academic credit is given for that option. Once all other degree requirements as stipulated on the degree plan are met, students who have an incomplete grade in exit option courses must maintain their enrollment with the University in order to make use of academic and non-academic services (e.g., laboratories, library, faculty access). Enrollment must be maintained every semester during which a student is continuing to complete an exit option. Students enrolling in no other credit hours who have not completed exit option requirements in their program must enroll in UNIV 695 (maximum 1 s.h. per semester) until a final grade is received for the exit option activity and the degree is completed, or the time period to complete the degree is exceeded. The requirement for continuous registration does not apply during a summer term. (See Educational Leadership department for policies on continual enrollment for the Ed.D. degree.) Students must complete a Request to Enroll in UNIV 695, Continuing Enrollment, and submit the form to the School of Graduate Studies to request initial registration for UNIV 695. The request form can be found online at wiu.edu/grad.

Students seeking an exception to this policy should submit a petition to the School of Graduate Studies.

Students enrolled in UNIV 695 are not eligible to hold an assistantship position.

Failure to Register for UNIV 695

After the student has requested registration for one semester of UNIV 695, the Office of the Registrar will automatically register and assess tuition and fees for each semester of UNIV 695 until continuous registration is interrupted. Continuous registration is interrupted by completion of the degree, non-payment of the tuition bill, or expiration of the time limit to complete the program of study. All students who meet the criteria delineated in this policy must initiate continuous enrollment registration through the School of Graduate Studies or petition for a leave of absence from the University. Any student who fails to initiate registration or interrupts continuous registration without obtaining a leave of absence from the School of Graduate Studies must enroll in one credit hour of UNIV 695 for each of the delinquent semesters upon re-enrollment and/or reinstatement, or as a condition of having the degree conferred. Any student requesting reinstatement in a degree program must submit an online application for re-admission to the School of Graduate Studies.

Course 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 they plan to take. Instructors may withdraw a student who does not meet course prerequisites/corequisites at any time from course registration through the 100% 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 have the opportunity to 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.

Courses and Credit Requirements

Courses numbered 500 and above are graduate courses. Only those advanced undergraduate courses on the 400-level listed in this catalog may be taken for graduate credit. In order for graduate credit to be earned for these 400-level courses, additional work to that which is done for undergraduate credit must be completed. No more than one-half of the semester hours counted for the graduate degree may be earned in courses below the 500 level.

Specific credit requirements for the completion of degrees are listed under each graduate program description. Hours earned in courses taken to satisfy deficiencies in the undergraduate program are not counted toward the total degree requirements.

Following each course title in the ensuing pages, the number in parentheses represents the credit allotment for the course in terms of semester hours.

Western Illinois University offers students and faculty the opportunity to explore experiments in learning which are outside the existing traditional curriculum structure. Faculty may propose new and innovative courses (475G/675) for presentation to students on a trial basis. The appropriate school director should be contacted for additional information about experimental courses. Course content taken under experimental course numbers (475G/675) may not be repeated. No more than six semester hours of credit earned in a combination of 475G and 675 may be used in any graduate degree program.

Overseas Study 679, a course available to all schools, facilitates the registration and tracking of students who enroll for study outside the U.S. Prerequisites for this course are approved by the study abroad coordinator and the school director. No more than six semester hours of Overseas Study 679 may be applied to a graduate degree.

Only doctoral students are eligible to enroll in courses numbered 700 and above.

Document Policies

A transcript of a student's record received by WIU from another university or college will not be forwarded to a third institution. The student should request another transcript from the original institution.

Admission test scores for the GRE and GMAT are not forwarded to another university. The student should request test scores directly from Educational Testing Service.

Exit Option Committees

The exit option committee shall be comprised of a minimum of three departmental faculty, of which one shall serve as chair. The chair must be a full member of the graduate faculty. Other committee members must be full or associate members of the graduate faculty. Additional graduate faculty can be added to the committee per departmental policy.

The dissertation committee composition is defined by each individual doctoral program. Contact the appropriate school director to determine membership rules for dissertation committees.

Exit option committees must be approved by the School of Graduate Studies. Committee approval forms can be found at wiu.edu/grad.

Family Educational Rights and Privacy Act (Notification to Students) Policy

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. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

1. The right to inspect and review the student's education records within 45 days after the day Western Illinois University receives a request for access. A student should submit to the registrar, dean, school director, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school 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 school 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 is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

   A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

   If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and of the student's 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 provide written consent before the university discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by Western Illinois University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of Western Illinois University who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the

use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student who is volunteering to assist 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 responsibilities for Western Illinois University.

Upon request, the school also discloses education records without consent to officials of another school in which a student seeks or intends to enroll. The Access to and Release of Student Information Policy (*wiu.edu/policies*) includes additional disclosures that are permitted by FERPA without prior written consent.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Western Illinois University to comply with the requirements by FERPA. The name and address of the Office that administers FERPA is:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202

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:

1. the student's name,
2. school and home address,
3. WIU email address,
4. telephone number,
5. major field of study,
6. dates of attendance,
7. full- or part-time status,
8. classification,
9. degrees, honors, and awards received (including Dean's List) and date granted,
10. anticipated graduation date,
11. most recent previous educational agency or institution attended,
12. participation in officially recognized activities and sports, and,
13. 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 Office of the Registrar, Sherman Hall 110. 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.

Final Examinations

Each candidate for a graduate degree may be required to take a final oral and/or written examination. It may be required by the department or departments involved (see the relevant departmental section), or by the Graduate Council in special cases.

If the examining committee decides the student has failed to pass the written and/or oral examination, it makes one of three possible decisions: (a) the candidate should not receive the graduate degree, (b) the candidate should be required to take additional courses before appearing for re-examination, or (c) the candidate should be re-examined after a period of time as designated by departmental policy.

Full-time/Part-time Enrollment

Full-time enrollment is nine semester hours of credit during any regular semester (fall or spring) or six semester hours of credit during the summer term. The maximum load for a graduate student during any regular semester (fall or spring) is 15 semester hours or nine semester hours during the summer term. Exceptions may be permitted by the School of Graduate Studies.

The maximum course load for Computer Science graduate students is nine hours during fall or spring semester or six hours during the summer term.

Grade Appeals Policy

The purpose of the grade appeal policy is to ensure that grades represent a fair and consistent evaluation of student performance.

A graduate student who believes they were unjustly evaluated in a course must 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, the student should contact the school director in order to set up a meeting with the faculty member (or to meet with the school director if the faculty member is no longer on campus).

A grade assigned as a result of an academic integrity violation cannot be appealed. The complete grade appeal process can be found at wiu.edu/policies/gradeapp.php.

Graduate Committees–Departmental

Each department offering graduate work as a field of specialization has a graduate committee. Shortly after the student has been admitted to the School of Graduate Studies, and prior to their first registration, the student must consult the chair of their graduate committee or assigned academic advisor. Graduate committees have general supervision over the work of their department's degree students. Until the Departmental Graduate Committee assigns the student to an advisor, the committee assumes responsibility for the student's general orientation and program of study.

Incomplete Grade Policy

A temporary grade of "I" (incomplete) indicates that the student has been unable to complete coursework due to circumstances beyond their control. A request for an incomplete grade at the graduate level may be approved at the discretion of the faculty member. Students failing to complete the required coursework within one year will receive a grade of F or U. Faculty members may approve an extension of time for the incomplete. Some academic departments have automatically extended their capstone/exit option courses (i.e., thesis, applied project, etc.), and students should contact their academic advisor to identify courses with automatic extensions already in place. Completion of a graduate degree will not be allowed with incomplete grades posted Fall 2006 or after on the transcript.

Integrated Baccalaureate and Master's Degree Programs

An integrated baccalaureate and master's degree program provides the opportunity for outstanding undergraduates to earn both degrees in five years. Typically, 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 program may include additional opportunities to participate in a variety of experiential educational activities, such as a master's project or thesis.

Please refer to the appropriate section at the back of the catalog for details and program offerings.

Oral English Proficiency Appeal

Students who have complaints concerning the oral English proficiency of faculty providing classroom instruction should contact the School Director 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 School Director including, but not limited to, classroom visitation. If the School Director finds the faculty member's oral English proficiency is satisfactory, the School Director will so notify the student.

Students may appeal the School Director'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 School Director 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 this decision.

At all levels of this procedure, the student's identity will remain confidential. WIU's full policy on Oral English Proficiency is available at wiu.edu/policies/oralexam.php.

Post-Baccalaureate Certificate Programs

Western Illinois University offers post-baccalaureate certificates in several disciplines. Refer to the appropriate section at the back of the catalog for details and program offerings.

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 graduate 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. A student must submit a Graduate Grade Replacement Approval form to the School of Graduate Studies for permission to repeat a course **before** the beginning date of the course in which a grade was earned previously in order for this policy to apply to that course.

2. The repeated course must be taken from Western Illinois University.

3. A course may not be repeated more than one time (taking it a maximum of two times). In addition, no more than six total credit hours of graduate-level work may be repeated under this policy in a program requiring 30–46 semester hours. No more than nine total credit hours of graduate-level work may be repeated under this policy in a program requiring 47 or more hours, with the exception of the Counseling program, which allows no more than six semester hours of grades to be replaced. Subsequent attempts to repeat a course will not result in credit or honor point replacement.

4. 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.

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. The semester hours from all graduate work in which grades C, D, F, FN, FW, or U were earned, including those that are subsequently replaced under this grade replacement policy, count toward the maximum number of allowable hours of C, D, F, FN, FW, or U that may be earned in graduate level work, as described in the "Academic Requirements and Satisfactory Progress" section of this catalog.

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.

10. This policy may not be used to replace a grade on a comprehensive exam or an exit option course such as a dissertation, thesis, or project.

Tuition and applicable fees must be paid for all courses retaken. Students should be aware 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.

Research – Human Subjects

Any research that involves human subjects, whether funded or not, that is undertaken by WIU faculty, academic staff, or students, or supported by Western Illinois University, must be conducted ***ethically and is subject to the Institutional Review Board (IRB) policies*** on human subjects research. Research with human subjects that will be used for the completion of a degree (master's thesis, master's project, dissertation, etc.) must be reviewed by the IRB.

Research conducted as part of a classroom assignment must adhere to the "*Research Conducted in Courses"* listed in the WIU IRB Policy and Procedures for Human Subjects

Research, Revised June 2016. Additional information for classroom-based research can be found in the "*Classroom-Based Research Guidelines*" located on the Sponsored Projects website under "Research Compliance."

- **"Research,"** as defined by the Department of Health and Human Services (DHHS), is a systematic investigation, including research development, testing, and evaluation, designed to develop or contribute to generalizable knowledge.
- **"Research,"** as defined by the Federal Drug Administration (FDA), means any experiment that involves a test article and one or more human subjects.

If a research protocol meets either of these definitions, it must be reviewed by the WIU IRB prior to the research being conducted. If you are unsure whether your project requires IRB approval, please contact the Compliance Specialist at irb@wiu.edu. Additional information can be found at wiu.edu/sponsored_projects/compliance/index.php.

Residency

Domestic and international 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 or *R-Office@wiu.edu*.

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 student, parent, or legal or natural guardian will be considered a resident unless the student, 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 residence status of each student enrolled in the University for the purpose of determining whether the student is assessed domestic or international tuition. Each applicant for admission shall submit at the time of application evidence for determination of residence 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, an adult student not residing in Illinois must be a bona fide resident of one of the approval states outside of Illinois. The Board of Trustees will approve the appropriate states which will be listed in the cost section of the official Western Illinois University catalog.

b. Minor Students

The residence of minor students shall be considered to be the same as that of their parents or that of either parent if the parents are separated or divorced or that of their legally appointed or natural guardian such as a grandparent, adult sibling, 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. If such persons are transferred to a post outside the continental United States but such persons remain registered at the University, residence status shall continue until such time as these persons are stationed within a state other than Illinois within the continental United States. Effective July 1, 2015, students using benefits under the federal Post-9/11 Veterans Educational Assistance Act of 2008 (Chapter 33), the All-Volunteer Force Educational Assistance (Chapter 30), or any subsequent

variation of those Acts, WIU shall deem that student an Illinois resident for tuition purposes regardless of the covered student's state of residence.

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 of 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.

Retaking Failed Courses

A student may repeat any credit course in which a failing grade (F, FN, or FW) was received. If the student successfully petitions to the School of Graduate Studies to repeat this course for grade replacement, that policy will apply. Otherwise, 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.

Retaking Passed Courses

If a student successfully petitions to the School of Graduate Studies to repeat a passed course for grade replacement, that policy will apply. Otherwise, if a student decides that their mastery of a previously passed course will be improved by retaking the course, they may do so subject to the following conditions:

1. All grades received for each course retaken will appear separately on the transcript in addition to the original grade.

2. No honor points or credit toward graduation may be received for retaking a previously passed course.

3. Tuition and fees must be paid for all courses retaken. Once a course is passed, that course may be counted for financial aid purposes only one more time.

4. The student must properly register to retake a course during registration or preregistration.

Previously passed courses are those for which any of the following grades have been received: A, B, C, D, or S. If a course graded "S" is retaken, the second grade (assuming successful completion) will also be an "S" since only "S" and "U" grades can be given for such courses. For all other previously passed courses, the grade on the transcript will reflect what the student has achieved by taking the course a second time.

Right of Academic Appeal

Graduate students have the right to appeal the implementation of any University regulation that relates to admission, academic standards, assistantships, or graduation by submitting a petition form (wiu.edu/grad/petition) to the Graduate Council. Such appeals must be based upon the existence of unusual or extenuating circumstances that have prevented the student from achieving the normal University standard, and evidence of these unusual or extenuating circumstances must be presented with the appeal. Such appeals must be submitted to the Graduate School. The appeal process can be found at wiu.edu/grad.

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 each student's responsibility to know the University regulations for the standard of work required to continue in graduate school. Degree requirements are presented in this publication. Additional details about requirements and procedures are available from the School of Graduate Studies or at wiu.edu/grad.

Thesis/Dissertation Preparation

WIU theses and dissertations reflect on the student, the department, and the University. Thus, it is in all our interests that they are of the highest quality and format. Format, style, method of presenting bibliographies, etc., vary among departments depending on the subject matter and field of the thesis/dissertation. In spite of the differences, however, some uniformity is expected in all theses/dissertations submitted. Guidelines for thesis/dissertation preparation can be found at wiu.edu/graduate_studies/thesis_and_dissertation.

The thesis/dissertation must be electronically submitted to www.etdadmin.com/wnill. Deadline for submission is the Friday before finals week in the spring and fall semesters and the Friday before the final week of the summer session. Students will be required to purchase a copy of their thesis/dissertation for the University Archives.

Time to Complete Degree/Revalidation of Courses

The work required for a graduate degree (including transfer courses) must be completed within six consecutive calendar years for master's and specialist students and eight consecutive calendar years for doctoral students from the commencement of the first course taken. An extension of time may be granted, however outdated coursework must be revalidated. Students should contact their department to begin the revalidation process. Evidence must show that such courses have been revalidated by examination or some other means as determined by the department. If a student

wishes to utilize an out-of-date transfer course, the course may be revalidated by the instructor who taught the course at the institution where it was originally taken or by the instructor of the comparable WIU course. Graduate courses with grades of "C" or lower may not be revalidated. Those outdated courses may be excluded from the calculation of grade point average with the approval of the department and the School of Graduate Studies via petition.

Transfer Credit

Transfer credits are approved by the School of Graduate Studies or the Graduate Council. Approved courses can be listed on the degree plan or, if a degree plan has already been filed, the student can submit a Graduate Transfer Credit Approval form to the School of Graduate Studies. Official transcripts recording the transfer courses must be sent directly from the registrar of that institution to the School of Graduate Studies. No course credit may be transferred unless the grade received was at least a "B".

If approved by their department, a student may transfer a maximum of six semester hours of approved graduate credit from an accredited institution in a 30-hour degree program or nine semester hours in a degree program requiring 32 or more semester hours with the exception of the doctoral programs. A student in a doctoral program may transfer a maximum of eighteen semester hours with approval from their department. Students may petition to the Graduate Council, with the approval of the advisor and the departmental graduate committee, for additional hours to be accepted from other accredited institutions. Coursework that was used to meet degree requirements for a graduate degree at a different institution will not be allowed to transfer to Western Illinois University.

Undergraduate Enrollment in Graduate-Level Courses

Under certain circumstances, an undergraduate student may enroll in graduate-level courses for either graduate, undergraduate, or bridge credit. Forms are available at wiu.edu/registrar/forms. 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 have fulfilled the course prerequisites.

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

4. Under no circumstances may these courses be used for a future graduate degree program.

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

1. The student must be of senior classification. Applicant must have a GPA of 3.00 or higher if a first semester senior; applicant must meet admission requirements to Graduate School if a second semester senior.
2. The student must have applied for admission to the School of Graduate Studies and met admission requirements to the School of Graduate Studies.
3. The student must have fulfilled the course prerequisites.
4. The student must have filed an application for graduation in the Office of the Registrar prior to enrolling in graduate-level courses for graduate credit.

5. The student may enroll in a maximum of five graduate-level courses for graduate credit. Exceptions may be approved by the Director of Graduate Studies.

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

1. The student must be of senior classification (90 s.h. earned) or beginning the final two semesters (fall and spring) as demonstrated by a written degree completion plan.
2. The student must have filed an application for graduation in the Office of the Registrar.
3. The student must have applied to the School of Graduate Studies and have been accepted into an integrated degree program.
4. The student must have fulfilled all prerequisites for the course.
5. Students may enroll in a maximum of three (400B, 500B, 600B) courses to satisfy requirements for the Baccalaureate and Master's Integrated Program. (MBA program allows a maximum of 6 s.h.)

Variable Credit Courses

Courses with a variable credit designation (e.g., Music 599, Seminar in Music [1–3, repeatable to 6]) may be taken for 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. A variable credit course cannot be taken again unless it is clearly designated as repeatable.

Withdrawal Policy

A symbol of "W" on a student transcript indicates official withdrawal from a course. A student may withdraw from a course during the first 10 weeks of a semester. After the first 10 weeks, individual courses may not be dropped. For academic courses of an irregular length, the withdrawal date shall be 0.6 of the length of the course. Once final examinations have begun, a student may not withdraw from that term except for exceptional and documented reasons.

It is the student's responsibility to withdraw from a class using their STARS account. Any request for a late withdrawal must be submitted in writing with appropriate supporting documentation to the Graduate Council.

The full policy may be found online at wiu.edu/policies/withdraw.php.

Tuition

The following rates of tuition and fees are listed per credit hour for all who are classified as graduate students. Summer fee rates may be obtained at wiu.edu/billing. The below amounts are subject to change without notice by action of the Board of Trustees.

Domestic
$401.78 per credit hour

International
$803.56 per credit hour

Assessment for WIU Integrated Bachelor's/Master's Students
WIU students accepted into an integrated bachelor's/master's degree program will be assessed undergraduate tuition rates based on current policies while an undergraduate student. After completing the bachelor's degree, integrated students will be assessed one year at the graduate level of the tuition rate plan in which they were last assessed. After that, students will be assessed at the current rate plan.

University Fees

University Fees per Credit Hour..... $101.56

General student fees are approved annually by the Western Illinois University Board of Trustees and are mandatory for all students and require payment regardless of whether or not the student receives direct benefits. They are charged per credit hour. The fees represent a shared average cost of services that support WIU students and are included in the overall cost of attendance.

University fees may be composed of the following:

Activity Fee: Provides support for various student organizations and activities.

Fine Arts Fee: Provides resources and support for annual Fine Arts offerings for WIU students and constituents of the Western Illinois region.

Athletic Fee: Provides partial support for the men's and women's athletic programs.

Bond Revenue Fee: Supports payment of principal and interest on bonds issued to construct student activity facilities (University Union, Western Hall, etc.).

Technology Fee: Supports computer labs and computer resource centers.

Facility Enhancement/Life Safety: Funds state-mandated sprinkler installation in residence halls and other safety features. Also supports other student services facilities.

Health Center Fee: Helps support the Beu Health Center, which provides many medical services at reduced rates.

Talent Grant Fee: Provides funds to give grants to students who demonstrate outstanding talents in extracurricular activities. Examples include art, theater, student government, band, etc.

Transit Fee: Supports the bus service.

Miscellaneous Fees
A $15 nonrefundable transcript fee is assessed the first semester a student matriculates to Western Illinois University. This one-time fee entitles the student to unlimited transcripts at no additional cost.

A $75 nonrefundable fee is assessed to all new international students for orientation programming.

Student Health Insurance
The student health insurance program is administered in cooperation with Beu Health Center through the Student Insurance Office. Students registered and assessed fees for nine hours or more with at least one credit hour in person, and all graduate assistants under contract to the University taking one hour or more of any type of classes, are automatically enrolled and assessed the insurance fee. The 2026-2027 student insurance rate is $1,075.00 per semester. Please contact the insurance office for further information.

Student health insurance may be waived under certain circumstances. Please contact the Student Health Insurance Office for instructions on enrolling or waiving insurance at (309) 298-1882. You can also reach them at Sherman Hall 312.

Room and Meal Rates for Residence Halls - effective Fall 2026-Spring 2027

By Semester

Double Occupancy	$6,181.00
Single Occupancy	$7,896.00
Super Double	$6,481.00
Super Single	$8,056.00
Corbin Suite (Double)	$6,481.00
Corbin Suite (Single)	$9,316.00
Grote Hall Double Occupancy	$6,656.00
Grote Hall Single Occupancy	$7,713.00

Summer Term – Room Rates

Double Occupancy	$946.00
Single Occupancy	$1,415.00

The 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 an account balance will be denied registration.

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's WIU e-mail address when each bill is ready to view on STARS. Details must be viewed on STARS. Students may establish additional e-mail addresses to which the notification may also be sent. The e-mail will include the account balance and the due date.

Payment Due Dates

Fall semester charges and spring semester charges are due after the 10th day of classes. Please refer to the university calendar for these dates each semester. Summer semester charges are due June 28.

After the due date, a finance charge of 1% of the account balance is added each month and the student will have a financial encumbrance preventing registration for future semesters.

University Credit/Refund Policy

Dropped Courses
Students enrolled in any combination of sessions, either on campus and/or off campus, must drop from the desired class within that session's 100% 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% refund/credit period. The 100% refund/credit periods for regularly scheduled classes are as follows:

> Fall and spring semester: on or before the 10th class day of the semester.
> Summer session: on or before the sixth 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 Office at (309) 298-1884.

A student may withdraw during the first 10 weeks of a regular semester. After the first 10 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 10th class day of the semester shall receive credit for all tuition, mandatory fees, and prorated credit for room and board charges.

A student who officially and TOTALLY withdraws after the 10th 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 Sessions
The University designates shorter withdrawal credit periods for the summer session, 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.

Financial Assistance

Graduate Assistantships

Graduate assistants are an integral part of the intellectual community at Western Illinois University. The purpose of graduate education is to develop scholars and professionals equipped with the knowledge and skills to succeed in their chosen fields. By working under the supervision of faculty mentors or administrative professionals, graduate assistants gain valuable experience relevant to their profession.

Graduate assistantships are academic merit-based awards that recognize outstanding achievement and provide financial support to students as they pursue their degrees. Both the University and the student benefit from the assistantship. The student receives professional experience and financial support, while the University gains a student assistant dedicated to advancing its mission.

Graduate assistants are expected to balance the challenges presented by both the assistantship duties and the requirements of the graduate degree. As such, a student must demonstrate satisfactory progress toward the completion of scholarly tasks, as well as assignments in the workplace. All graduate students are encouraged to consult with assistantship supervisors and departmental graduate advisors throughout this process.

Students with full-time assistantships are required to work 20 hours per week or teach up to six semester hours per semester and will receive a monthly stipend and waiver of tuition. Current stipend amounts, policies, procedures, and additional information concerning the assistantship program may be found online at wiu.edu/graduate_assistantships.

Categories of Assistantships

1. Teaching Assistant (TA)
A **Teaching Assistant** is the instructor of record for a class or laboratory within a specific academic department of the University. Teaching Assistants' duties consist of one or more of the following types of activities:
- conducting classes or laboratories
- preparing lectures
- constructing and grading tests/quizzes
- holding student conferences
- assigning course/laboratory grades
- other duties related to the assigned course/laboratory

2. Teaching Support Assistant (TSA)
A **Teaching Support Assistant** provides assistance/support to an academic course instructor. Teaching Support Assistants' primary (greater than 50%) duties consist of one or more of the following types of activities:
- taking attendance
- proctoring exams/quizzes
- grading objective exams/quizzes
- developing academic instructional materials
- tutoring
- facilitating review/study sessions

- other instructional support services

3. Research Assistant (RA)
A **Research Assistant** is assigned to faculty members to assist with their research. Research Assistants' primary duties (greater than 50%) consist of one or more of the following types of activities:

- conducting experiments
- collecting or analyzing data
- collaborating in preparing publications
- library research
- other research activities

4. Graduate Assistant (GA)
A **Graduate Assistant** supports the administrative and operational functions of the University or approved external agencies. Graduate Assistants' primary duties (greater than 50%) consist of one or more of the following types of activities:

- technical support services (web, equipment management, etc.)
- advising students
- clerical support
- recruiting students
- event development/management
- other support services

Application Process: To search and apply for graduate assistantship positions, please log into WIU Handshake account.

Many positions require application directly through Handshake, however, if it indicates "Apply Externally", applicants must complete that external process to be considered for the assistantship. Individual departments/offices on campus are responsible for the selection of their assistants and departments may require additional application materials or processes before considering a candidate. All employment requirements must be met before an assistantship contract may be written.

Tuition Waiver Benefit: Assistantship contracts lasting the duration of the fall, spring or 8 week summer session automatically carry a graduate tuition waiver. Tuition waivers are for progress toward the completion of a graduate degree program and are initially limited to the number of semester credit hours needed for a student to complete a program plus 10%. Any request for tuition waivers greater than 10% of the required hours must be approved by the Director of Graduate Studies and reported to the Associate Provost if not the same. The waiver limit includes research hours, thesis hours, and deficiency courses. The waiver does not include student fees or health insurance costs. Tuition waivers may be revoked if the assistant does not fulfill the original terms of the contract. Tuition waivers are not prorated.

Tuition Waiver Taxation: Per Internal Revenue Service regulations (IRC 127), taxes will be withheld on graduate assistant tuition waiver amounts exceeding $5,250 in the calendar year (January-December). Research, teaching support, and teaching assistant tuition waivers are exempt from taxation under current tax laws. For more information, please visit wiu.edu/graduate_assistantships/tax_questions.php or contact the Payroll Office.

Pay Schedule: Pay will be received based on when the assistantship employment is processed and the timing of the current pay schedule. Current pay schedule information can be found on the Payroll website (*wiu.edu/payroll*). Assistants are required to participate in direct deposit of wages using the financial institution of their choice.

Eligibility Requirements: Students must meet all of the conditions listed below in order to hold an assistantship position:

1. Must be a degree-seeking graduate student regularly accepted into a master's, specialist, or doctoral program. Probationary, non-degree, post-baccalaureate certificate, and second bachelor's degree students are not eligible to hold assistantship positions.

2. Must maintain a 3.0 or higher graduate GPA once graduate-level courses have been completed.

3. Apply through Handshake, complete the external application if necessary, and be selected for a position.

4. Domestic master's level students must be enrolled in at least nine semester hours of graduate coursework or undergraduate deficiencies if holding a graduate, teaching support, or research assistant position for fall/spring; or at least six semester hours if holding a teaching assistant position for fall/spring. Domestic doctoral students must be enrolled in at least six semester hours of graduate coursework to hold any classification of assistantship position for fall/spring. Contracts (for any position) that fall within the regular summer session dates require enrollment in a minimum of three semester hours of coursework in the summer session. **F-1 registration requirements for international students supersede the minimum registration requirements stated above for any type of assistantship or level of study.** If it is the assistant's last semester of coursework (as verified by the degree plan), it is acceptable to be registered for only the remaining required courses.

5. Sign an assistantship contract and complete all required employment paperwork including a background check.

Employment Requirements: All graduate assistants must complete an *Authorization for Deposit of Recurring Payment* form which allows assistants to receive monthly stipends electronically from WIU. Additionally, if this is the student's first period of employment at WIU or if changes are necessary, an *Employment Eligibility Verification (I-9)* form and an *Employee's Withholding Allowance Certificate (W-4)* must be completed in Human Resources within three days of the contract's begin date.

The Abused and Neglected Child Reporting Act (Act) (325 ILCS 5/4) mandates that all personnel of higher education institutions, including graduate assistants, report cases of suspected child abuse or neglect to the Department of Children and Family Services' (DCFS) toll-free, 24-hour Child Abuse Hotline at 1-800-25-ABUSE (22873). Effective July 13, 2012, the Act requires any person who enters into State of Illinois higher education employment to sign a statement on a form prescribed by DCFS to affirm that the employee has knowledge and understanding of the reporting requirements of the Act. The statement, *Acknowledgement of Mandated Reporter Status,* must be completed via STARS prior to a contract being written.

Western Illinois University endeavors to provide a safe environment for its employees and students and requires candidates to submit to a background investigation upon offer of employment. Employment is contingent upon compliance with University policies and procedures relating to the receipt and evaluation of information contained in the background investigation.

All graduate assistants under contract to the University will be assessed the student health insurance fee. A brochure explaining coverage of the student health insurance program is available at the Student Health Insurance Office, (309) 298-1882. Student health insurance may be waived if the student provides proof of equal or better deductible within the first ten days of the semester.

Graduate assistants must adhere to the same standards of professional ethics as permanent employees. All graduate assistants must comply with The State Officials and Employees Ethics Act (5ILCS 430/5-10) by completing the annual online training. Newly hired assistants must review the *WIU Ethics Orientation for Employees* document and electronically submit the signature/certification page. The document is available on STARS under Employee Compliance.

All graduate assistants are required to complete online sexual harassment prevention training, in accordance with the Illinois Human Rights Act and in support of the University's sexual misconduct policy. This training is administered by the Office of Equal Opportunity and Access. Students will receive a personalized training link in their WIU email account. This training needs to be completed within 30 days of hire.

In accordance with state statute, teaching assistants engaged in oral instruction in the classroom should be people who possess adequate competence in spoken English (unless the language of instruction is not English). For students whose native language is not English, this competence must be evaluated by the school director. Certification of such evaluation is required on the Graduate Assistant Request to Hire.

Teaching assistants must have access to WIUP University Information Management Systems (MVS) to enter grades online for the courses they are assigned to teach. The Office of Human Resources will email Teaching Assistant login information and instructions.

It is recommended by the Graduate School that graduate assistants not hold employment other than the assistantship.

Lump Sum Payment Request – Graduate Assistant
Periodically, graduate assistants may perform duties in addition to their regular contract responsibilities. Supplemental pay for graduate assistants are processed by *Lump Sum Student & Graduate Assistantship Payment Request* **form available online via Interview Exchange. This form of payment is not intended for continuous payments. Please contact Human Resources to receive access to this form in Interview Exchange.**

Termination/Resignation
Resignation/termination of an assistantship by a student or by a department/unit must be made to Human Resources in writing. The employing unit, Graduate Studies or Human Resources may terminate an assistantship contract for cause or if eligibility requirements are not met. As soon as a graduate assistant has been terminated or has resigned, an email notification will be sent to the department's fiscal agent, the supervisor, and the student (using WIU email address). Tuition waivers may be revoked if the assistant does not fulfill the original term of the contract.

Evaluation of Performance
Periodic performance evaluations of assistantship personnel are not mandatory. However, the Graduate School encourages hiring departments to provide some form of evaluation to assistants each semester. As such, a sample evaluation form is available for departments at wiu.edu/graduate_assistantships/GAEvaluationForm.pdf.

Time Reporting
All assistantship personnel must record their hours worked via an online time reporting system. This time report is not directly related to monthly stipend payments. Instructions for completing the time report may be found at wiu.edu/graduate_assistantships/GATimeReportingInstructions.pdf.

Human Resources recognizes that the weekly scheduling of graduate assistant hours may vary across departments due to the variety of departmental needs. The time reporting guidelines are meant to encompass the majority of situations and provide guidance for departments and graduate students. Human Resources should be consulted if a department's needs require a substantial deviation from these guidelines.

For most departments, a set schedule of hours per week (20 for full positions, 13 for 2/3 positions) is the norm. Departments using this schedule should ensure the total number of hours worked during the semester meets the standard for the amount of the assistantship. Departmental decisions to alter the GA schedule (e.g., to exclude duties during the first week or finals week) should increase the number of hours in the other weeks to account for the difference.

Assistantship personnel who are scheduled to work on a day listed on the academic calendar as a holiday or a University closure are excused from working that day and do not need to make up the hours later. Normally, assistants are not expected to work on a holiday or during the weeks of Spring Break and Thanksgiving Break unless it is written into their job description as an expectation. In this case, the assistant shall be compensated with equal time off or a lump sum payment, as determined by unit policy or the decision of a supervisor.

While it is understood that individual departmental needs may demand additional student hours at certain times in a semester, care should be taken to ensure the increased hours during those periods do not impede the student's academic progress. The number of hours during any one week should not exceed 20-25% more than the usual amount (a total of 24 hours for a full GA; 16 hours for a 2/3 GA). The overage should be documented and accounted for in a reduction of hours in other weeks.

Departments are encouraged to monitor the number of assistantship hours worked by means of assigned office or lab hours, during which grading, research assistance, and other preparatory tasks may be accomplished for supervising faculty or the department. In cases where this solution is impractical, some other method by which the department can monitor hours worked should be documented.

In all cases, graduate assistants should know the average number of hours their assistantship duties require and should be encouraged to meet with their supervisor to discuss their assignment and the balance of hours between academic and assistantship duties. Clarification on these guidelines may be provided by Human Resources.

Graduate Student Research and Professional Development Fund

The Graduate School strongly values professional development and research as important components of graduate study. As such, the Graduate Student Research and Professional Development Fund is designed to support student research projects and presentations, scholarly activities, and professional development opportunities.

A maximum of $8,000 (up to $500 per recipient) will be available each academic year to degree-seeking graduate students. To be eligible for the award, students must be degree-seeking, enrolled in the current semester, have at least a 3.0 graduate GPA, and have completed at least six semester hours of WIU graduate coursework.

The application deadline to be considered for the fall semester is October 1; for the spring/summer semesters, it is February 15. Applications should be submitted to the applicant's school director on or before the deadline. A maximum of five applications may be submitted from each academic department. Schools must submit the applications to the Graduate School by October 15 (fall) and March 1 (spring/summer).

Applications and full guidelines are available at wiu.edu/grad/studentfund.

Loans and Part-Time Employment

The University participates in the Federal Work Study Program and the Federal Direct Loan Program. Please know that enrollment information is not always available when loan eligibility is determined. Therefore, loans are usually processed based on nine semester hours of credit per semester. Enrollment in less than nine semester hours may require an adjustment to the loan amount. Students enrolled more than nine semester hours may request a loan increase based on additional tuition and fees costs. Federal Direct Loans and Federal Work Study require minimum enrollment in six semester hours of graduate level course work in a qualified degree program each semester. Audit hours are not considered for financial aid.

Enrollment verification requests for the deferment of student loans are processed through the School of Graduate Studies.

Note: Students enrolled in courses for more than one graduate degree or certificate at a time, or enrolled in undergraduate courses, may not be eligible for financial aid. Students must earn their graduate degree/certificate before attempting more than 150% of the hours required for their first graduate degree/certificate. Hours beyond 150% may not qualify for financial aid.

For more information, contact the Financial Aid Office, Sherman Hall 127, (309) 298-2446 or Financial-Aid@wiu.edu.

Departmental Scholarships

Graduate scholarship information is available at wiu.edu/scholarshipoffice or by contacting the Scholarship Office, 303 Sherman Hall, SC-Office@wiu.edu. The Scholarship Office website includes general graduate, departmental, and private scholarship information. The student's academic department is another good resource for scholarship materials.

Veterans Resource Center

The Veterans Resource Center, located in the Wright Residence (333 N. Ward St., Macomb, IL 61455), 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 and streamlined approach to ensure all veterans and service members are afforded the greatest opportunities for success. The Center staff strive to be a welcome and safe place to all military personnel, veterans, and their family members, helping them complete their applications or receive assistance for the GI Bill® (GI Bill® is a registered trademark of the U.S. Department

of Veterans Affairs (VA), Illinois Veterans Grant, Illinois National Guard Grant, Illinois Deceased, Disabled, MIA/POW Veterans; Dependents Scholarship, Federal Tuition Assistance, and Federal Student Aid programs. More information about education benefits offered by VA is available at the official U.S. government website at https://www.benefits.va.gov/gibill).

Individualized assistance in additional areas include but are not limited to: questions/benefits regarding periods of military activation and deployment; obtain and receive maximum credit for their educational and military transcripts and experiences; appropriate housing accommodations; requesting military records; and acquiring community living information, outreach services, and health benefits. The Veterans Resource Center may be reached at (309) 298-3505 or VeteransResources@wiu.edu.

VA Pending Payment Compliance

Beginning August 1, 2019, and despite any policy to the contrary, Western Illinois University will not take any of the four following actions toward any student using the U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while their payment from the United States Department of Veterans Affairs is pending to WIU:

- Prevent their enrollment;
- Assess a late penalty fee to;
- Require they secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA's Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutions policies (see WIU's School Certifying Official for all requirements).

Doctorate of Education
- Educational Leadership

Education Specialist
- Educational Leadership

Specialist in School Psychology
- School Psychology

Master of Fine Arts
- Theatre

Master of Accountancy
- Accountancy

Master of Arts
- Communication
- Community and Economic Development
- English
- History
- Museum Studies
- Political Science
- Public Safety Administration
- Sociology

Master of Arts in Teaching
- Alternative Teacher Licensure

Master of Business Administration
- Business Administration

Master of Music
- Music

Master of Public Health
- Public Health

Master of Science
- Biology
- Chemistry
- College Student Personnel
- Computer Science
- Engineering Technology
- GIScience and Geoenvironment
- Mathematics
- Psychology
- Recreation, Park and Tourism Administration
- Speech Pathology
- Sport Management
- Teaching Mathematics

Master of Science in Education
- Counseling
- Education
- Educational Leadership
- Reading
- Special Education

Please check specific program sections for location information.

Notes

Director: Stephen Gray
Graduate Committee Chairperson: Charles Pryor
Graduate Advisor: Cheryl Westen
Email: aba@wiu.edu
Office: Stipes Hall 418
Telephone: (309) 298-1152
Website: wiu.edu/cbt
Location of Program Offering: Online

Graduate Faculty

Professors
Charles Pryor, Ph.D., Mississippi State University
Soon Suk Yoon, Ph.D., University of Wisconsin-Madison

Associate Graduate Faculty

Professor
Zhiqiang Yan, Ph.D., Georgia State University

Assistant Professor
Lu Lu, Ph.D., Temple University

Learning Outcomes

For student learning outcomes, please see wiu.edu/provost/learningoutcomes.

Program Description

The WIU School of Accounting & Business Administration provides a student-centered environment that promotes academic excellence, professional and personal growth, a spirit of collegiality, and ethical and professional conduct.

The School's curriculum and activities develop outstanding graduates who demonstrate the knowledge, skills, and competencies necessary to enter the accounting profession and to meet future career challenges.

The Master of Accountancy program provides students with a choice of two different emphases designed to prepare students for two different sets of career paths. The Public Accounting emphasis focuses upon the content and skills necessary to prepare students for careers in public accounting with particular emphasis on preparation for the Certified Public Accountant (CPA) exam. The second emphasis in Managerial Accounting focuses upon the broader business-accounting skills with special emphasis on preparation for the Certified Managerial Accountant (CMA) exam. Regardless of path chosen, students graduating with the MA Accounting degree are ready to meet the rigors of today's job market and industry/licensing standards.

The Master of Accountancy program with an emphasis in Public Accounting and preparation for the Certified Public Accountant (CPA) exam initiated the CPA Project, which is recognized as an accounting profession diversity pipeline initiative.

The Master of Accountancy degree is designed as a one-year program for candidates with accounting degrees from accredited institutions or as a two-year program for candidates whose business degree is not in accounting. Candidates who do not possess

degrees in business disciplines should anticipate a time frame of approximately three years to complete all background courses and graduate course requirements.

The faculty is committed to excellence in teaching and is engaged in research, service, and professional interactions to benefit the university, the accounting profession, and the community.

STEM Designation

The Accountancy degree program at Western Illinois University has been designated by the U.S. Immigration and Customs Enforcement agency within the Department of Homeland Security as a STEM-eligible degree program (CIP code 52.1399). The STEM designation allows eligible graduates on student visas access to an Optional Practical Training (OPT) extension, up to 36 months, as compared to 12 months for non-STEM degrees. As an international student, the longer work authorization term may help you gain additional real-world skills and experience in the U.S.

Integrated Baccalaureate and Master's Degree Program

Please refer to the appropriate section at the back of the catalog for details and program offerings.

Admission Requirements

- A minimum cumulative GPA of 2.75 OR 3.0 or higher GPA for the last two years (60 s.h.) of undergraduate work
- *GMAT score of 500 or above, with scores at or above the 25th percentile in both the verbal and quantitative sections and a score of 4 or above on the written portion.
- An acceptable combination of the undergraduate grade point average and total GMAT score is also required. Specifically, either 200 x GPA + GMAT must at least be 1,100 with a minimum cumulative undergraduate GPA of 2.75, or 200 x GPA + GMAT must at least be 1,150 with a minimum GPA of 3.0 for the last 60 hours of undergraduate courses.
- International students must also have minimum scores of 79 iBT on TOEFL or 6.5 on IELTS.
- All application materials and supporting documents must be received before an admission decision is made.

*The GMAT requirement is waived for students with an undergraduate major in accountancy having an overall GPA of 3.25 (on a 4.0 scale) from an institution with AACSB International accreditation. Applicants with a bachelor's degree in business from AACSB-International accredited institutions with a cumulative undergraduate GPA of 3.60 or higher (on a 4.0 scale) will not be required to take the GMAT exam.

Students may take graduate accounting courses as non-degree graduate students; however, they may not enter the Master of Accountancy program until all admission conditions are met.

Each prospective Master of Accountancy candidate must demonstrate academic background equivalent to that of an undergraduate accounting major at Western Illinois University, including mathematics equivalent to a first course in calculus. All academic courses fulfilling the background requirement must have been completed with a grade of C or better. The Graduate Committee for Accountancy will evaluate each transcript individually to determine any background courses which a student must take as part of the Master of Accountancy degree program.

Required Background Accounting Courses (or equivalents):
ACCT 341 Intermediate Accounting I
ACCT 342 Intermediate Accounting II
ACCT 343 Intermediate Accounting III
ACCT 451 Accounting Systems and Control
ACCT 480 Introduction to Auditing

Required Background Business Courses (or equivalents):
ACCT 307 Accounting for Managers and Engineers
BL 431 The Law of Commercial Transactions
CS 302 Spreadsheet and Database Applications
ECON 408 Economics for Decision Makers
FIN 331 Financial Management I
STAT 171 General Elementary Statistics

Degree Requirements

Each prospective Master of Accountancy candidate is required to complete a graduate program of study, subject to approval by the Graduate Committee for Accountancy. The program must be submitted for approval after the completion of nine semester hours and before completion of 15 semester hours.

Master of Accountancy programs must include the following:

I. Core Courses ..... 3 s.h.
- ACCT 551 Accounting Analytics (3)
- ACCT 611 Graduate Outcomes Assessment (0)

II. Complete one of the following emphases ..... 15 s.h.
- A. Public Accounting (CPA)
  - ACCT 470G Tax II (3)
  - ACCT 540 Contemporary Issues in Accounting (3)
  - ACCT 541 Advanced Accounting Concepts I (3)
  - ACCT 542 Advanced Accounting Concepts II (3)
  - ACCT 580 Advanced Auditing (3)
- B. Managerial Accounting
  - ACCT 445G Financial Modeling and Statement Analysis (3)
  - ACCT 454G Intermediate Managerial Accounting (3)
  - ACCT 455G Advanced Managerial Accounting (3)
  - ECON 538 Economics for Managers (3)
  - Accounting elective (3)

III. Integrative Experience ..... 12 s.h.
- A. Internship Option
  - ACCT 620 Internship
  - DS electives (3)
  - Graduate-level business course electives (6)
- B. Non-Internship Option
  - DS electives (3)
  - Graduate-level business course electives (9)

TOTAL PROGRAM ..... 30 s.h.

All courses selected are subject to the approval of the Graduate Advisor and the Graduate Committee for Accountancy. No more than 50% of the degree program (15 s.h.) may be taken at the 400-G level.

III. Integrative Experience ..... 12 s.h.

A. Internship Option
- ACCT 620 Internship
- DS electives (3)
- Graduate-level business course electives (6)

B. Non-Internship Option
- DS electives (3)
- Graduate-level business course electives (9)

TOTAL PROGRAM ..... 30 s.h.

All courses selected are subject to the approval of the Graduate Advisor and the Graduate Committee for Accountancy. No more than 50% of the degree program (15 s.h.) may be taken at the 400-G level.

Application of the School of Graduate Studies policies with respect to transfer and extension credits will be implemented on an individual basis.

Course Descriptions

Accounting (ACCT)

430G CPA Exam Preparation. (3) Students synthesize and demonstrate knowledge needed in the practice of professional accountancy as they finalize their preparation for the CPA Examination. Students must have access to designated license review materials. Graded S/U. *Prerequisite: permission of the instructor. Materials charge for course.*

441G Advanced Accounting I. (3) Study of advanced accounting topics including consolidations, international accounting, and international financial reporting standards (IFRS). *Prerequisite: ACCT 342 with grade of C or better.*

445G *(cross-listed with FIN 445G)* Financial Modeling and Statement Analysis. (3) Students will identify problems, analyze results, and make decisions regarding the impact on financial statements through development of models in electronic spreadsheets. Financial statements, capital budgets, risk, capital structures, takeovers, and other financial topics will be analyzed. *Prerequisite: ACCT 341 or FIN 331 or permission of the instructor.*

451G Accounting Systems and Control. (3) Introduction to the concepts and current practices in analyzing and developing organizational accounting and control systems. *Prerequisites: ACCT 341 with grade of C or better and CS 301.*

452G Cost 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.*

455G Advanced Managerial Accounting. (3) Advanced topics in cost/managerial accounting with an emphasis on tools and techniques for decision making. *Prerequisite: ACCT 452 with a grade of C or better.*

456G CMA Preparation. (0) Provides an overview of the Certified Management Accountant (CMA) credentialing process including the sitting requirements, examination options, and preparation methods. Students will be expected to purchase the designated review materials and follow the outlined study schedule. Graded S/U. *Prerequisite: ACCT 452 or permission of the instructor.*

457G 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: ACCT 200 or 201, or permission of the instructor.*

460G Tax I. (3) A study of federal income taxation with emphasis given to researching and communicating tax topics relevant to individuals, which includes sole proprietorships. *Prerequisites: ACCT 200 or 201 with grades of C or better, or permission of the instructor.*

470G Tax II. (3) A study of income taxation with emphasis given to researching and communicating tax topics relevant to corporate entities and partnerships. *Prerequisites: ACCT 460 with a grade of C or better and BL 432; or permission of the instructor.*

471G Tax Research. (3) Tax research tools and methods are used to investigate advanced tax planning and compliance topics. *Prerequisite: ACCT 460 and ACCT 470 with a grade of C or better.*

472G EA Preparation. (0) Provides an overview of the Enrolled Agent (EA) credentialing process including the sitting requirements, examination options, and preparation methods. Students will be expected to purchase the designated review materials and follow the outlined study schedule. Graded S/U. *Prerequisite: ACCT 201 or permission of the instructor.*

477G Professional Ethics & Regulation. (3) This course covers ethical issues, regulations, and decision-making frameworks that influence and govern the behavior of individuals in a variety of business contexts, including a special emphasis on the accounting and finance professions. *Prerequisite: ACCT 201 with grade of C or better.*

480G Introduction to Auditing. (3) The role and function of the auditor in the audit process and an introduction to audit standards, procedures, and principles. *Prerequisites: ACCT 342 and ACCT 451 with grades of C or better.*

500 CPA Overview & Preparation. (0) An overview of the Certified Public Accountant (CPA) credentialing process including sitting requirements, examination options, and preparation methods. Students must purchase the designated review materials and should enroll in one or more of the subsequent review courses. Graded S/U. *Prerequisite: Graduate standing in the Master of Accountancy program.*

501 CPA Review for Industry Professionals. (0) Overview of the Certified Public Accountant (CPA) credentialing process including sitting requirements, examination options, and preparation methods for individuals already working in the industry. Students must purchase the designated review materials and should enroll at least of the review courses. Graded S/U. *Prerequisite: Graduate standing in the Master of Accountancy program.*

510 CPA Regulation. (1) Students review, learn and demonstrate knowledge of concepts in Business Law, the regulation of professional tax accountants, and the professional practice of accounting in individual, entity, and multistate taxation to finalize preparation for the CPA examination. Graded S/U. *Prerequisites: ACCT 500, ACCT 372, and BL 431 or permission of the instructor.*

520 CPA Financial Accounting and Reporting. (1) Students synthesize and demonstrate knowledge of concepts and apply them to the practice of Financial Accounting and Reporting to finalize preparation for the CPA Exam. Graded S/U. *Prerequisites: ACCT 500 and ACCT 343 or equivalent.*

530 CPA Preparation. (1-3, repeatable to 3) Students synthesize and demonstrate knowledge needed in the practice of professional accountancy as they finalize their preparation for the CPA Examination. Graded S/U. *Prerequisites: ACCT 500 or permission of the instructor.*

537 Issues in International Accounting. (3) An investigation of the external and internal reporting problems encountered by multinational business entities and a study of accounting systems in different countries. This course will also review the purpose of international accounting organizations and their role in solving current accounting problems. *Prerequisite: ACCT 307 or equivalent.*

540 Contemporary Issues in Accounting. (3) A conceptual study of financial accounting and reporting topics with an emphasis on current regulatory and policy issues. Emphasis will be placed on critical thinking, written and oral communication skills, and professional development. *Prerequisite: ACCT 342 or equivalent with a grade of C or better.*

541 Advanced Accounting Concepts I. (3) A study of advanced topics in financial accounting. *Prerequisite: ACCT 343 with a grade of C or better.*

542 Advanced Accounting Concepts II. (3) A study of advanced topics in accounting, including not-for-profit and governmental entities. *Prerequisite: ACCT 343 with a grade of C or better.*

547 Corporate Financial Reporting and Analysis. (3) An analysis of corporate financial reports and other disclosures, with emphasis on how this information can be used for making investment and credit decisions. This course will also consider the impact of accounting choice decisions on financial reporting and analysis. *Prerequisite: ACCT 307 or equivalent.*

551 Accounting Analytics. (3) Application of accounting analytics concepts and techniques to develop, analyze, and interpret information and participate in decision making processes. *Prerequisite: ACCT 451 or equivalent with a grade of C or better.*

580 Advanced Auditing. (3) Advanced auditing topics, research and cases that emphasize the analytical skills and professional judgment required to formulate audit options. *Prerequisite: ACCT 480 or equivalent with a grade of C or better.*

600 Independent Research in Accountancy. (3, repeatable to 6) Independent reading and study of selected topics in Accountancy. *Prerequisite: Completion of six graduate hours in accounting and permission of Graduate Committee.*

611 Graduate Outcomes Assessment. (0) Requires each Master of Accountancy student to demonstrate proficiency on selected learning goals for the program. The course must be taken near the end of the program. Graded S/U. *Prerequisites: Completion and/or co-enrollment in at least 24 s.h. of graduate level business courses.*

620 Accounting Internship. (1–9, repeatable to 9) Integrates accounting theories with application to actual business practices. Students are exposed to a variety of positions within the business firm during the semester. All internships are supervised by a faculty coordinator and an executive in the business firm. Analytic reports of work accomplished by each student are presented to the coordinator. Graded S/U only. *Prerequisites: Completion of six hours of accountancy courses and prior approval of the Graduate Committee.*

Alternative Teacher Licensure

Director: James LaPrad
Graduate Program Coordinator: Carla Paciotto
Graduate Program Coordinator E-mail: c-paciotto@wiu.edu
Coordinator of MAT Residency and Licensure: Kristen Barclay
Coordinator of MAT Residency and Licensure E-mail: kk-barclay@wiu.edu
Office: Horrabin Hall 115
Telephone: (309) 298-1183 Fax: (309) 298-1180
E-mail: education@wiu.edu
Website: wiu.edu/coehs/education/grad/mat
Location of Program Offering: Macomb, Quad Cities

Graduate Faculty

Faculty teaching in the Masters of Arts in Teaching: Alternative Teacher Licensure program are full or associate members of the graduate faculty from schools in the College of Humanities, Arts, Sciences and Education and, subject to Director approval, full or associate members of the graduate faculty from other colleges at WIU.

Learning Outcomes

For student learning outcomes, please see wiu.edu/provost/learningoutcomes.

Program Description

The Master of Arts in Teaching (MAT) in Alternative Teacher Licensure is a one-year residency program wherein candidates are hired by a school district on a provisional teaching license, are paid a beginning salary, and take courses over a two-year period. Upon successful completion of the program, graduates will earn an Illinois Professional Educator License in one of the following areas:

- Early Childhood (Birth – Grade 2)
- Elementary Education (Grades 1 – 6)
- Secondary English (Grades 9 – 12)
- Secondary Mathematics (Grades 9 – 12)
- Secondary Sciences (Grades 9 – 12): Biology, Chemistry, Physics, Earth & Space Science, Environmental Science
- Special Education (K-Age 22) – Learning Behavioral Specialist (LBS1)
- Music (K – 12)
- Middle Grades (Grades 5 – 8): Language Arts, General Science, Social Science, or Mathematics
- Physical Education (Grades PK-12)
- Art Education (Grades K-12)
- World Language: Spanish
- World Language: French

Admission Requirements

- Minimum cumulative GPA of 2.75 or minimum of 2.00 for probationary status
- Students must have a bachelor's degree from an accredited college or university
- Contact the Coordinator of MAT Residency and Licensure who will review transcripts for eligibility into the program.
    - For the *early childhood, elementary,* or *special education* licensure areas – applicants must have a bachelor's degree from an accredited university with 32 semester hours combined in language arts, math, science, and social studies coursework. A minimum of 9 semester hours is needed to start the program.
    - For all other licensure areas – applicants must have a bachelor's degree

from an accredited university in the content area of licensure sought; or a bachelor's degree with 32 semester hours in the content area sought.

Procedures for the Provisional License

- Document a minimum of two (2) years of post-baccalaureate work experience (or acquire a waiver under specific conditions).
- Document a minimum of 30 hours of PAID teaching (such as subbing or aiding) experience and write a reflective paper on that experience. Those without experience in schools take 2 credit hours of EDS 592: Field Experience.
- Complete online training modules in lesson planning, assessment, ESL and classroom management.
- Pass applicable Content Tests (http://www.il.nesinc.com/)
- Locate and secure a teaching placement that meets ISBE requirements.
- Submit all required documents to the WIU Licensure Officer to receive your Educator License with Stipulations endorsed for Alternative Educator (ELS – APE).
    - The ELS-APE license is issued just twice a year to facilitate residency teaching starting in the Fall or Spring semester.
    - The due dates for meeting all qualifications and submission of materials for ELS-APE licensure are November 1 (for residencies that start in Spring/January) and July 1 (for residencies that start in Fall/August) of each year.

Once Accepted to WIU and Receiving the Provisional License

- Begin a two-year residency program as a paid teacher of record with the support of a mentor teacher and a WIU supervisor while completing coursework (see Program Degree Requirements).
- Complete required coursework in the MAT program for the licensure area sought.

Degree Requirements

I. Core Courses: ..... 7 s.h.

MAT Orientation Modules (0)
EDS 457G Methods and Materials for Teaching English Language Learners (3)
EDS 600 Internship in Teaching (4)

II. Choose one of the following tracks:

A. Special Education Licensure Track: ..... **27 s.h.**

EDS 502 Cognition and Instruction (3)
SPED 510 The Exceptional Learner (3)
SPED 515 Diagnostic Assessment for Individuals with Exceptionalities (3)
SPED 551 Characteristics and Needs of Learners with Disabilities (3)
SPED 552 Instructional Methods for K-6 Learners w/Disabilities (3)
SPED 553 Instructional Methods for Secondary Learners w/Disabilities (3)
MATH 503 Methods of Teaching School Mathematics (3)
RDG 580 Reading in the Content Areas (3)

EDS 585 Seminar in Social Foundations of Education (3)
or
EDS 507 Equity and the Socio-Cultural Contexts of Education (3)
or
EDS 435G Cultural Studies in Education (3)

TOTAL PROGRAM SPECIAL EDUCATION TRACK ..... 34 s.h.

B. Math Licensure Track: ..... 27 s.h.

EDS 401G Educational Policy and Law (2)
EDS 405G Designing/Managing Learning Environments (3)
EDS 502 Cognition and Instruction (3)

EDS 523 Educational Assessment and Evaluation (3)
or
EDS 574 Assessment and Differentiation of Instruction (3)

EDS 535 Adolescent Psychology for Educators (3)
EDUC 439G Teaching and Assessment in Secondary School Mathematics (4)
RDG 580 Reading in the Content Areas (3)
SPED 551 Characteristics and Needs of Learners with Disabilities (3)

EDS 585 Seminar in Social Foundations of Education (3)
or
EDS 507 Equity and the Socio-Cultural Contexts of Education (3)
or
EDS 435G Cultural Studies in Education (3)

TOTAL PROGRAM MATH TRACK.....34 s.h.

C. Science Licensure Track:.....29 s.h.
BIOL/CHEM/PHYS 482G Science in Context (3)
EDS 401G Educational Policy and Law (2)
EDS 405G Designing/Managing Learning Environments (3)
EDS 502 Cognition and Instruction (3)

EDS 523 Educational Assessment and Evaluation (3)
or
EDS 574 Assessment and Differentiation of Instruction (3)

EDS 535 Adolescent Psychology for Educators (3)
EDUC 439G Methods of Teaching Secondary Science (3)
RDG 580 Reading in the Content Areas (3)
SPED 551 Characteristics and Needs of Learners with Disabilities (3)

EDS 585 Seminar in Social Foundations of Education (3)
or
EDS 507 Equity and the Socio-Cultural Contexts of Education (3)
or
EDS 435G Cultural Studies in Education (3)

TOTAL PROGRAM SCIENCE TRACK .....36 s.h.

D. Elementary Education Licensure Track:.....32 s.h.
EDS 574 Assessment and Differentiation of Instruction (3)
EDS 401G Educational Policy and Law (2)
EDS 502 Cognition and Instruction (3)
EDS 587 Human Development Through the Lifespan (3)
MATH 500 Teaching of Elementary Mathematics (3)
RDG 570 Foundations of Literacy in Elementary Education (3)
RDG 571 Literacy Assessment and Interventions for Diverse Learners, K-5 (3)
SCED 562 Science Curriculum in the Elementary & Middle School (3)
SPED 551 Characteristics and Needs of Learners with Disabilities (3)
SSED 572 Social Studies Curriculum (3)

EDS 585 Seminar in Social Foundations of Education (3)
or
EDS 507 Equity and the Socio-Cultural Contexts of Education (3)
or

EDS 435G Cultural Studies in Education (3)
TOTAL PROGRAM ELEMENTARY EDUCATION TRACK.....39 s.h.

E. Secondary English Licensure Track:.....29 s.h.
ENG 443G Creative Uses of Literature for Children and Young Adults (3)
ENG 552 Social Justice Pedagogies in English Language Arts (3)
EDS 401G Educational Policy and Law (2)
EDS 405G Designing/Managing Learning Environments (3)
EDS 502 Cognition and Instruction (3)

EDS 523 Educational Assessment and Evaluation (3)
or
EDS 574 Assessment and Differentiation of Instruction (3)

EDS 535 Adolescent Psychology for Educators (3)
RDG 580 Reading in the Content Area (3)
SPED 551 Characteristics and Needs of Learners with Disabilities (3)

EDS 585 Seminar in Social Foundations of Education (3)
or
EDS 507 Equity and the Socio-Cultural Contexts of Education (3)
or
EDS 435G Cultural Studies in Education (3)
TOTAL PROGRAM SECONDARY ENGLISH TRACK.....36 s.h.

F. Early Childhood Licensure Track:.....25 s.h.
EDS 576 Family and Community Engagement (3)
ECH 474G Early Childhood Assessment (3)
ECH 524 Instructional Methods and Intervention Techniques in Early Childhood Settings (3)
ECH 539 Curriculum in Early Childhood Education (3)
ECH 549 Practicum in Early Childhood Education (1)
ECH 565 Seminar in Early Childhood Education (3)
ECH 573 Infancy and Childhood Education (3)
RDG 569 Foundations of Literacy in Early Childhood Education (3)
RDG 571 Literacy Assessment and Interventions for Diverse Learners, K-5 (3)
TOTAL PROGRAM EARLY CHILDHOOD TRACK.....32 s.h.

G. History Licensure Track: .....29 s.h.
HIST 420G Capstone Seminar: Illinois History (3)
EDS 401G Educational Policy and Law (2)
EDS 405G Designing/Managing Learning Environments (3)
EDS 502 Cognition and Instruction (3)

EDS 523 Educational Assessment and Evaluation (3)
or
EDS 574 Assessment and Differentiation of Instruction (3)

EDS 535 Adolescent Psychology for Educators (3)
RDG 580 Reading in the Content Area (3)
SPED 551 Characteristics and Needs of Learners with Disabilities (3)

SSED 439G Methods of Teaching Middle Level and High School Social Studies
or
SSED 449G Innovative Strategies for Teaching Social Studies (3)

EDS 585 Seminar in Social Foundations of Education (3)
or
EDS 507 Equity and the Socio-Cultural Contexts of Education (3)
or
EDS 435G Cultural Studies in Education (3)
TOTAL PROGRAM HISTORY TRACK.....36 s.h.

H. Music Education Licensure Track:.....25 s.h.
EDS 401G Educational Policy and Law (2)
RDG 580 Reading in the Content Area (3)
MUS 533 Contemporary Assessment Techniques in Music Education (3)
MUS 534 Models of Instruction in Music Education (3)
MUS 535 Music for the Learner with Exceptionalities (3)
MUS 536 Technology in Music Education (3)

MUS 510 Conducting (2)
or
MUS 538 Advanced Conducting and Score Analysis (2)
or
MUS 539 Advanced Methods and Literature: Review of K-8 Music (2)

MUS 504-529 – Applied Study (Take 6 credits from 6 different techniques classes approved by the Director of Music Education) (6):
MUS 504 Violin
MUS 505 Viola
MUS 506 Cello
MUS 507 Bass
MUS 509 Guitar
MUS 512 Voice
MUS 515 Piano
MUS 519 Clarinet
MUS 520 Saxophone
MUS 521 Flute
MUS 522 Oboe
MUS 523 Bassoon
MUS 524 Trumpet
MUS 525 Trombone
MUS 526 Euphonium
MUS 527 Horn
MUS 528 Tuba
MUS 529 Percussion
TOTAL PROGRAM MUSIC EDUCATION TRACK.....32 s.h.

I. Middle Grades Language Arts (Grades 5-8) Track:.....26 s.h.
EDS 403G Middle Level Education (3)
EDS 574 Assessment and Differentiation of Instruction (3)
EDS 401G Educational Policy and Law (2)
EDS 502 Cognition and Instruction (3)
EDS 535 Adolescent Psychology for Educators (3)
RDG 568 Foundations of Literacy in Middle and Secondary Education (3)
RDG 573 Literacy Assessment and Interventions for Diverse Learners, 6-12 (3)
SPED 551 Characteristics and Needs of Learner with Disabilities (3)

EDS 585 Seminar in Social Foundations of Education (3)

or
EDS 507 Equity and the Socio-Cultural Contexts of Education (3)
or
EDS 435G Cultural Studies in Education (3)
TOTAL PROGRAM MIDDLE GRADES LANGUAGE ARTS (GRADES 5-8) TRACK.....33 s.h.

J. Middle Grades Mathematics (Grades 5-8) Track:.....26 s.h.
EDS 403G Middle Level Education (3)
EDS 574 Assessment and Differentiation of Instruction (3)
EDS 401G Educational Policy and Law (2)
EDS 502 Cognition and Instruction (3)
EDS 535 Adolescent Psychology for Educators (3)
MATH 505 Teaching of Mathematics in Middle Grades and Junior High (3)
RDG 580 Reading in the Content Areas (3)
SPED 551 Characteristics and Needs of Learners with Disabilities (3)

EDS 585 Seminar in Social Foundations of Education (3)
or
EDS 507 Equity and the Socio-Cultural Contexts of Education (3)
or
EDS 435G Cultural Studies in Education (3)
TOTAL PROGRAM MIDDLE GRADES MATHEMATICS (GRADES 5-8) TRACK..... 33 s.h.

K. Middle Grades General Science (Grades 5-8) Track: .....26 s.h.
EDS 403G Middle Level Education (3)
EDS 574 Assessment and Differentiation of Instruction (3)
EDS 401G Educational Policy and Law (2)
EDS 502 Cognition and Instruction (3)
EDS 535 Adolescent Psychology for Educators (3)
RDG 580 Reading in the Content Areas (3)
SCED 562 Science Curriculum in the Elementary & Middle School (3)
SPED 551 Characteristics and Needs of Learners with Disabilities (3)

EDS 585 Seminar in Social Foundations of Education (3)
or
EDS 507 Equity and the Socio-Cultural Contexts of Education (3)
or
EDS 435G Cultural Studies in Education (3)
TOTAL PROGRAM MIDDLE GRADES GENERAL SCIENCE (GRADES 5-8) TRACK .....33 s.h.

L. Middle Grades Social Science (Grades 5-8) Track:.....26 s.h.
EDS 403G Middle Level Education (3)
EDS 574 Assessment and Differentiation of Instruction (3)
EDS 401G Educational Policy and Law (2)
EDS 502 Cognition and Instruction (3)
EDS 535 Adolescent Psychology for Educators (3)
RDG 580 Reading in the Content Areas (3)
SSED 572 Social Studies Curriculum (3)
SPED 551 Characteristics and Needs of Learners with Disabilities (3)

EDS 585 Seminar in Social Foundations of Education (3)
or

EDS 507 Equity and the Socio-Cultural Contexts of Education (3)
or
EDS 435G Cultural Studies in Education (3)
TOTAL PROGRAM MIDDLE GRADES SOCIAL SCIENCE (GRADES 5-8) TRACK..... 33 s.h.

M. K-12 Art Education Licensure Track:.....29 s.h.
ARTE 437G Media, Methods, & Materials in Art Education (3)
ARTE 560 Methods in Elementary Art (3)
ARTE 561 Foundations in Art Education (3)
EDS 401G Educational Policy and Law (2)
EDS 502 Cognition and Instruction (3)

EDS 523 Educational Assessment and Evaluation (3)
or
EDS 574 Assessment and Differentiation of Instruction (3)

EDUC 439G High School Art Methods (3)
RDG 580 Reading in the Content Areas (3)
SPED 551 Characteristics and Needs of Learners with Disabilities (3)

EDS 585 Seminar in Social Foundations of Education (3)
or
EDS 507 Equity and the Socio-Cultural Contexts of Education (3)
or
EDS 435G Cultural Studies in Education (3)
TOTAL PROGRAM K-12 ART EDUCATION TRACK.....36 s.h.

N. Physical Education Licensure Track:.....26 s.h.
EDS 401G Educational Law and Policy (2)
EDS 435G Cultural Studies in Education (3)
or
EDS 507 Equity and the Socio-Cultural Contexts of Education (3)
PETE 539 Physical Education Instructional Strategies & Research (3)
PETE 555 Physical Education Content Knowledge (3)
PETE 556 Motor Learning & Human Performance (3)
PETE 565 Physical Education Assessment and Evaluation (3)
PETE 577 Physical Education Curriculum Construction and Research (3)
PETE 593 Physical Education Inclusion Strategies for Learners with Disabilities (3)
RDG 580 Reading in the Content Area (3)
TOTAL PROGRAM PHYSICAL EDUCATION TRACK.....33 s.h.

O. World Language: Spanish Licensure Track:.....26 s.h.
EDS 574 Assessment and Differentiation of Instruction (3)
EDUC 439G Foreign Language Methods (3)
EDS 401G Educational Law and Policy (2)
EDS 502 Cognition and Instruction (3)
EDS 587 Human Development Throughout the Lifespan (3)
RDG 580 Reading in the Content Area (3)
SPED 551 Characteristics and Needs of Learners with Disabilities (3)

EDS 585 Seminar in Social Foundations of Education (3)
or
EDS 507 Equity and the Socio-Cultural Contexts of Education (3)

or
EDS 435G Cultural Studies in Education (3)

Choose from one of the following:
SPAN 401G Introduction to Spanish Linguistics (3)
SPAN 402G Introduction to Spanish Morphology and Syntax (3)
SPAN 408G Spanish Civilization and Culture (3)
SPAN 409G Spanish American Civilization (3)
SPAN 449G Spanish for Content-Based Instruction (3)
SPAN 452G Spanish Literature of the 19th Century (3)
SPAN 453G The Generation of 1898 (3)
SPAN 454G Spanish Literature of the 20th Century (3)
SPAN 457G Contemporary Spanish American Prose (3)
SPAN 492G Individual Studies in Spanish (3)

TOTAL PROGRAM WORLD LANGUAGE: SPANISH LICENSURE TRACK ..... 33 s.h.

P. World Language: French Licensure Track: ..... 26 s.h.
EDS 574 Assessment and Differentiation of Instruction (3)
EDUC 439G Foreign Language Methods (3)
EDS 401G Educational Law and Policy (2)
EDS 502 Cognition and Instruction (3)
EDS 587 Human Development Throughout the Lifespan (3)
RDG 580 Reading in the Content Area (3)
SPED 551 Characteristics and Needs of Learners with Disabilities (3)
FR 438G 20th Century French Literature (3)

EDS 585 Seminar in Social Foundations of Education (3)
or
EDS 507 Equity and the Socio-Cultural Contexts of Education (3)
or
EDS 435G Cultural Studies in Education (3)

TOTAL PROGRAM WORLD LANGUAGE: FRENCH LICENSURE TRACK ..... 33 s.h.

Course Descriptions

Art Education (ARTE)

437G Media, Methods, & 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 arts. *Prerequisite: Permission of the instructor.*

560 Methods in Elementary Art. (3) Experiments with art materials to gain insight into the values, curricula, and processes of art activities in the age levels from pre-school into junior high. *Prerequisite: Graduate standing.*

561 Foundations of Art Education. (3) An orientation to the philosophies and theories of the profession of art education, museum/gallery experience, adult education, etc. *Prerequisite: Graduate standing.*

Biology (BIOL)

482G *(cross-listed with CHEM 482G and PHYS 482G)* Science in Context. (3) Interdisciplinary course for science majors in which students explore science through 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 CHEM 482 or PHYS 482. *Prerequisites: Senior standing in one of the following science majors – Biology, Chemistry, Physics, Geology, or Meteorology; ENG 280; or permission of the instructor.*

Early Childhood Education (ECH)

474G 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.

524 Instructional Methods and Intervention Techniques in Early Childhood. (3) Emphasis on curriculum adaptations and instructional and assessment methods to promote independence and meet the developmental and educational goals of young children, especially pre-primary age, with special needs. Focus on history and evolution of early childhood special education,

early intervention, service and program coordination, and inclusive education.

539 Curriculum in Early Childhood Education. (3) Application of the principles of the administration and organization of curriculum development to programs for young children, with emphasis on integration of curriculum to maximize the effectiveness of experiences. The student will develop curriculum plans in selected content areas.

549 Practicum in Early Childhood Education. (1-4) Students will work with young children in selected early childhood settings under supervision of a "master teacher," with emphasis on bridging the gap between theory and practice. Actual experiences will be provided along with philosophical and/or psychological foundations for the basic practices within the various early childhood education programs and activities. Credit will be arranged according to the experiential background of the student. *Prerequisite: Permission of the advisor.*

565 Seminar in Early Childhood Education. (3) Advanced study of the historical, philosophical, and theoretical influences on the field of early childhood education, as well as exploration of current research, issues, and trends. Students will write an in-depth research paper as means of extending and developing knowledge and understanding of course content.

573 Infancy and Childhood Education. (3) An in-depth study of the developmental and theoretical basis of infancy and early childhood education for young children from birth through eight years of age. Typical and atypical development and the contributions of prenatal and home care, ethnicity, race, and other aspects of diversity to children's learning and development will be explored. Emphasizes application of child development knowledge in early childhood settings.

Education (EDUC)

439G Methods of Teaching Middle and High School 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 demonstration, discussions, lectures, classroom participation, and field observations. *Corequisite: EIS 303 Prerequisites: BIOL/GEOL 181 or GEOG/PHYS 182, BIOL 281, and EDS 301 (all with C- grade or better).*

439G 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. *Prerequisites: 2.5 GPA or higher in Mathematics; MATH 304, MATH 341, and co-registration in EDS 304; or permission of the School Director or Program Coordinator.*

Educational Studies (EDS)

401G 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. *Prerequisites: EDS 301; full acceptance into Teacher Education Program.*

403G (Formerly C&I 403G) Middle Level Education. (3) The middle school concept will be examined from multiple perspectives relative to the role of the teacher. Topics include advisory, thematic instruction across core content areas, exploratories, and instructional considerations for social, cognitive, and psychosocial development of adolescent students. A minimum grade of C is required of education majors. *Prerequisite: EDS 301 or 306; fully accepted into Teacher Education Program; restricted permission of School Director or Program Coordinator.*

405G Designing/Managing Learning Environments. (3) Examines the elements that foster an effective learning environment. Emphasis is placed on strategies that promote student engagement and a sense of community in educational settings. *Prerequisite: Prior or concurrent prestudent teaching instructional field experience, concurrent student teaching, or permission of the instructor.*

435G Cultural Studies in Education. (3) The study of culture, identity, and intercultural interaction in society/classrooms, with specific focus on anti-bias and anti-racist pedagogies combating discriminatory ideologies and social policies. *Materials charge for this course.*

457G Methods and Materials for Teaching English Language Learners. (3) Analysis of language learning processes of multilingual students. Strategies for teaching listening, speaking, reading, and writing; and techniques of teaching English as an additional language will be analyzed and practiced. All methods sections are grade levels k-12 unless otherwise specified. Clinical experience-15 hours required.

502 Cognition and Instruction. (3) Designed to examine our current understanding of processes involved in human cognition and its application to educational settings. Emphasis is placed on information processing, critical thinking, self-regulation, and developmental aspects of learning.

507 Equity and the Socio-Cultural Contexts of Education. (3) Provides in-depth examination and evaluation of societal change as it relates to education. Emphasis is placed on developing an awareness and the skills that enable educators to recognize and address conditions that may deny equitable access to educational opportunities.

523 Educational Assessment and Evaluation. (3) Covers the application of assessment principles (validity, ethics, professional responsibilities, etc.). Emphasis is on the role of assessment in decision making in educational settings, including assessment for assisting learning, documenting and communicating student achievement, teacher evaluation, and program evaluation.

535 Adolescent Psychology for Educators. (3) Studies developmental theory focusing on specific issues and concerns facing adolescents. Areas of emphasis include biological, social, and cognitive

transitions throughout adolescence that have an impact on the educational process.

574 Assessment and Differentiation of Instruction. (3) This course focuses on the characteristics and needs of diverse populations in heterogeneous classrooms and techniques for differentiating instruction that enable all children to learn. The use of assessment to inform instructional decisions is emphasized.

576 Family and Community Engagement. (3) A course preparing school personnel for leadership and advocacy roles as they engage families and community members in positive partnerships. Students will utilize a variety of technological tools for increasing home-school communication, parent education, parent engagement, and community awareness. *Prerequisite: Graduate standing.*

585 Seminar in Social Foundations of Education. (3) An examination of the social foundations of education in relation to democratic society, social change and the evolution of the educational enterprise.

587 Human Development Throughout the Lifespan. (3) Examines contemporary developmental theory in psychology with an emphasis on how development impacts students, teachers, and the educational process.

600 Internship in Teaching. (1-16, repeatable to 16) School-based graduate capstone experience completed under the supervision of a mentor teacher and university faculty member in which candidates increase classroom responsibilities and demonstrate teaching competency. Graded S/U. *Prerequisites: Acceptance into WIU's Teacher Education Program and successful completion of EDS 592 or work-related experience.*

English (ENG)

443G *(cross-listed with LA 443G)* 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. *Prerequisite: LLA 313 or permission of the instructor.*

552 Social Justice Pedagogies in English Language Arts. (3) Theory and strategies for teaching social justice pedagogies in English Language Arts classrooms, focusing on anti-racist and equity pedagogies and project-based learning that meet middle and secondary school state and national standards.

French (FR)

438G 20th Century French Literature. (3) Works of Gide, Proust, Sartre, Camus, St. Exupéry, Anouilh, Colette, Sarraute, Duras, De Beauvoir, and others. *Prerequisites: FR 327 or equivalent.*

Kinesiology (KIN)

568 Social Psychological Aspects of Sport and Physical Activity. (3) Examination of sport participants, coaches, teams, and spectators using socialpsychologicalprinciples.Aninterdisciplinary examination of research, theory, and interventions for individual and group processes in the context of sport and physical activity. *Prerequisite: Graduate standing and an undergraduate course in sport and exercise psychology.*

576 Lifespan Motor Development. (3) A discussion of theoretical perspectives in the field of motor development. An examination and application of perception, acquisition and performance of motor skills in a variety of domains across the lifespan. *Prerequisite: An undergraduate course in Motor Behavior or Motor Development or permission of the instructor.*

Language Arts (LA)

567 Teaching Language Arts K-8. (3) Focuses on the major theories and current research relevant to language arts instruction in the elementary and middle level grades. Primary emphasis is placed on the appropriate skills, methods, and materials that support children's literacy development.

578 Language Arts for Diverse Learners. (3) A course which focuses on language, learning, and the diagnostic and corrective techniques that can be used by the elementary classroom teacher in the areas of oral and written language, spelling, handwriting, and listening. *Prerequisite: LA 567 or permission of the instructor.*

Mathematics (MATH)

500 Teaching of Elementary Mathematics. (3) Study of current trends and challenges in teaching elementary mathematics, emphasizing research-based instruction, formative assessment, student thinking, and the Standards for Mathematical Practice. Candidates analyze student understanding and consider implications for grades 1-6 and related effective mathematics pedagogy and assessment. *Prerequisite: Permission of the instructor.*

503 Methods of Teaching School Mathematics. (3) A study of current trends and issues in the teaching and learning of K-12 mathematics. *Prerequisite: Permission of the instructor.*

505 The Teaching of Mathematics in Middle Grades and Junior High. (3) A study of teaching strategies and current trends in mathematics as they apply to the curriculum of the middle school and the junior high school. *Prerequisite: Permission of the instructor.*

Music (MUS)

Applied Study: (1–4, repeatable to 24) Private study in music performance and composition. All lessons offered each semester. Exception: Summer Term (see summer catalog). Specialists in performance or composition will receive four semester hours of credit. All others will receive a maximum of two hours of credit per semester. *Prerequisite: audition and/or written permission of area director and instructor.*

504 Violin

505 Viola

506 Cello
507 Bass
509 Guitar
512 Voice
515 Piano
519 Clarinet
520 Saxophone
521 Flute
522 Oboe
523 Bassoon
524 Trumpet
525 Trombone
526 Euphonium
527 Horn
528 Tuba
529 Percussion

533 Contemporary Assessment Techniques in Music Education. (3) The study of ideas and strategies to achieve accurate, consistent measurement of creating, performing, and responding to music. Criterion measures, empirical methods for demonstrating test reliability and validity, descriptive statistics, and test item analysis are also considered.

534 Models of Instruction in Music Education. (3) Survey of theories and strategies of teaching and learning as applied to instruction, curriculum development, and instructional design in music. *Prerequisite: Acceptance into the Master of Music program.*

535 Music for the Learner with Exceptionalities. (3) Advanced study in music learning as it relates to the instruction of learners with exceptionalities in various music settings with regard to least restrictive environments, pedagogy, and best practices in inclusive education. *Prerequisite: Graduate standing.*

536 Technology in Music Education. (3) Advanced study in the utilization and implementation of technological tools prevalent in K-12 Music Education, including software and hardware for instruction and/or assessment of music performance, notation, theory, audio/video recording, and assistive technology for students with special needs. *Prerequisites: Graduate standing.*

538 Advanced Conducting and Score Analysis. (1–4, repeatable to 4) Advanced techniques of conducting. Preparation to assume leadership of advanced instrumental ensembles.

539 Advanced Methods and Literature Review of K–8 Music. (2, repeatable to 4) Advanced methods and literature for general or exploratory classes in K–8 music.

Physical Education Teacher Education (PETE)

539 Physical Education Instructional Strategies and Research. (3) This course covers a range of research topics in the physical education field. Students will understand both instructional methods and the research methodology employed in physical education.

555 Physical Education Content Knowledge. (3) This course provides physical education teachers advanced skills and knowledge in movement, motor skills, tactics, strategy, rules, etiquette, critical elements, practice task structures, cues, common errors, and accommodations for special needs learners for use in PreK-12 physical education lessons. *Prerequisite: permission of the instructor.*

556 Motor Learning and Human Performance. (3) Nature of motor learning, factors affecting motor learning, problems of motor learning, instruction and guidance of motor learning.

565 Physical Education Assessment and Evaluation. (3) This course provides physical education teachers advanced skills and knowledge in the use of assessment and evaluation of student and program performance as well as being able to analyze action research results. *Prerequisites: Courses in measurement and evaluation, statistics, research methods, or permission of the instructor.*

577 Physical Education Curriculum Construction and Research. (3) This course covers current theories and research of curriculum development in preK-12 physical education. Students will understand a variety of important curricular frameworks and be able to consume and critique the latest empirical research in curriculum construction and development. *Prerequisite: permission of the instructor.*

593 Physical Education Inclusion Strategies for Learners with Disabilities. (3) This course provides physical education teachers advanced skills and knowledge in providing instruction in least restrictive environment for learners with disabilities. *Prerequisite: permission of the instructor.*

Reading (RDG)

568 Foundations of Literacy in Middle and Secondary Education. (3) Study of literacy instruction, materials, and literate environments in middle and secondary classrooms, emphasizing development of disciplinary literacy, critical reading, writing, and communication across diverse texts and contexts.

569 Foundations of Literacy in Early Childhood Education. (3) Study of literacy instruction, materials, and literate environments in early childhood settings, emphasizing developmentally appropriate practices that support language development across listening, speaking, reading, and writing.

570 Foundations of Literacy in Elementary Education. (3) Study of literacy instruction, materials, and literate environments in elementary classrooms, emphasizing development of reading, writing, speaking, and comprehension across a range of texts and learning contexts.

571 Literacy Assessment and Interventions for Diverse Learners, K-5. (3) A K-5 course focusing on the selection, interpretation, and implementation of literacy assessment measures and the use of appropriate and varied instructional and intervention techniques,

materials, and resources for diverse readers in individual, small group, and classroom settings. *Prerequisite: RDG 569 or RDG 570.*

573 Literacy Assessment and Interventions for Diverse Learners, 6-12. (3) A 6-12 course focusing on the selection, interpretation, and implementation of literacy assessment measures and the use of appropriate and varied instructional and intervention techniques, materials, and resources for diverse readers in individual, small group, and classroom settings. *Prerequisite: RDG 568 or RDG 570.*

580 Reading in the Content Areas. (3) An individually designed course for elementary and secondary reading majors and nonmajors, this introductory course helps enrollees become familiar with concepts and teaching strategies needed to assist students to learn from textbooks and nontextbook materials.

Science Education (SCED)

562 Science Curriculum in the Elementary & Middle School. (3) Analysis of curriculum innovations in elementary and middle school science education, and application of learning theory. Emphasis placed on the development of a contemporary philosophy of elementary and middle school science and its contribution to the total science program.

Social Studies Education (SSED)

572 Social Studies Curriculum. (3) This course deals with the nature of social studies and its role in the school curriculum. Emphasis is placed on current curriculum developments in social studies and the social sciences.

Spanish (SPAN)

401G Introduction to Spanish Linguistics. (3) Introduction to the main concepts and methods of linguistic analysis, focusing on the Spanish sound system, social dynamics and dialectal variation. *Prerequisite: SPAN 326 or equivalent.*

402G Introduction to Spanish Morphology and Syntax. (3) Introduction to the systematic study of the morphological and syntactical elements of Spanish with practice in application. *Prerequisites: SPAN 326 or equivalent.*

408G Spanish Civilization and Culture. (3) A survey of peninsular civilization and prehistoric past to the postFranco present, emphasizing cultural achievements of universal significance. Conducted in Spanish. Recommended for teachers.

409G 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.

449G 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.

452G Spanish Literature of the 19th Century. (3) Study of major works with emphasis on romanticism and realism. *Prerequisite: SPAN 327 or equivalent.*

453G The Generation of 1898. (3) Representative works of the major figures of early twentieth-century Spanish literature. *Prerequisite: SPAN 327 or equivalent.*

454G Spanish Literature of the 20th Century. (3) Study of major works of prose, poetry, and drama from the Generation of 1898 to the present, with emphasis on the novel. *Prerequisite: SPAN 327 or equivalent.*

457G Contemporary Spanish American Prose. (3) Selected prose works of major contemporary Spanish American writers. *Prerequisite: SPAN 327 or equivalent.*

492G Individual Studies in Spanish. (1–5, repeatable to 5) Prerequisites: Advanced standing and permission of the Program Director.

Special Education (SPED)

510 The Exceptional Individual. (3) Characteristics and implications for educational programming for students with a wide range of disabilities will be examined. *Students who are teachers or seeking teaching licensure should take SPED 551.*

515 Diagnostic Assessment for Individuals with Exceptionalities. (3) Measurement concepts, progress monitoring, norm-referenced and diagnostic assessment will align instruction for individual needs of diverse learners. Course content will be differentiated to address specific student disabilities and differentiated for multiple education careers (teacher, administrator, counselor). *Prerequisite: SPED 551 or equivalent.*

551 Characteristics and Needs of Learners with Disabilities. (3) The unique characteristics of a wide variety of learners with mild and moderate disabilities will be examined, along with their broad educational, behavioral, and emotional needs as related to educational programming. Includes an introduction to effective teaching methodologies and instructional adaptations.

552 Instructional Methods for K–6 Learners with Disabilities. (3) Effective teaching methodologies, instructional adaptations, and program delivery options for students with mild/moderate disabilities, K–6. Includes a clinical experience requirement. *Corequisite: SPED 580 as needed. Prerequisites: SPED 510 and SPED 551 or equivalent courses or permission of the instructor.*

553 Instructional Methods for Secondary Learners with Disabilities. (3) Effective teaching methodologies, instructional adaptions, and program delivery options for students with mild/moderate disabilities, K-6. Includes a clinical experience requirement. *Corequisite: SPED 580 as needed. Prerequisites: SPED 510 and SPED 551 or equivalent courses or permission of the instructor.*

Biology

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Graduate Faculty

Professors
Meshack Afitlhile, Ph.D., University of Kentucky
Ranessa L. Cooper, Ph.D., University of Alberta
Scott M. Holt, Ph.D., Iowa State University
Sue Hum, Ph.D., University of Arkansas
Sean E. Jenkins, Ph.D., University of Missouri-Columbia
Shawn A. Meagher, Ph.D., University of Michigan
Richard Musser, Ph.D., University of Arkansas
Brian D. Peer, Ph.D., University of Manitoba
Roger Viadero, Ph.D., West Virginia University

Associate Professor
Jeffrey E. Engel, Ph.D., University of Iowa

Assistant Professor
Vaskar Nepal, Ph.D., Virginia Institute of Marine Science

Associate Graduate Faculty

Assistant Professor
Adit Chaudhary, Ph.D., University of Illinois Chicago

Learning Outcomes

For student learning outcomes, please see wiu.edu/provost/learningoutcomes.

Program Description

The School of Natural Sciences offers a graduate program leading to the Master of Science degree in Biology. Graduate students may choose to select their curriculum to focus on environmental biology, education, microbiology, molecular biology, plant biology, wildlife biology, zoology, or zoo and aquarium studies under the guidance of their advisor. Courses are offered at the Macomb campus and the WIU–Quad Cities campus in Moline, Illinois. Additional field biology courses are taught during the summer session at the Alice L. Kibbe Life Sciences Station along the Mississippi River near Warsaw, Illinois.

The Master of Science in Biology prepares students for a broad spectrum of career opportunities in industry, with government agencies, for additional graduate work at other institutions, and for successful careers in education.

Admission Requirements

- A minimum cumulative GPA of 3.0 AND 3.0 or higher GPA for the last two years (60 s.h.) of undergraduate work
- A Bachelor of Science in Biology or an undergraduate degree in a related field, with coursework in Biological Sciences.
- A student essay addressing their interests and career goals.
- The department has no foreign language requirement for the Master of Science degree.
- The Graduate Record Examination is not required, however students are encouraged to submit scores for both the General Test and the Subject Test in biology prior to admission.

Degree Requirements

The Master of Science in Biology can be earned by satisfying either the requirements of the Thesis Plan, Project Plan, or Coursework Plan. The Thesis Plan is designed for students who are interested in research and/or wish to continue their education beyond the Master's Degree. The Project Plan is designed for students who want to focus on hands-on experiences, an internship or coursework, where a non-thesis project or portfolio is preferred. The Coursework Plan is available for students who want additional advanced training in the biological sciences and do not have research-oriented career goals. Additional information concerning policies and procedures can be found in the Biology Graduate Handbook, available from the school.

Students must file a Degree Plan at the school level prior to the completion of 21 semester hours. No more than 50 percent of the graduate program may be earned at the 400G level.

All students must complete the minimum requirements of either the Thesis, Project, or Coursework Plans listed below. At least half of the total program hours must be 500-level courses or higher.

I. Thesis Plan

A. Graduate Core ..... 9 s.h.
- BIOL 501 Biometrics (3)
- BIOL 502 Molecular Applications in Organismal Biology (3)
- BIOL 503 Biosystematics and Evolution (3)

B. Electives ..... 13 s.h.
- Any 400G- or 500-level BIOL, BOT, MICR, ZOOL or approved nondepartmental or transfer courses. The maximum number of semester hours allowed from the following is: BIOL 570 Seminar (2), approved nondepartmental graduate courses (6), and approved transfer courses (9)

C. Thesis Related Courses (required) ..... 10 s.h.
- BIOL 576 Survey of Biological Literature (1)
- BIOL 600 Thesis Research (A minimum of 6 s.h. are required. Additional hours may be required depending on the research project used for the student's program.) (6)
- BIOL 601 Thesis (3)

TOTAL PROGRAM ..... 32 s.h.

D. File thesis proposal and complete coursework.
E. Complete independent research and thesis.
F. When enrollment is on campus (Macomb), attend all departmental seminars.
G. Present seminar on thesis.
H. Pass an oral examination on thesis, specialization in biology, and general areas of biology (cell/molecular, organismal, population/community).

II. Project Plan

A. Graduate Core ..... 9 s.h.
- BIOL 501 Biometrics (3)
- BIOL 502 Molecular Applications in Organismal Biology (3)
- BIOL 503 Biosystematics and Evolution (3)

B. Electives ..... 18 s.h.
- Any 400G- or 500-level BIOL, BOT, MICR, ZOOL or approved nondepartmental or transfer courses. The maximum number of semester hours allowed from the following: BIOL 570 Seminar (2), approved nondepartmental graduate courses (6), and approved transfer courses (9); BIOL 600, Thesis Research, and BIOL 601, Thesis, cannot be used.

C. Advanced Project Related Courses ..... 5 s.h.
- BIOL 576 Survey of Literature (1)
- BIOL 577 Research Problems (3)
- BIOL 599 Non-thesis exit (1)

TOTAL PROGRAM..... 32 s.h.

D. File project proposal, committee approval form, and complete course work.
E. Complete advanced biological project.
F. When enrollment is on campus (Macomb), attend all departmental seminars.
G. Present a seminar on an advanced biological project.
H. Pass an oral examination on advanced biological project, specialization in biology, and general areas of biology (cell/molecular, organismal, population/community).

III. Coursework Plan

A. Graduate Core ..... 9 s.h.
- BIOL 501 Biometrics (3)
- BIOL 502 Molecular Applications in Organismal Biology (3)
- BIOL 503 Biosystematics and Evolution (3)

B. Electives ..... 26 s.h.
- Any 400G- or 500-level BIOL, BOT, MICR, ZOOL or approved nondepartmental or transfer courses. The maximum number of semester hours allowed from the following: BIOL 570 Seminar (2), approved nondepartmental graduate courses (6), and approved transfer courses (9); BIOL 600, Thesis Research, and BIOL 601, Thesis, cannot be used.

C. Coursework Related Course ..... 1 s.h.
- BIOL 599 Non-thesis exit (1)

TOTAL PROGRAM..... 36 s.h.

D. Complete course work.
E. When enrollment is on campus (Macomb), attend all departmental seminars.
F. Pass an oral examination on specialization in biology and general areas of biology (cell/molecular, organismal, population/community).

Course Descriptions

Biology (BIOL)

425G 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), MICRO 200 (C grade or better), and ZOOL 200 (C grade or better); BIOL 340, or BIOL 350, or permission of the instructor.*

426G *(cross-listed with GEOG 426G)* 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. *Prerequisites: Two courses in geography or permission of the instructor.*

439G Methods of Teaching Middle and High School 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 demonstration, discussions, lectures, classroom participation, and field observations. *Corequisite: EIS 303 Prerequisites: BIOL/GEOL 181 or GEOG/PHYS 182, BIOL 281, and EDS 301 (all with C- grade or better).*

452G Biological Applications of GIS. (3) This course deals with biological problems examined using data acquisition and analytical methods from geographic information systems (GIS) and global positioning systems (GPS). *Prerequisites: One biology course, and either GEOG 208 or GEOG 508.*

453G Streams Ecology. (3) Structure and function in lotic ecosystems is emphasized in this course. Physical, chemical, and biotic factors used in stream classification will be examined. *Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better); and either an ecology course or permission of the instructor.*

454G Mississippi River Ecology. (3) A study of the structure and function of abiotic and biotic components of a major river system. Emphasis will be placed on understanding how components interact and are influenced by activities related to human interdiction. *Prerequisites: One year of biology or permission of the instructor.*

456G Fire/Disturbance Ecology. (3) This course examines the role of fire and other disturbances on the distribution and ecology of plants, animals, and microbes in their natural environments. Opportunity for The Nature Conservancy's prescribed burn and Federal basic wildlife firefighter's certifications will be available. *Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better), or permission of the instructor.*

458G Plant-Animal Interactions. (3) Explores the co-evolutionary relationships of plants and animals. Lecture topics will include herbivory, pollination biology, and dispersal. Lab emphasis will be placed on research experiments that utilize chemical, behavioral, and molecular techniques and review of the scientific literature. *Prerequisites: BIOL 330, BOT 200 (C grade or better) and ZOOL 200 (C grade or better), or permission of the instructor.*

459G *(cross-listed with GEOG 459G)* 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. *Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better), or permission of the instructor.*

466G Biotechnology. (3) Issues covering the genetic and cellular manipulation of organisms to produce natural products and processes that are of major economic, environmental, and social importance will be examined. Laboratory projects include DNA manipulation. *Prerequisites: MICR 200 and one of the following: BIOL 330 or BIOL 340 or permission of the instructor.*

479G Tropical Ecology. (3) Introduction to tropical ecology. This course may include travel to a tropical site. Students will be responsible for trip expenses. *Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better), or permission of the instructor.*

480G Field Natural History. (3) A course designed to introduce students to local ecosystems and the species that exist within them. The course will emphasize species identification, natural history and interpretation. *Prerequisites: C or better in one of the following: BIOL 100, BOT 200, RSTA 111, ZOOL 200, or permission of the instructor.*

481G *(cross-listed with CHEM/GEOL/METR/PHYS 481G)* Scientific Techniques and Issues. (3) An interdisciplinary course wherein preservice middle and high school science teachers develop techniques and resources appropriate for their instructional program, deepen understanding of scientific concepts, and examine lab safety. Requires involvement in several professional development activities outside of class time. Not open to students with credit in CHEM/GEOL/METR/PHYS 481G. *Prerequisites: EDUC 439 and ENG 280 or equivalent. Corequisite: BIOL/CHEM/GEOL/METR/PHYS 482G.*

482G *(cross-listed with CHEM/GEOL/METR/PHYS 482G)* Science in Context. (3) Interdisciplinary course for science majors in which students explore science through 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 CHEM/GEOL/METR/PHYS 482G. *Prerequisites: Senior standing in one of the following science majors – Biology, Chemistry, Physics, Geology, or Meteorology; ENG 280; or permission of the instructor.*

501 Biometrics. (3) Basic methods of experimental design and evaluation of biological data. *Prerequisite: Graduate standing in biology.*

502 Molecular Applications in Organismal Biology. (3) Molecular structure; molecular methods; applications of molecular analyses to ecology, evolution and conservation biology; reading and interpretation of primary literature. *Prerequisite: Graduate standing in biology.*

503 Biosystematics and Evolution. (3) Philosophy of science, review of evolutionary theory, taxonomy, modern systematics, phylogenetics, macroevolution, and applications of phylogenetic systematics. *Prerequisite: Graduate standing in biology.*

550 Professional Workshop. (1–3, repeatable to 12)

570 Graduate Seminar. (1, repeatable) Discussion of current topics in biology based on readings of the primary literature. Emphasis on interpretation and presentation of biological data. Maximum of 2 semester hours may be applied to degree plan. Graded S/U. *Prerequisite: Graduate standing in biology.*

575 Special Topics. (1-3, repeatable) This course explores advance biology topics of current interest, which are not assigned or covered in other courses in the department. The course format will vary depending on the topic, instructor and students' needs. See course schedule for description. *Prerequisites: Graduate standing in biology or permission of the instructor.*

576 Survey of the Biological Literature. (1) Scope and applications of the biological literature related to writing thesis or advance project. Student will complete a graduate proposal as part of course. Directed by research advisor. Maximum 1 semester hour may be applied to degree plan. Graded S/U. *Prerequisite: Permission of faculty advisor and either School Director or Program Coordinator required. Graduate standing biology.*

577 Research Problems. (1–3, repeatable to 3) Field, laboratory, or literature research project or educational design project conducted under the supervision of a Biological Sciences

faculty member. A final report and seminar may be required. Maximum of 3 s.h. can be applied to degree. Graded S/U. *Prerequisite: Permission of the faculty advisor and either School Director or Program Coordinator; graduate standing in biology.*

580 TA/TSA Science Teaching Training. (0) A course for new and experienced TAs/TSAs to learn more about the teaching/learning dynamic, classroom management, assessment development, and lab safety. TAs/TSAs will also complete required trainings such as FERPA and safety training. Graded S/U. *Prerequisite: Teaching Assistantship (TA) or Teaching Support Assistantship (TSA) in a science department required.*

581 Advanced Electron Microscopy. (3) This course provides training and experience in advanced electron microscopy skills. Students develop independent research projects that include the preparation and analysis of biological samples. *Prerequisite: Graduate standing in biology.*

583 Organizational Management in Zoos and Aquaria. (3) This course challenges future professionals in zoos and aquaria to contemplate the multiple disciplines and factors at work in this setting. Students will receive practical information and insight from seasoned professionals using real world examples and best practices from the zoo and aquarium industry. Topics range from personal development, staff and resource management, and the future of zoos and aquaria. *Prerequisites: Acceptance in the post-baccalaureate certificate program in Zoo and Aquarium Studies.*

584 Advanced Ecological Techniques. (3) This course provides instruction on the applications of techniques and analytical methods to the evaluation and restoration of terrestrial and aquatic communities, including data analysis specific to those techniques. Includes field experience. *Prerequisite: BIOL 350 or equivalent, or permission of the instructor.*

595 Graduate Internship. (1-12, repeatable) Practical experience in the biological sciences with an approved employer. Sixty contact hours per credit hour and a written report are required. Maximum of 3 semester hours may be applied to degree plan. Graded S/U. *Prerequisites: Written proposal, permission of the school director, and permission of the student's research committee.*

599 Non-Thesis Exit. (1) Requires completion of oral exam with graduate committee members in area of specialization and general biology. Final report and presentation of seminar are required for students completing independent research (BIOL 577) or internship (BIOL 595). Maximum of 1 s.h. may be applied to degree plan. Graded S/U. *Prerequisite: permission of the advisor and either the School Director or Program Coordinator; graduate standing in biology.*

600 Thesis Research. (1–12, repeatable to 48) Research relating to a thesis topic. Graded S/U. *Prerequisite: Permission of the faculty advisor and either School Director or Program Coordinator; graduate standing in biology.*

601 Thesis. (3) Preparation of a thesis under direction of Biological Sciences graduate faculty member. Presentation of seminar based on independent research and successful completion of oral exam are required. Graded S/U. *Prerequisite: Permission of the faculty advisor and either School Director or Program Coordinator; graduate standing in biology.*

Botany (BOT)

410G Plant Systematics. (3) The basic systems, principles and methods of plant systematics stressing the identification and classification of Illinois vascular plants. *Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better); graduate standing in biology.*

423G Phycology. (3) Morphology, taxonomy, physiology, genetics, and ecology of the algae, particularly freshwater forms. *Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better); graduate standing in biology.*

430G Plant Physiology. (3) Physiological processes of plants as an interaction of structure, chemistry, physical characteristics, and environment. *Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better), and one year of chemistry; graduate standing in biology.*

452G Freshwater Biology. (3) Common freshwater organisms and some of their relationships to one another, to their environment, and to humans. *Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better); graduate standing in biology.*

461G Plant Pathology. (3) Principles of phytopathology including causal agents, development, diagnosis, and control of plant diseases. *Prerequisites: BOT 200 (C grade or better), ZOOL 200 (C grade or better) and MICR 200 (C grade or better), or permission of the instructor.*

463G *(cross-listed with ANTH 463G)* Ethnobotany. (4) 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 with travel at student expense. *Prerequisites: BIOL 100, 101, BOT 200 (C grade or better), ZOOL 200 (C grade or better); ANTH 110 or SZOC 100; or permission of the instructor.*

512 Aquatic and Wetland Plants. (3) Taxonomy and ecology of the vascular plant flora of aquatic habitats. *Prerequisites: BOT 200 (C grade or better), MICR 200 (C grade or better), and ZOOL 200 (C grade or better); BOT 410 and 451; graduate standing in biology.*

554 Limnology. (3) The study of inland waters and their biological, physical and chemical parameters. Outside field trips required. *Prerequisites: At least 18 semester hours in biology, introductory chemistry and physics; graduate standing in biology.*

575 Special Topics. (1–3, repeatable) This course explores advanced topics in botany of current interest, which are not assigned or covered in other courses in the department. The course format will vary depending on the topic, instructor and students' needs. See course schedule for description. *Prerequisites: Permission of the instructor; graduate standing in biology.*

Microbiology (MICR)

400G 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), ZOOL 200 (C grade or better) and MICR 200 (C grade or better); graduate standing in biology.*

405G 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), ZOOL 200 (C grade or better) and MICR 200 (C grade or better); graduate standing in biology.*

423G 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); graduate standing in biology.*

425G *(cross-listed with CHEM 425G)* Biochemistry of Human Disease. (4) Biochemical aspects of human diseases with emphasis on cancer and genetic disorders. The course focuses on biochemical principles of disease development and contemporary biochemistry and molecular biology methods and approaches for drug development and cancer treatments. *Prerequisites: BIOL 330 or CHEM 421.*

434G Immunology. (3) A study of antigens and antibodies, the immune response and immunity, immunological testing, allergy and hypersensitivity, transplantation, and autoimmune disease. Laboratory includes selected immunological techniques. *Prerequisites: One year of chemistry, BOT 200 (C grade or better), ZOOL 200 (C grade or better), and MICR 200 (C grade or better); graduate standing in biology.*

451G Environmental Microbiology. (3) An exploration of how microorganisms interact in the environment and how this knowledge of microbiology can be used to address environmental issues such as ecosystem health, pollutant bioremediation, pathogen transport, sustainable agriculture, water quality, and wastewater treatment. *Prerequisites: BOT 200 (C or better), ZOOL 200 (C or better) and MICR 200 (C or better), and ENG 280; or permission of the instructor.*

460G Parasitology. (3) Ecology and evolutionary relationships of parasitic eukaryotes. Emphasis on parasites of humans. *Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better); graduate standing in biology.*

461G 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 BOT 461. Prerequisites: BOT 200 (C grade or better), ZOOL 200 (C grade or better), and MICR 200 (C grade or better) or permission of instructor.*

463G Pathogenic Bacteriology. (3) The study of bacteria, rickettsia, mycoplasma, and chlamydia which cause disease in humans. *Prerequisites: BOT 200 (C grade or better), ZOOL 200 (C grade or better) and MICR 200 (C grade or better); graduate standing in biology.*

464G 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), one advanced course in microbiology (preferably MICR 401 or 463) or permission of the instructor; graduate standing in biology.*

575 Special Topics. (1–3, repeatable) This course explores advanced topics in microbiology of current interest, which are not assigned or covered in other courses in the department. The course format will vary depending on the topic, instructor and students' needs. See course schedule for description. *Prerequisites: Permission of the instructor; graduate standing in biology.*

Zoology (ZOOL)

410G Ornithology. (3) Identification, biology, ecology, and life histories of birds. *Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better); graduate standing in biology.*

411G 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); graduate standing in biology.*

412G Mammalogy. (3) Identification, classification, distribution, and life histories of mammals. *Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better); graduate standing in biology.*

413G 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); graduate standing in biology.*

414G Ichthyology. (3) Identification, classification, distribution, and life histories of fishes. *Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better); graduate standing in biology.*

415G Invertebrate Zoology. (3) A study of invertebrate form and function as it relates to taxonomy, evolution, ecology, behavior, and physiology. Laboratory will involve comparative experimental and observational approaches. *Prerequisite: ZOOL 200 (C grade or better).*

417G (cross-listed with ANTH 417G) 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. *Prerequisites: ANTH 111 or ZOOL 200 (C grade or better) or permission of instructor.*

420G Biology of Aging. (3) Introduction to the nature and theories of aging. A study of the processes involved at the molecular, cellular, and organismal levels of development and the changes that occur with time. Relationships between aging and immunity, neoplasia, genetics, evolution, etc. are explored. Emphasis on humans. *Prerequisites: One course in biology or permission of the instructor; graduate standing in biology.*

430G Animal Physiology. (3) Primarily mammalian physiology, concerning the functions of nervous, muscular, respiratory, digestive, excretory, reproductive, and endocrine systems.

Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better), and one year of chemistry; graduate standing in biology.

432G 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.

451G Advanced Topics in Animal Ecology. (3) Relationships of animals in their environment. *Prerequisites: BIOL 350, ZOOL 200 (C grade or better), ENG 280; graduate standing in biology.*

452G Freshwater Biology. (3) Common freshwater organisms and some of their relationships to one another, to their environment, and to humans. 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); graduate standing in biology.*

460G Parasitology. (3) Ecology and evolutionary relationships of parasitic eukaryotes. Emphasis on parasites of humans. *Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better); graduate standing in biology.*

485G (*cross-listed with RSTA 485G*) 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. *Prerequisites: One of the following: BOT 200 (C grade or better), MICR 200 (C grade or better), ZOOL 200 (C grade or better), RSTA 110, RSTA 111 or permission of the instructor.*

553 Animal Behavior. (3) The activities and responses of animals which facilitate survival under natural conditions. *Prerequisites: Graduate standing in biology.*

554 Limnology. (3) The study of inland waters and their biological, physical and chemical parameters. Outside field trips required. Trip estimate: $10. *Prerequisite: At least 18 hours of biology, introductory chemistry and physics; graduate standing in biology.*

561 Fisheries Management. (3) Techniques of study, maintenance, and improvement of fisheries resources. *Prerequisites: ZOOL 414 or permission of the instructor; graduate standing in biology.*

562 Wildlife Management. (3) Techniques of study, maintenance, and improvement of game resources. *Prerequisites: BIOL 350 or permission of the instructor; graduate standing in biology.*

575 Special Topics. (1–3, repeatable under different titles) Topics are studied which are not assigned or covered in other courses in the department. The format of this course will vary depending the topic, instructor, and the needs of students. *Prerequisites: Permission of the instructor; graduate standing in biology.*

578 Zoo/Aquarium Practicum. (3) Gain practical experience at organizations that hold captive animals, such as zoos, aquaria, oceanaria, or animal rehabilitation facilities. Experience includes legal issues, ethical issues, husbandry standards and methods, research methods, organizational structure and policy, and facilities management. Students must work a minimum of 120 hours at the facility. Graded S/U. *Prerequisites: Acceptance in the post-baccalaureate certificate program in Zoo and Aquarium Studies.*

583 Bioacoustics. (3) Survey of animal adaptations for producing and receiving sound. The effects of human-generated noise on wildlife is described. Techniques for recording sounds, and measuring amplitude and frequency, and time characteristics of sounds are demonstrated. Students will make recordings of animals in the field. Analysis of animal sounds using computer programs is required. *Prerequisite: One year of college physics, or permission of the instructor.*

584 Biological Studies in Zoos and Oceanaria. (3) This course discusses the types of studies suited to animals in a captive environment, current research trends, and new techniques being applied to animals in a zoo or oceanarium setting. Long-term monitoring of animals with known life histories provides unique research opportunities. Course covers topics on a variety of vertebrates and emphasizes research conducted at local zoos or oceanaria. Student research project required. *Prerequisites: At least one year of college-level biology, senior biology major, or permission of the instructor.*

585 Animal Training. (3) This course discusses concepts of training in a variety of animals. Techniques for observing behavior, operant conditioning, research, and husbandry/medical training are described. Laboratories include training demonstrations on animals at the Shedd Aquarium. *Prerequisites: At least one year of college-level biology or psychology, senior biology major, or permission of the instructor.*

Director of MBA Program: Samit Chakravorti
Office: Stipes Hall 418D
Telephone: (309) 298-1152
E-mail: MBA@wiu.edu
Website: wiu.edu/mba
Location of Program Offering: Online

Graduate Faculty

Professors

Hongbok Lee, Ph.D., University of Missouri
Jessica Lin, Ph.D., Binghamton University
Charles Pryor, Ph.D., Mississippi State University
Thomas R. Sadler, Ph.D., University of Tennessee-Knoxville
Steven Tam, Ph.D., University of Surrey
Soon Suk Yoon, Ph.D., University of Wisconsin-Madison

Associate Professors

Tara Feld, Ph.D., University of South Carolina
Stephen Gray, D.B.A, University of Wisconsin-Whitewater
Anna Valeva, Ph.D., University of California-Santa Barbara

Associate Graduate Faculty

Professors

Samit Chakravoti, Ph.D., Florida International University
Alla Melkumian, Ph.D., West Virginia University
Mohammad Shamsuddoha, Ph.D., Curtin University
Susan Stewart, Ph.D., University of Tennessee
Tae Yang, Ph.D., University of Texas-Arlington

Associate Professors

Aastha Gupta, Ph.D., Southern Methodist University
Ryan J. Hunt, J.D., Drake University
Wanmo Koo, Ph.D., University of Tennessee
Lu Lu, Ph.D., Temple University

Assistant Professors

Sarah Shike, D.B.A., University of North Carolina
Honey Zimmerman, D.B.A., University of Missouri-St. Louis

Learning Outcomes

For student learning outcomes, please see wiu.edu/provost/learningoutcomes.

Program Description

The School of Accounting and Business Administration offers graduate work leading to the Master of Business Administration (MBA).

Master of Business Administration courses are offered by the School of Accounting and Business Administration and the School of Computing, Data, and Mathematical Sciences.

Business Administration

The mission of the MBA program at Western Illinois University is to prepare individuals for leadership and socially responsible managerial roles in an interdependent, multicultural, and diverse business world.

Integrated Baccalaureate and Master's Degree Programs

Please refer to the appropriate section at the back of the catalog for details and program offerings.

Admission Requirements

- A minimum cumulative GPA of 3.0 OR 3.0 or higher GPA for the last two years (60 s.h.) of undergraduate work
- International students must have an overall TOEFL score of at least 79 or an overall IELTS score of 6.5.
- Applicants whose cumulative undergraduate GPA falls below 3.0 may still be considered for admission to the MBA program. To strengthen their application, such candidates are encouraged to submit additional documentation that demonstrates their readiness for graduate-level study. This may include:
    - Official GMAT or GRE scores
    - Evidence of significant and relevant professional experience
    - Professional certifications (e.g., CPA, CFA, PMP)

All supplemental materials will be reviewed holistically to assess the applicant's potential for success in the program.

The director of the MBA program and the MBA advisory committee will review applications and approve candidates for admission based on undergraduate GPA, GMAT score, and other evidence of preparedness.

The purpose of the GMAT requirement is to assess the readiness of the applicant for the level of rigor in the MBA program, particularly in quantitative areas. While the GMAT is the preferred standard, GRE scores of at least 150 in both the quantitative and verbal sections will be accepted in lieu of GMAT scores. Exceptions to the GMAT/GRE requirement will be considered on a case-by-case basis. Qualified applicants may petition the MBA Director for a waiver. These petitions must include a current resume and evidence of:

- A graduate degree in a relevant field or at least five years of relevant professional experience with increasing responsibility, and
- Strong verbal, quantitative, and analytical skills as substantiated by graduate transcripts, professional certifications, or other qualifications.

Degree Requirements

The MBA program at Western Illinois University is available to students with both business and nonbusiness backgrounds. Depending upon academic performance, students with business degrees from AACSB–International accredited schools may progress directly into the MBA courses. Students without business degrees or with degrees from non-AACSB–International accredited schools may be required to take one or more background courses to assure adequate preparation for advanced study.

Required Background courses (or equivalent):

ACCT 307 Accounting for Managers and Management Decisions (or ACCT 201 Principles of Financial Accounting and ACCT 202 Principles of Managerial Accounting)
ECON 408G Economic Theory for Decision Makers (or ECON 231 Principles of Macroeconomics and ECON 232 Principles of Microeconomics)
FIN 331 Financial Management I
IS 340 Management Information Systems
MGT 349 Management and Organizational Behavior
MKTG 327 Marketing Principles
STAT 171 General Elementary Statistics

Specific background courses may be waived on the basis of a student's prior completion of equivalent course content or relevant experience. Ideally, courses should have been completed within five years preceding entrance into the MBA program with a grade of C or better and with an average GPA in the background courses of 2.75, from a recognized college or university. It is assumed that entering students will possess necessary mathematical, communication, and computer skills.

I. Core Courses ..... 18 s.h.
ACCT 547 Corporate Financial Reporting and Analysis (3)
DS 533 Applied Business Forecasting and Planning (3)
ECON 538 Economics for Managers (3)
FIN 565 Financial Management: Theory and Practice (3)
IS 524 Corporate Information Systems (3)
MKTG 576 Decision Making for Global Markets (3)
BAT 611 MBA Outcomes (0)
II. Directed Elective ..... 3 s.h.
III. Concentration Courses (School determination) ..... 9 s.h.
IV. Integrative Course ..... 3 s.h.
MGT 590 Strategic Management (3)
TOTAL PROGRAM ..... 33 s.h.

Students will select concentrations to prepare them for a specific business specialty or career path. The concentrations will be tailored to student needs and will be drawn from College of Business and Technology departments and related areas in consultation with the MBA advisor and MBA Program Committee. Detailed information on courses and offerings are available from the MBA advisor.

Post-Baccalaureate Certificate

The School of Accounting and Business Administration offers post-baccalaureate certificates in Accounting, Business Analytics, Marketing Strategy and Measurement, and Supply Chain Management. For program details, please refer to the post-baccalaureate certificate section of the catalog.

Course Descriptions

Accountancy (See Accountancy)

Agricultural Economics (AGEC)

442G Marketing Grain and Livestock Products. (3) Basis hedging for grains, feeds, livestock, and meat. Three hours lecture. *Prerequisite: AGEC 333.*

443G Agricultural Finance. (3) Financing problems and opportunities in agriculture. Sources of finance, financing costs, analysis of investment opportunities, financial management and estate planning. Three hours lecture. *Prerequisite: AGRI 220 or ECON 232.*

447G Commodity Markets and Futures Trading. (3) Futures trading institutions, technical analysis, multiple hedging, and speculation. Three hours lecture.

449G Advanced Farm Management. (3) Effective combination of resources in agribusiness planning and management.

Emphasis placed on use of available agribusiness management software. Two hours lecture, two hours lab. *Prerequisite: AGEC 349.*

457G 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. Three hours lecture. *Prerequisite: AGEC 447.*

559 Food: Safety, Risk, and Technology. (3) Integration of ethics in public policy and food technology to manage risks in the food supply. A survey of risk factors and management strategies (including HACCP) will be conducted. Identity preservation and consumer acceptance will be addressed.

Business and Technology (BAT)

600 Global Study. (1–6, repeatable to 6) Integrates the study of international business and /or technology with international travel for graduate students. Focuses on preparing students for the global environment of the twenty-first century. *Prerequisites: Permission of instructor.*

611 MBA Outcomes. (0) Requires each MBA student to demonstrate proficiency on selected learning goals for the MBA program. The course must be taken near the end of the MBA program. Graded S/U. *Prerequisite: Completion and/or co-enrollment in at least 24 s.h. of graduate level business courses.*

Business Law (B L)

431G The Law of Commercial Transactions. (3) A study of commercial transactions including contracts, sales, bankruptcy, secured transactions, and the legal environment of business.

432G 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.

620 Business Law Internship. (1–6) Integrates legal theory with application to actual practice of law. Students are exposed to a variety of positions within the law office during the semester. All internships are supervised by a faculty coordinator and a lawyer in the law office. Analytic reports of work accomplished by each student are presented to the coordinator. Graded S/U only. *Prerequisite: Written permission of the School Director or Program Director.*

Decision Sciences (DS)

421G Data Visualization for Decision Making. (3) This course provides introduction to the process and methods of visualizing information for the purpose of communicating actionable findings in a decision-making context. Hands-on experience with software for sourcing, organizing, analyzing, comprehending, reducing, and visualizing data. Not open to students who have already completed DS 521. *Prerequisites: STAT 171 or equivalent; and DS 303 or equivalent; and CS 114 or equivalent; or permission of instructor.*

423G Management Science Techniques & Business Analytics. (3) An introduction to management science/operations research techniques. Students are introduced to the theory and applications of linear, integer, goal, and dynamic programming models; transportation, assignment, network and inventory models; PERT/CPM, capital budgeting, and decision theory. Not open to students who have already completed DS 523. *Prerequisite: STAT 171 or equivalent.*

435G 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: DS 303 or STAT 276 or equivalent; and CS 114 or equivalent; or permission of instructor.*

480G Predictive Analytics. (3) A survey of topics in predictive analytics methods and techniques essential for business analysts. Topics include time series regression, logistic regression, neural networks, decision trees, ensemble models, and simulation models for understanding the effect of uncertainty. Not open to students who have already completed DS 580. *Prerequisites: DS 490 or CS 114 or equivalent, and 6 s.h. of either STAT or DS coursework; or permission of the instructor.*

485G Big Data for Business Decision Making. (3) This course provides an introduction to big data analytics tools and methods for business applications. Topics include exploration, classification, dimension reduction, structured and unstructured data. Statistical software will be used to analyze business data. *Prerequisites: STAT 171 or equivalent; and DS 303 or equivalent; and CS 114 or DS 490 or equivalent; or permission of the instructor.*

489G Seminar in Contextual Business Analytics. (3) An industry, case study, focused course that explores topics relevant to applying business analytics models and theories to current corporate projects. Exact topics will change based on instructor expertise and market trends. *Prerequisites: DS 490 or CS 114, and 6 s.h. of additional DS coursework; or permission of the instructor.*

490G Statistical Software for Data Management and Decision Making. (3, repeatable to 6 for different titles) This course provides students with the basic concepts of statistical computing. 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, and DS 303 or PSY 223 or SOC 324 or POLS 284 or equivalent; or permission of the instructor.*

500 Introduction to Business Analytics. (3) Business analytics generally refer to the use of statistical and quantitative analysis for data-driven decision-making. This course introduces students to the foundations of business analytics problems and applications. Lectures will be supplemented with current business world examples. *Prerequisite: Graduate standing.*

501 Independent Research. (1–3, repeatable to 6) Independent research and study of selected topics in decision sciences. *Prerequisites: Completion of six graduate hours in decision sciences and permission of the School Director or Program Director.*

503 Business Statistics for Managerial Decision Making. (3) A survey of statistical methods useful for managerial decision making. Topics discussed include descriptive statistics, probability and probability distributions, statistical inference, analysis of variance, regression, contingency tables, and nonparametric statistics.

504 R Software for Data Management and Decision Making. (3) This course provides students with the concepts of statistical computing. Students will gain experience with R and its application. R programming skills will be introduced thoroughly, and data preparation and visualization using R will be covered. *Prerequisite: STAT 171.*

510 *(cross-listed with MATH 510)* Foundations of Business Analytics. (3) A survey of topics in calculus, applied linear algebra, probability and statistics useful for business decision making. The main objective is to lay the foundation required for advanced studies in applied statistics and business analytics. *Prerequisite: STAT 276 with a grade of B or better and either MATH 133 with a grade of B or better or MATH 137 with a grade of B or better; or permission of the instructor.*

521 Advanced Data Visualization. (3) This course focuses on the process and methods of visualizing information for the purpose of communicating actionable findings in a decision-making context. Hands-on experience with software for sourcing, organizing, analyzing, comprehending, reducing and visualizing data, resulting in a clear message. *Prerequisites: DS 421G, or permission of the instructor.*

523 Advanced Management Science Techniques & Analytics. (3) Applications of management science tools and techniques for effective decision making with emphasis on model building. Topics include linear, integer, nonlinear, and dynamic programming, sensitivity analysis, and simulation. *Prerequisite: DS 423G, or permission of the instructor.*

533 Applied Business Forecasting and Planning. (3) A survey of the basic forecasting methods and techniques essential for modern managers. Topics include moving average and decomposition techniques, ARIMA processes, regression techniques, and technological methods such as Delphi and S-curves. *Prerequisite: DS 503 or STAT 171 or equivalent.*

535 Machine Learning for Business Analytics. (3) An in-depth examination of machine learning methods and techniques for business analytics. Students will develop techniques for data retrieval, preparation, modeling, and analytics aimed at the production of decision rules for specific business goals. Credit cannot be earned for both DS 435G and DS 535. *Prerequisites: DS 504 or permission of the instructor.*

540 Applied Stochastic Models in Business Analytics. (2) This course introduces stochastic models for studying phenomena in management science, operations research, finance, actuarial science, and engineering. Heuristic minded approach aimed at developing "probabilistic thinking" is taken in the treatment of probability concepts, stochastic processes, model simulation, and applications. *Prerequisite: DS 303 or equivalent, or permission of instructor.*

560 Categorical Data Analysis. (3) An in-depth examination of data mining methods and techniques for business analytics. Students will develop techniques for data preparation, retrieval, modeling, and analytics aimed at the production of decision rules for specific business goals. Credit cannot be earned for both DS 435G and DS 535. *Prerequisites: DS 504 or permission of the instructor.*

580 Advanced Predictive Analytics and Times Series Forecasting. (3) This course introduces analytical models and tools used for continuous iterative exploration and investigation of past business performance to gain insight and drive decision. Predictive modeling, forecasting, and design of experiments will be covered. *Prerequisites: DS 480G, or permission of the instructor.*

589 Seminar in Contextual Business Analytics. (3) An industry, case study, focused course that explores topics relevant to applying business analytics models and theories to current corporate projects. Exact topics will change based on instructor expertise and market trends. Students cannot earn credit for both DS 489G and DS 589. *Prerequisites: DS 490 or CS 114, or DS 504; and 6 s.h. of additional DS coursework; or permission of the instructor.*

599 Decision Sciences Internship. (1–6, not repeatable) Integrates decision sciences theories with application to actual business practices. Students are exposed to a variety of positions within the business firm during the semester. All internships are supervised by a faculty coordinator and an executive in the business firm. Analytic reports of work accomplished by each student are presented to the coordinator. Graded S/U only. *Prerequisites: Completion of six hours of decision sciences courses and written permission of the School Director or Program Director.*

605 Analytics Competition. (0) Preparation for national/international team competitions in data analytics focused on specific complex case challenges. The course builds on existing technical and cognitive skills and develops the ability to conduct all stages in the data analytics process within team environments. *Prerequisites: Graduate standing and permission of the instructor.*

Economics (ECON)

408G Economics for Decision-Makers. (3) This course develops the macro- and micro-economic concepts most useful for 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 any requirements of the BA, BB, or MA economics degrees or to meet the economics requirements in any BB degree. It is designed only for the Pre-MBA minor and graduate students in areas other than economics.) *Prerequisites: STAT 171 with a C or better.*

409G Fundamentals of Intermediate Economic Theory. (3) An overview of the foundations of economic analysis. Focus is on developing the concepts and modeling techniques commonly found in intermediate level macro and microeconomics including those associated with consumer choice, firm theory, aggregate supply/demand, and financial markers. *Prerequisites: ECON 231, ECON 232, ECON 381; or permission of the instructor.*

430G *(cross-listed with AGEC 430G)* 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. *Prerequisites: AGRI 220 or ECON 232.*

440G Labor Economics. (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 231, ECON 232, MATH 123; or permission of the instructor.*

445G Game Theory and Economic Behavior. (3) Modeling strategic interaction and solving non-cooperative games across information environments with a focus on economic behavior. Applications include pricing strategies, choosing optimal locations, auctions, bargaining, and market entry. *Prerequisites: ECON 231, ECON 232; MATH 137 or ECON 381; or permission of the instructor.*

465G 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 a 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, ECON 232; MATH 137 or ECON 381; or permission of the instructor.*

471G International Monetary and Financial Economics. (3) Covering exchange rate determination, balance of payments, monetary and fiscal policy in open economies, global financial imbalances, exchange rate systems, and risk management. It also examines globalization's impact on corporate financial decision-making and strategies. *Prerequisites: FIN 331 and ECON 381; or permission of the instructor.*

479G Microfinance in Action. (3) An in-depth study on the role of microfinance in rural economies around the world. The course specifically examines the benefits generated by microfinance institutions with regards to countries' education, health, employment, tourism, agribusiness, finance, enterprise, and community development. *Prerequisites: ECON 231 and 232; or permission of the instructor.*

487G 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. *Prerequisites: ECON 231, ECON 232; DS 303; MATH 137 or ECON 381; or permission of the instructor.*

490G 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. *Prerequisites: ECON 232 and STAT 171; or permission of the instructor.*

496G Seminar in Economics. (1–3, repeatable to 9 for different topics) Each offering in the series provides students with an opportunity for intensive study in specialty topics within Economics. *Prerequisites: ECON 231, 231; ECON 381 or MATH 137; or permission of the instructor.*

500 Macroeconomic Theory and Policy. (3) Current macroeconomic theory and policy concepts with an emphasis on a generalized model of the economy with multiple variables. Discusses short-term fluctuations (static and dynamic) and long-term growth theories with specific attention to policy implications and empirical research. *Prerequisite: ECON 509 or equivalent.*

501 Readings in Economics. (1–3, repeatable to 3) Graded S/U. *Prerequisites: Permission of Graduate Committee Chairperson.*

502 Macroeconomics and Growth Theory. (3) A study of the aggregate theory of income, employment, and price levels using both comparative statics and dynamics, along with a discussion of business cycles and growth theories. *Prerequisite: ECON 481G or permission of the graduate advisor and ECON 509 or equivalent.*

503 Applied Price Theory. (3) Application of economic theory and methods to managerial decision making. Topics include demand, cost and production analysis and estimation; forecasting; pricing policy; risk and uncertainty problems; and capital budgeting. *Prerequisite: ECON 509 or equivalent.*

504 Price Theory. (3) Theories of consumption and optimal firm behavior, introducing general equilibrium in a simple exchange economy. A focus on decision-making under risk and uncertainty, across time and market structures, and involving asymmetric information. *Prerequisite: ECON 581 or permission of the graduate advisor and ECON 509 or equivalent.*

506 Econometrics I. (3) Elements of the theory and practice of econometrics: including univariate and multivariate single equation models, statistical problems such as multicollinearity, special techniques and applications, and an introduction to simultaneous equations models. Students will complete a project involving hypothesis formulation, data collection, analysis using statistical software, and written presentation of results. *Prerequisite: ECON 509 or equivalent.*

507 Econometrics II. (3) Advanced econometric estimation to include estimating micro and macroeconomic functions through simultaneous equation systems, dummy dependent variable models; and multivariate analysis. Class culminates in an independent research project. *Prerequisites: ECON and ECON 506; or permission of the School Director or Program Director.*

509 Fundamentals of Economic Theory. (3) An accelerated study of the foundations of economic analysis. Focus is on developing the concepts and modeling techniques commonly utilized in the advanced study of macro- and microeconomics. *Prerequisites: ECON 408G or ECON 231 and ECON 232 or MATH 133 and MATH 134, or equivalent; STAT 171 or equivalent with grade of "C" or better.*

525 Monetary Theory and Policy. (3) A study of the theoretical and empirical work in money demand, money supply multiplier, output effect of monetary policies, alternative techniques of monetary policy formulation and implementation, multi-asset financial markets, and inflation. *Prerequisite: ECON 500 or ECON 502.*

528 American Economic History. (3) A study of the development of the American economy from the colonial period to the present. The course explores both the successes and the failures of the United States economy. The emphasis is on how economic, political, and legal frameworks have interacted to create the American experience. *Prerequisite: Any combination of six hours from ECON 231, 232, 328, HIST 105, 106, 300; or graduate standing in a business discipline, economics, history, education (history or related specialty); or permission of the instructor.*

535 Small Community Development. (3) This course emphasizes the practical knowledge required to deal with non-metropolitan development issues. The emphasis will vary with changes in the development environment. Topics will include economic trends, federal and state resources available to support economic development, and special problems and opportunities in small community development. *Prerequisites: Permission of the instructor.*

538 Economics for Managers. (3) Application of economic theories involving maximizing profits and creating value from exchange. A focus on managerial decision-making under risk and uncertainty, across time and market structures, involving asymmetric information, and in strategic environments. *Prerequisites: ECON 408G, or ECON 231 and ECON 232, or equivalent.*

550 Economic Topics and Curriculum Development. (1–3, repeatable to 3) A course designed to assist classroom teachers in the development of elementary and secondary curriculum incorporating economic concepts. This course will also provide an opportunity for teachers with a basic understanding of economics to adapt the latest computer–based television and print matter curriculum materials to the needs of their classes and students. Check with the advisor to determine applicability of this course in your degree program. Graded S/U.

581 Advanced Mathematical Economics. (3) An overview of the mathematical skills most frequently used by economists: linear algebra, differentiation, comparative statics, optimization, and linear programing. Students will learn to solve economic problems both by hand and with the aid of contemporary modeling software. *Prerequisites: ECON 231, ECON 232, and MATH 137 or ECON 381; or permission of instructor.*

599 Internship. (1–12, repeatable to 12 hours) Only three hours per semester can be included in the degree plan. With prior approval of the graduate advisor, up to six hours can be included in the degree plan for internships covering the entire academic year. Graded S/U. *Prerequisites: Graduate standing and permission of the School Director or Program Director.*

Finance (FIN)

401G 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.

421G Real Estate Finance & Investments. (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 331 or permission of the instructor.*

441G 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.*

445G *(cross-listed with ACCT 445G)* Financial Modeling and Statement Analysis. (3) Students will identify problems, analyze results, and make decisions regarding the impact on financial statements through development of models in electronic spreadsheets. Financial statements, capital budgets, risk, capital structures, takeovers, and other financial topics will be analyzed. *Prerequisite: ACCT 341 or FIN 331 or permission of the instructor.*

449G Risk Management and Insurance. (3) The primary focus of this course is on evaluating life, health, retirement, and personal property and liability exposures to loss and analyzing the methods for managing these risks. Risk management and insurance techniques for dealing with potential personal loss exposures are emphasized. *Prerequisite: MATH 100 or higher.*

452G 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. *Prerequisites: FIN 351 or permission of the instructor.*

470G 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, prices and yields, bond portfolios, and equity analysis. *Prerequisite: MATH 100 or higher.*

471G Investment Security Analysis. (3) A foundation in security analysis focusing on common stock valuation. The topics include basics of portfolio theory, framework of stock investing, financial statement analysis, return concepts, absolute valuation models, and relative valuation techniques. *Prerequisites: FIN 331 or FIN 371.*

496G Futures Options 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. *Prerequisites: FIN 311 or 331 or equivalent, or permission of the instructor.*

535 Real Estate Investment and Valuation. (3) A study of the real estate industry and markets. Concentration is on factors affecting the value of real estate and techniques for measuring value.

555 Investment Management. (3) An introductory course in investment management designed to provide the conceptual basis for investment decision making. Topics will include how the security markets work, techniques of security analysis, valuation theory, and introduction to modern portfolio theory.

565 Financial Management: Theory and Practice. (3) An advanced course in corporate financial management intended to provide a conceptual framework for analyzing the major types of decisions made by financial executives. Topics dealing with the acquisition and administration of corporate capital will be discussed in an applied setting stressing their relevance to practical problems in financial management. Case studies and team written reports are used to provide students with an opportunity to apply known concepts and principles to realistic situations. *Prerequisite: FIN 331 or equivalent.*

575 Advanced Portfolio Management. (3) Students obtain a deep understanding of stock investing by managing an actual portfolio of money and equities. Analysis of companies' business models, growth and valuation ratios, price charts, etc., is performed before buying stocks that fit in a well-diversified portfolio. *Prerequisites: FIN 331 or FIN 371 or FIN 565 with a "B" or better and permission of the instructor.*

585 International Financial Management. (3) An application of corporate finance and investment theory to the international arena. Special topics include the environment of international financial management, the management of foreign exchange risk, foreign investment analysis, and sources of international funds. Students will also be taught efficiency conditions of international markets, the international payment system, and international banking.

600 Independent Research. (1–3) Independent research and study of selected topics in finance. *Prerequisites: Six semester hours of graduate course work in finance and permission of the School Director or Program Director.*

620 Finance Internship. (1–6, not repeatable) Integrates finance theories with application to actual business practice. Students are exposed to a variety of positions within the business firm during the semester. All internships are supervised by a faculty coordinator and an executive in the business firm. Analytic reports of work accomplished by each student are presented to the coordinator. Graded S/U only. *Prerequisites: Six semester hours of graduate course work in finance and written approval of the School Director or Program Director.*

Human Resource Management (HRM)

441G Recruitment and Selection. (3) This course focuses on methods and strategies for finding, hiring, and retaining employees. It demonstrates how to leverage assessments, technology, and data analytics to optimize the performance and efficiency of talent acquisition, and legal and ethical implications of decisions. *Prerequisite: HRM 353.*

442G Employee Benefits. (3) This course provides an overview of the types of employee benefits offered in workplaces. It emphasizes the design, administration, and communication of benefit plans to support an organization's mission and goals. It enhances understanding of benefits strategy and legal requirements. *Prerequisite: HRM 353.*

443G Unions, Labor Relations, and Collective Bargaining. (3) A study of unions, labor relations, and collective bargaining. Includes practices pertinent to collective bargaining, including procedures and techniques utilized in negotiations. *Prerequisite: HRM 353.*

444G International Human Resource Management. (3) 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.

446G Employment Law. (3) This course provides an overview of legal regulations governing the workplace with a focus on areas like hiring practices, discrimination, harassment, wrongful termination, employee rights, wage and hour laws, family leave, and disability accommodations to better ensure compliance within organizations. *Prerequisite: HRM 353.*

449G Performance Management. (3) This course explores the systematic process of setting clear expectations, measuring, and developing individual and team performance within an organization; aligning employee contributions with strategic goals through ongoing feedback, coaching, and performance reviews; and optimizing organizational effectiveness. *Prerequisite: HRM 353.*

532 Seminar in Human Resource Management. (3) Concepts drawn from various disciplines (such as psychology, management, law, and statistics) are applied to human resource management activities (such as staffing, training, appraisal, and compensation) to improve human resource outcomes (such as performance, turnover, satisfaction, and costs). Emphasizes case work and readings.

600 Independent Research. (1–3) Independent research and study of selected topics in human resource management. *Prerequisites: Completion of six graduate hours in human resource management and permission of the School Director or Program Director.*

620 Human Resource Management Internship. (1–6) Integrates human resource management theories with application to actual business practices. Students are exposed to a variety of positions within the business firm during the semester. All internships are supervised by a faculty coordinator and an executive in the business firm. Analytic reports of work accomplished by each student are presented to the coordinator. Graded S/U. *Prerequisites: Completion of six hours of human resource management courses and written permission of the School Director or Program Director.*

Information Systems (IS)

405G Business Intelligence. (3) This course focuses on the features, uses, and design strategies for IT-enabled business intelligence systems. Data-oriented techniques for managing data, warehousing, integration, and visualization for corporate decision making are emphasized. *Prerequisites: IS 340 or CS 351 or permission of School Director or Program Director.*

455G *(Formerly IS 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 IT security policy development, risk management, threat assessment, and business continuity planning. *Prerequisites: IS 340 or CS 420 or CS 484 or CSEC 321 or consent of School Director or Program Director.*

467G 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 or ACCT 451 or permission of School Director or Program Director.*

520 Business Communications in the U.S. (3) This business/managerial communication course focuses on advanced written and oral communication techniques used in U.S. companies. The course emphasizes the effective use of technology and language as a means to communicate. (This course will not count towards MBA credit).

524 Corporate Information Systems. (3) A survey of information systems in organizations including their role, associated technologies, functionality, development, impacts, and management. *Prerequisite: IS 340 or equivalent.*

541 Designing the User Experience. (3) This course will focus on tools and techniques for enhancing the user experience with information technologies within the overall context of agile development. *Prerequisite: IS 340 or permission of the School Director or Program Director.*

543 Managing Information Technology. (3) Topics relating to managing information technologies in contemporary organizations. These include among others, IS strategy, policy, architecture, infrastructure, project selection, asset management, analytics, security and global issues. *Prerequisite: IS 524.*

562 Information Systems Implementations. (3) Discuss management issues of IS projects such as project initiation, milestones, deliverables etc. Students will implement a variety of development projects to gain practical knowledge. *Prerequisites: IS 524 or permission of the instructor.*

567 Information Technologies in Supply Chain. (3) Topics relating to the use of information technologies in Supply Chain Management. Presents the underlying IT systems that drive visibility and collaboration in supply chains. Course will use case studies, simulations and supply chain systems. *Prerequisites: IS 524 or equivalent or permission of the School Director or Program Director.*

600 Independent Research. (1–3) Independent research and study of selected topics in information systems. *Prerequisites: Permission of the School Director or Program Director.*

620 Information Management Internship. (1–6, not repeatable) Integrates management information systems theories with application to actual business practice. Students are exposed to a variety of positions within the business firm during the semester. All internships are supervised by a faculty coordinator and an executive in the business firm. Analytic reports of work accomplished by each student are presented to the coordinator. Graded S/U. *Prerequisites: Completion of six hours of information management courses and written permission of the School Director or Program Director.*

Management (MGT)

445G Managing Organizational Change. (3) Examines organizational change, development, and how effective change agents initiate, lead, and sustain change efforts. Highlights drivers of change, how individuals process and respond to it, and why organizational culture and structure matter. *Prerequisite: MGT 350 or permission of the instructor.*

472G Entrepreneurship: Innovation and Creativity. (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.*

474G Entrepreneurship and Small Business Management. (3) This course provides aspiring business owners and those interested in small business management with a foundation for planning and launching a small enterprise. Topics include business plan development, identifying key resources for planning, and essential operational strategies for successful entrepreneurship. *Prerequisites: MGT 349.*

481G Business Ethics and Responsibility to Society. (3) Explores ethical decision-making and the responsibility of businesses to society. Topics include ethics, corporate governance, social responsibility, stakeholder management, sustainability, and government regulations. Students will learn how organizations can operate ethically and responsibly while balancing social impact and profitability. *Prerequisite: MGT 349 or permission of the instructor.*

483G 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, environmental problems and philosophies, organizations' environmental impacts, and government policy approaches. *Prerequisite: MGT 340 or permission of instructor.*

485G International Management. (3) 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.*

520 Business Leadership and Motivation. (3) Uncovers the fundamentals of contemporary leadership within complex organizations. It explores core principles of leadership, team dynamics, team leadership, role of personality and attitudes in employee work behaviors, the art of motivation and empowerment, and critical topics in decision making. *Prerequisite: MGT 349.*

540 Applied Business Research. (3) A general outline of the methods of conducting research in business, including research design, data collection and analysis, and presentation of results. The emphasis is on the methodology of conducting applied business research. *Prerequisite: STAT 171 or equivalent.*

570 International Management. (3) A team-taught course which examines the management practices in an increasingly competitive global environment. Topics include national differences in culture, the internationalization process, global strategy formulation and implementation, and the impact of globalization on the operation of an organization.

590 Strategic Management. (3) The capstone business course designed to develop students' skills which emphasize the integration of the various business areas toward managing the firm as a total unit. Topics include environmental analysis, competition pressures, global market considerations, diversification, decision making, organizational linkages, corporate culture, and formulation and implementation of strategy. The approach taken is that of general management whose primary responsibilities encompass the development, operation, and maintenance of the entire firm. *Prerequisite: MBA student near the end of MBA program, or permission of the MBA Program Director.*

600 Independent Research. (1–3) Independent research and study of selected topics in management. *Prerequisites: Completion of six graduate hours in Management and permission of the School Director or Program Director.*

620 Management Internship. (1–6) Integrates management theories with application to actual business practice. Students are exposed to a variety of positions within the business firm during the semester. All internships are supervised by a faculty coordinator and an executive in the business firm. Analytic reports of work accomplished by each student are presented to the coordinator. Graded S/U. *Prerequisites: Completion of six hours of management courses and written permission of the School Director or Program Director.*

Marketing (MKTG)

417G International Marketing. (3) Examine marketing practices in the global environment. Emphasis is on analysis of the cultural, political, economic, legal, technology, and other factors affecting international marketing operations. Students learn how to develop marketing plans and strategies for marketing at an international level. *Prerequisite: MKTG 327.*

429G Marketing Measurement and Pricing. (3) The course provides students with skills to measure the effectiveness of marketing strategies. Special emphasis is given to the price component of the marketing mix. Computation, application, and interpretation of commonly used marketing measurements provide students the ability to evaluate marketing decisions. *Prerequisites: MKTG 327.*

431G Direct Marketing. (3) The course examines concepts, strategies, and tools of marketing directly to consumers. Students acquire skills in developing effective, direct response marketing initiatives. Emphasis is on measurement and management of market data, and integration of direct and brand building marketing. *Prerequisite: MKTG 327.*

433G Promotional Strategies. (3) Emphasis on discussing effective ways to implement integrated marketing communications. Attention is given to the in-depth treatment of different types of promotional elements. Students learn through exposure to consumer theories how to develop, implement, and evaluate effective communication strategies. *Prerequisite: MKTG 327.*

441G Customer Relationship Management. (3) The course examines the concepts, strategies, and tools of developing and sustaining customer experiences and relationships for competitive advantage. Students develop skills in creating effective customer relationship management strategies. *Prerequisite: MKTG 327 or SCM 211.*

526 Applied Business Research. (3) A general outline of the methods of conducting research in business, including research design, data collection, and analysis, and presentation of results. Emphasis is on the methodology of conducting applied business research. *Prerequisite: DS 503 or equivalent.*

576 Decision Making for Global Markets. (3) Integrative analysis and study of ethical marketing decision making strategies of industries and organizations in the international/global environment. All topics emphasize an integrative approach of world class marketing planning with organizational structure to optimally serve customer needs and expectations at home and abroad. Not available to students with credit in MKTG 566 or MKTG 586. *Prerequisite: MKTG 327 or equivalent.*

600 Independent Research. (1–3) Independent research and study of selected topics in marketing. *Prerequisites: Six semester hours of graduate course work in marketing and permission of the School Director or Program Director*

620 Marketing Internship. (1–6, not repeatable) Integrates marketing theories with application to actual business practices. Students are exposed to a variety of positions within the business firm during the semester. All internships are supervised by a faculty coordinator and an executive in the business firm. Analytic reports of work accomplished by each student are presented to the coordinator. Graded S/U only. *Prerequisites: Six semester hours of graduate course work in marketing and written approval of the School Director or Program Director.*

Supply Chain Management (SCM)

440G *(Formerly SCM 340)* Logistics Management. (3) This course explores the physical distribution and transportation of goods within a technologically advanced global environment. It covers decision variables such as mode selection, 3PL services, cost/price analysis, material storage/handling solutions, risk, laws/regulations, and international shipping terms. *Not open to students with credit in SCM 340. Prerequisite: SCM 311 or permission of the instructor. Materials charge for course.*

451G Essentials in Business Negotiations. (3) Course examines various aspects and processes of business negotiations, particularly between buyers and sellers of goods and services. Through instruction and practice, students gain knowledge and understanding of the principles and techniques of mutually beneficial negotiations, including cross-cultural comparisons. *Prerequisites: SCM 211 or HRM 353 or MGT 349 or permission of the instructor.*

453G Purchasing and Strategic Sourcing. (3) Study of procurement focused on strategic decision-making related to sourcing goods and services and managing inventory. Key areas of emphasis include supplier selection, relationship management, lean practices, risk assessment, contracts, international trade, and legal and ethical aspects of purchasing. *Prerequisite: SCM 311 or permission of the instructor.*

457G *(cross-listed with ENGR 457)* Project Management. (3) Presents concepts, steps/techniques required to select, organize, staff, manage, and deliver successful projects. Topics include managing innovation, change, cross-functional teams, and applying critical thinking to meet outcomes/objectives. Aligns with the Project Management Institute's CAPM and PMP certifications. *Prerequisites: SCM 311 or MGT 349 or ENGR 211 or permission of the instructor.*

465G Supply Chain Risk Management. (3) Examination of effective risk management in global supply chains. Topics include: identification of risk sources, contingency planning, risk and disaster mitigation and recovery, responses to government regulatory, sustainability, societal, and stakeholder demands, and financial aspects of managing supply chain risk. *Prerequisites: SCM 340 or SCM 411 or SCM 453 or permission of the instructor.*

470G 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 with a grade of "C" or better and STAT 171 or equivalent.*

529 Worldwide Logistics and Supply Chain Technologies. (3) This course covers international trade theories, infrastructures, entry methods, incoterms, transportation, terminal operations, risks and other global supply chain issues. Additionally, it covers technologies like blockchain, AI, IoT, big data, analytics, robotics and machine learning to solve supply chain challenges. *Prerequisite: Graduate standing.*

531 Sustainable Supply Chain Management. (3) A survey course in supply chain management. Students will examine effective supply chain strategies involving logistics, transportation, distribution, customer service, order processing, inventory, materials flow, warehousing, network design, procurement, risk management, and global logistics with a specific focus on sustainable strategies.

539 Transportation and Warehouse Management. (3) A survey course covering the fields of transportation and warehousing. Transportation topics include modes of transportation, pricing, regulation, traffic management, and other special issues. Topics discussed in warehousing include receiving, handling, storage, and interfaces with purchasing, inventory control, transportation, and operations. *Prerequisite: SCM 531 or permission of instructor.*

549 Strategic Procurement and Sourcing. (3) Survey of direct and indirect procurement in service and manufacturing industries. Topics include supply base management, supply risk, supplier selection and evaluation, sourcing strategy, supplier quality, global sourcing, contracting, purchasing law and ethics, sustainability, lean procurement, and total cost analysis. *Prerequisite: SCM 531 or permission of instructor.*

600 Independent Research. (1–3) Independent research and study of selected topics in supply chain management. *Prerequisites: 6 s.h. in graduate SCM coursework and permission of the School Director or Program Director.*

620 Supply Chain Management Internship. (1–6) Integrates supply chain management theories with application to actual business practices. Students are exposed to a variety of positions within the business firm during the semester. All internships are supervised by a faculty coordinator and an executive in the business firm. Analytic reports of work accomplished by each student are presented to the coordinator. Graded S/U only. *Prerequisites: 6 s.h. in graduate SCM coursework and permission of the School Director or Program Director.*

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Location of Program Offering: Macomb

Graduate Faculty

Professors
Brian Bellott, Ph.D., University of Illinois-Urbana/Champaign
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Associate Professors
John Determan, Ph.D., University of North Texas
Mette Soendergaard, Ph.D., University of Missouri-Columbia
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Assistant Professors
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M. Venugopalan, Ph.D., Banaras Hindu University
T. K. Vinod, Ph.D., University of Victoria
Lisa Wen, Ph.D., Kansas State University

Learning Outcomes

For student learning outcomes, please see wiu.edu/provost/learningoutcomes.

Program Description

The School of Natural Sciences offers work leading to the Master of Science degree through either a thesis plan or an applied plan (see degree requirements). The program is designed to prepare graduate students for continuation to the Ph.D. or other professional training, or for immediate employment in advanced positions in government, industry, or education. Through thesis and internship options, the program accommodates individual career objectives for those with degrees in chemistry and allied fields and allows those with minors in chemistry to pursue advanced work and placement in the field. The department also provides in-service training to chemists and chemical educators who are not candidates for the M.S. degree.

Integrated Baccalaureate and Master's Degree Program

Please refer to the appropriate section at the back of the catalog for details and program offerings.

Chemistry

Admission Requirements

- A minimum cumulative GPA of 2.75 OR 3.0 or higher GPA for the last two years (60 s.h.) of undergraduate work
- A minimum of a Bachelor of Science (B.S.) in chemistry or related discipline.
- Completed 18 semester hours of undergraduate coursework in the areas of general, biochemistry, organic, analytical, inorganic, and physical chemistry. Deficiency courses may be required based on results of diagnostic exams.
- Three letters of recommendation

The above requirements represent minimum requirements and the competition for available space may limit admissions to persons with credentials above these minimum requirements. Typical overall grade point averages for successful applicants are 2.75 overall or 3.0 and higher for coursework in the last two years. Applicants may qualify for regular or conditional admission. For consideration of a Teaching Assistant position, applicants are strongly recommended to submit scores for the Graduate Record Exam (GRE) general test.

American Chemical Society (ACS) diagnostic examinations covering the traditional areas of chemistry (biochemistry, analytical, inorganic, organic, and physical chemistry) will be required of all entering graduate students. These examinations are given a few days prior to registration for the first semester so that the results may be used by the departmental graduate committee in planning the student's coursework for the first year. An accepted student will not be eliminated from the program based on results of the diagnostic exams.

Degree Requirements

General Requirements

A. Diagnostic examinations in the fields of analytical chemistry, biochemistry, inorganic, organic, and physical chemistry are administered at the time the student registers for graduate work in chemistry. The department may require students to remedy deficiencies in their undergraduate preparation on the basis of the diagnostic examinations, however diagnostic exam scores will not eliminate you from the program once accepted.
B. Graduate coursework shall consist of directed electives including a minimum of four 500-level courses (12 s.h.) to comprise a total of 18 semester hours in the Applied Chemistry Plan and a total of 15 semester hours in the Thesis Plan. The 15 semester hours of directed electives *must* be comprised of all five disciplines of chemistry (analytical, biochemistry, inorganic, organic, and physical). One 400-level course may be counted toward directed electives only if that course is taken for G credit (e.g. CHEM 421G).
C. 300- and/or 400-level courses may be taken as deficiency courses. A 400-level course taken for undergraduate credit will not count for graduate credit. All deficiency courses must be completed with a grade of "C" or better.
D. A maximum of nine semester hours may be transferred from another institution. Transfer credit will require approval of the Departmental Graduate Committee.
E. A degree plan must be filed immediately after the student completes 9 semester hours of graduate credit.

I. Applied Chemistry Plan
This plan is designed for those interested in graduate training for careers in specific areas such as pollution control, forensic chemistry, agricultural chemistry, chemical production, energy, and material resources utilization. An integral part of this program is an internship whereby the student will spend one semester at a cooperating industrial or government laboratory. The Graduate Committee requires students to submit an internship report and present an oral defense following the internship. Students will receive the Department of Chemistry Graduate Handbook which outlines requirements and timelines.

Those students in applied chemistry who are interested in teaching at the secondary or twoyear college level are advised to have satisfied the academic requirements for teacher licensure. The internship for these students will be spent at WIU on special projects within the general chemistry program. Eight semester hours of work in education may be taken, and as many as two semester hours of CHEM 575 or 576 may be counted toward the degree.

Students may elect a minimum of eight hours of study in cognate fields, as approved by the Departmental Graduate Committee, to complement their program. Cognate fields, which students in the applied chemistry plan might consider, include (but are not limited to) agriculture, biological sciences, computer sciences, law enforcement, or geology.

CHEM 580 Seminar	2 s.h.
CHEM 590 Internship*	10 s.h.
CHEM 591 Internship Report	2 s.h.
Electives in cognate area	8 s.h.
Directed Chemistry electives	10 s.h.
TOTAL PROGRAM	**32 s.h.**

*****An oral examination covering the internship experience will be given following completion of the internship report.

II. Thesis Plan
This plan is available for those students who wish to continue their professional training with graduate work emphasizing research. Students will receive the Chemistry Graduate Handbook which outlines requirements and timelines.

Students may elect a minimum of eight hours of study in cognate fields, as approved by the Departmental Graduate Committee, to complement their program. Cognate fields, which students in the thesis plan might consider, include physics, biological sciences, mathematics, or computer science.

CHEM 580 Seminar	2 s.h.
CHEM 600 Research	12 s.h.
CHEM 601 Thesis*	3 s.h.
Directed Electives**	15 s.h.
TOTAL PROGRAM	**32 s.h.**

*An oral examination covering the thesis work will be given following completion of the thesis.
**Includes a graduate level course in each of the five sub-disciplines of chemistry: analytical chemistry, biochemistry, inorganic chemistry, organic chemistry, and physical chemistry.

Course Descriptions

Chemistry (CHEM)

401G Inorganic Chemistry. (4) Chemistry of transition and nontransition elements and their compounds; nomenclature, stereochemistry, symmetry, bonding, solids, and acidbase theories. Laboratory involves synthesis and physicochemical measurements of selected compounds. (Three lectures and one threehour laboratory per week.) *Prerequisites: CHEM 332; CHEM 370 or 374; ENG 280.*

416G Chemical Literature. (1) An introduction to searching the chemical research literature. (One lecture per week.) *Prerequisite: Eighteen semester hours of chemistry.*

421G Biochemistry. (4) The chemistry of major cellular constituents and their metabolism. (Three lectures and one threehour laboratory per week.) *Prerequisite: CHEM 330 or CHEM 332; CHEM 241 or BIOL 330 or permission of the instructor.*

422G 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. (Three hours lecture; three hours laboratory per week) *Prerequisites: CHEM 421 and ENG 280.*

425G *(cross-listed with MICR 425G)* Biochemistry of Human Disease. (4) Biochemical aspects of human diseases with emphasis on cancer and genetic disorders. The course focuses on biochemical principles of disease development and contemporary biochemistry and molecular biology methods and approaches for drug development and cancer treatments. *Prerequisite: CHEM 421.*

442G Instrumental Analysis. (4) Theory and practice of analytical chemistry with emphasis on selected instrumental techniques. (Three lectures and two threehour laboratories per week.) *Prerequisites: CHEM 341 and one semester of physical chemistry.*

452G Forensic Toxicology. (4) Designed primarily for Forensic Chemistry majors. Applications of pharmacological, toxicological, and instrumental methods used in forensic investigations of death, poisoning, and drug use. Cannot be applied toward a Chemistry minor. *Prerequisite: CHEM 332 and CHEM 341.*

453G Forensic Mass Spectrometry. (3) Designed primarily for Forensic Chemistry majors. The course focuses on mass spectrometry for identification of forensically significant compounds, such as fire accelerants, explosives, illicit drugs, and all the poisons ranging from small organic molecules to biological macromolecules. *Prerequisites: CHEM 332 and CHEM 341*

481G *(cross-listed with BIOL/GEOL/METR/PHYS 481G)* Scientific Techniques and Issues. (3) An interdisciplinary course wherein preservice middle and high school science teachers develop techniques and resources appropriate for their instructional program, deepen understanding of scientific concepts, and examine lab safety. Requires involvement in several professional development activities outside of class time. Not open to students with credit in BIOL/GEOL/METR/PHYS 481G. *Prerequisites: EDUC 439 and ENG 280 or equivalent. Corequisite: BIOL/CHEM/GEOL/METR/PHYS 482G.*

482G *(cross-listed with BIOL/GEOL/METR/PHYS 482G)* Science in Context. (3) Interdisciplinary course for science majors in which students explore science through 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 BIOL/GEOL/METR/PHYS 482G. *Prerequisites: Senior standing in one of the following science majors – Biology, Chemistry, Physics, Geology, or Meteorology; ENG 280; or permission of the instructor.*

492G 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 the instructor.*

500 Special Topics. (1–4, repeatable to 8) Lectures on topics of current interest which may be supplemented by outside speakers or audio tutorial material from the American Chemical Society.

507 Advanced Inorganic Chemistry. (3) Kinetics and mechanisms of reactions of inorganic and organometallic complexes. Selected topics include ligand substitution, oxidative addition, reductive elimination, and electron transfer reactions and industrial processes using homogeneous catalysis. *Prerequisite: CHEM 401 or 409.*

521 Advanced Biochemistry. (3) An advanced treatment of biochemical topics selected on the basis of student interest and background. *Prerequisite: CHEM 421.*

534 Advanced Organic Chemistry. (3) Reactions, mechanisms, and structure of organic compounds. *Prerequisites: CHEM 332 and 375.*

541 Advanced Analytical Chemistry. (3) An advanced treatment of selected topics in analytical chemistry with emphasis on chemical instrumentation. *Prerequisites: CHEM 375 and 442.*

542 Environmental Chemistry. (4) Selected studies of sources, reactions, transport effects, and fates of chemical species in water, soil, and air environments; and the applications of current analytical techniques to the analysis of selected samples. *Prerequisite: CHEM 442.*

551 Forensic Analytical Chemistry. (3) This course introduces the application of analytical chemistry to forensic sciences, aspects of trace analysis, drug, fire debris, and DNA analysis. This course will emphasize trace analysis, drug identification, toxicology, and arson. *Prerequisite: CHEM 421 or permission of instructor.*

571 Theoretical Physical Chemistry. (3) A course in quantum mechanism, spectroscopy, with statistical thermodynamics, with application to chemical bonding, structure, and reaction kinetics. *Prerequisite: CHEM 375.*

575 Topics for Chemical Education I. (1) Principles of General Chemistry. Repeatable.

576 Topics for Chemical Education II. (1)
Principles of Inorganic Chemistry. Repeatable.

580 Seminar. (1, repeatable)

590 Internship. (2–10, repeatable to 10)
Internship experience in cooperating industrial laboratory, government laboratory, or chemical educational program at WIU. Graded S/U. *Prerequisite: Permission of the instructor.*

591 Internship Report. (2) Preparation of a report related to a graduate internship xperience. Graded S/U. *Prerequisite: Graduate standing in the Chemistry program.*

600 Research. (2–12, repeatable) Graduate research in Chemistry. Graded S/U. *Prerequisite/ corequisite: CHEM 492 or CHEM 492G.*

601 Thesis. (3) Preparation of a thesis under the direction of an advisor. Graded S/U. *Prerequisite: Graduate standing in the Chemistry program.*

College Student Personnel

Director: Amanda Silberer
Graduate Coordinator: Julie Brines
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E-mail: CSP@wiu.edu
Website: wiu.edu/csp
Location of Program Offering: Macomb (Student Affairs Option), Hybrid/Online (Higher Education Leadership Option)

Graduate Faculty

Professor
Jeff Hancks, Ed.D., Northern Illinois University

Assistant Professor
Julie Brines, Ph.D., Illinois State University

Associate Graduate Faculty

Assistant Professor
Brian Gorman, Ed.D., The University of Alabama

Learning Outcomes

For student learning outcomes, please see wiu.edu/provost/learningoutcomes.

Program Description

The College Student Personnel (CSP) program offers a Master of Science degree that prepares reflective, socially responsible professionals for leadership roles in higher education and student affairs. Through a theory-to-practice approach grounded in experiential learning, graduates are equipped to:

- Analyze current challenges and trends in higher education and apply thoughtful, student-centered approaches to address them.
- Explain how the histories, values, and philosophies of higher education influence institutional priorities, policies, and campus culture.
- Practice inclusive leadership that supports a sense of belonging for all campus members, while being mindful of how power, privilege, and identity shape individual and group experiences.
- Investigate and evaluate how colleges are structured and managed, including policies, staffing, and day-to-day operations, to better serve students and support the institutional mission.
- Utilize research and assessment tools to guide decisions, improve programs, and enhance student learning and development.
- Apply student development and learning theories to support the growth, relationships, and critical thinking of student populations throughout their college journey.

The curriculum is designed to develop students' understanding and application of student learning, development, and leadership in higher education. Coursework explores key areas such as student success and critical praxis, advising and student support, history and philosophy of higher education, organizational structures, legal and ethical practice, group dynamics, program design and assessment, and belonging and engagement in the college environment. Students also examine their professional identities and apply research skills to student affairs practice. Academic and professional growth are supported through strong partnerships among students,

faculty, and student affairs professionals, through both coursework and real-world experiences such as practicums and optional assistantships and internships.

By connecting classroom concepts to hands-on practice in campus settings, the program's theory-to-practice approach prepares graduates to succeed as student affairs professionals. Alumni pursue careers across a wide range of functional areas, including residence life, student activities, fraternity and sorority life, admissions and recruitment, academic advising, orientation, multicultural and international student services, student success and retention, gender and identity programming, career development, student union operations, nonprofit leadership, and experiential education.

This course of study is designed to support individuals at different stages of their professional journey, whether beginning a career in student affairs through the CSP: Student Affairs track (full-time, high-residency, Macomb-based) or advancing in the field through the CSP: Higher Education Leadership track (part-time, online and live-streamed format, no campus residency required).

Admission Requirements

- A minimum cumulative GPA of 2.75 OR 3.0 or higher GPA for the last two years (60 s.h.) of undergraduate work
- Two letters of recommendation
- Resume
- Narrative of interest and intent
- Academic reflection
- Program interview

For application processes and detailed information about required materials, please visit wiu.edu/csp.

The Student Affairs track admits students for both the fall and spring semesters, with a priority deadline of January 15 for fall admission and December 1 for spring admission. The Higher Education Leadership track offers rolling admission and accepts students for fall, spring, or summer start terms.

Degree Requirements

The College Student Personnel curriculum is guided by the ACPA/NASPA Professional Competencies and the Council for the Advancement of Standards (CAS) for Master's Level Higher Education and Student Affairs Professional Preparation Programs. These frameworks ensure students gain relevant knowledge, tools, and professional skills aligned with current practices in the field. To remain eligible for continued enrollment and graduation, students must meet academic and professional expectations established by the program.

College Student Personnel: Student Affairs
The Student Affairs option consists of 42 semester credit hours, including a required practicum experience. Core courses follow a set sequence and are typically delivered in a high-residency format.

College Student Personnel: Higher Education Leadership
The Higher Education Leadership option consists of 36 semester credit hours and is designed for part-time students who wish to continue working while earning their degree. Courses are offered in a flexible, online or live-streamed format, allowing students to engage from any location.

College Student Personnel

Student Affairs Option

I. Core Courses ..... 28 s.h.
- CSP 515 Designing Research for Higher Education and Student Affairs (3)
- CSP 550 Legal and Ethical Practice in Colleges and Universities (3)
- CSP 552 History and Foundations of Higher Education and Students Affairs (3)
- CSP 553 Organizational Structures and Systems in Higher Education (3)
- CSP 555 Developmental Approaches to Advising and Student Support (3)
- CSP 559 Student Development Theory and Critical Praxis (4)
- CSP 560 Belonging, Engagement, and the College Environment (3)
- CSP 567 Financial Leadership for Colleges and Universities (3)
- CSP 600 Exploring Professional Identity Through Reflective Practice (3)

II. Student Affairs Requirements ..... 14 s.h.
- CSP 533 Perspectives in Higher Education and Student Affairs (2)
- CSP 561 Practicum in Student Affairs (3)
- CSP 581 Leadership, Teams, and Group Dynamics (3)
- CSP 597 Program Design, Development, and Evaluation (3)
- CSP 598 Assessment in Student Affairs (3)

III. Exit Option ..... 0 s.h.
- CSP 602 College Student Personnel Portfolio (0)

TOTAL PROGRAM ..... 42 s.h.

Higher Education Leadership Option

I. Core Courses ..... 28 s.h.
- CSP 515 Designing Research for Higher Education and Student Affairs (3)
- CSP 550 Legal and Ethical Practice in Colleges and Universities (3)
- CSP 552 History and Foundations of Higher Education and Students Affairs (3)
- CSP 553 Organizational Structures and Systems in Higher Education (3)
- CSP 555 Developmental Approaches to Advising and Student Support (3)
- CSP 559 Student Development Theory and Critical Praxis (4)
- CSP 560 Belonging, Engagement, and the College Environment (3)
- CSP 567 Financial Leadership for Colleges and Universities (3)
- CSP 600 Exploring Professional Identity Through Reflective Practice (3)

II. Higher Education Leadership Requirements ..... 8 s.h.
- CSP 533 Perspectives in Higher Education and Student Affairs (5)
- CSP 568 Field-based Leadership Practice in Higher Education (3)

III. Exit Option ..... 0 s.h.
- CSP 602 College Student Personnel Portfolio (0)

TOTAL PROGRAM ..... 36 s.h.

Graduate School requirements regarding transfer of credit and extension work will apply.

Course Descriptions

College Student Personnel (CSP)

515 Designing Research for Higher Education and Student Affairs. (3) Introduces research design in postsecondary education contexts. Emphasizes developing research questions, selecting appropriate methods, and addressing ethical considerations. Prepares students to design studies that inform student-centered practice and support evidence-based decision-making across educational environments. *Prerequisite: CSP major; Permission of School Director or Program Coordinator.*

533 Perspectives in Higher Education and Student Affairs. (1–3, repeatable to 6) Investigates current and emerging topics in higher education and student affairs. Designed to adapt to faculty expertise and student interests, this course encourages critical engagement, reflective dialogue, and application of theory to practice. *Prerequisite: CSP major; Permission of School Director or Program Coordinator.*

550 Legal and Ethical Practice in Colleges and Universities. (3) Explores legal and ethical frameworks influencing higher education practice. Emphasizes critical thinking, informed decision-making, professional responsibility, and applying legal principles to real-world scenarios. Prepares practitioners to navigate

policy, compliance, and ethics in student affairs and institutional contexts. *Prerequisite: CSP major; Permission of School Director or Program Coordinator.*

552 History and Foundations of Higher Education and Student Affairs. (3) Examines the historical evolution of higher education and foundations of student affairs, introducing key theories, competencies, and approaches to practice that inform the profession and support student learning and success. *Prerequisite: CSP major; Permission of School Director or Program Coordinator.*

553 Organizational Structures and Systems in Higher Education. (3) Analyzes organizational structures and administrative responsibilities in higher education. Emphasizes institutional planning, student-centered operations, and collaboration across units. Prepares higher education and student affairs professionals to navigate complex campus systems and contribute to institutional effectiveness and student success. *Prerequisite: CSP major; Permission of School Director or Program Coordinator.*

554 Higher Education in the United States. (3) An overview of higher education in America. The course reflects the historical development of higher education and provides students the opportunity to explore the broader functions, issues, and participants that comprise postsecondary education in the United States. *Prerequisite: CSP major.*

555 Developmental Approaches to Advising and Student Support. (3) Builds interpersonal and professional skills for advising and student support, focusing on communication, feedback, guidance, and referral strategies to support student development and respond effectively to a range of student needs. *Prerequisite: CSP major; Permission of School Director or Program Coordinator.*

559 Student Development Theory and Critical Praxis. (4) Explores student development theories with attention to power, culture, and institutional context. Emphasizes theory-to-practice application and identity analysis to support student learning, development, and engagement. *Prerequisite: CSP major; Permission of School Director or Program Coordinator.*

560 Belonging, Engagement, and the College Environment. (3) Examines how college environments influence student engagement, belonging, and success, with focus on underserved student experiences and college student retention. Highlights strategies for creating supportive spaces that strengthen involvement and promote meaningful student development. *Prerequisite: CSP major; Permission of School Director or Program Coordinator.*

561 Practicum in Student Affairs. (3) Combines hands-on experience in a student affairs setting with a faculty-led seminar that connects theory to practice, offering opportunities to build professional skills, reflect on learning, and engage with new areas of campus life and student support. *Prerequisite: CSP major; Permission of School Director or Program Coordinator.*

562 Advanced Practicum in Student Affairs. (1–2, repeatable) Additional experience in a student affairs setting. Students undertake a special project in an area of particular interest. *Prerequisite: CSP major.*

565 Critical Theories in Praxis. (4) This course examines various critical theories and their influence on student affairs, student development, self-awareness, institutional dynamics, broader cultural implications, social justice, liberation, and issues of equity. *Prerequisite: CSP 559.*

567 Financial Leadership for Colleges and Universities. (3) Examines financial leadership in higher education, including budgeting, funding models, resource allocation, and revenue generation. Emphasizes the role of fundraising, grant writing, and development in supporting institutional goals. Prepares students to navigate and lead within complex institutional financial systems. *Prerequisite: CSP major; Permission of School Director or Program Coordinator.*

568 Field-based Leadership Practice in Higher Education. (3) Supervised field experience in a higher education or student affairs setting. Students engage in leadership practice under professional and faculty guidance, developing competencies and gaining practical experience aligned with career goals over the course of the academic term. *Prerequisite: CSP major; Permission of School Director or Program Coordinator.*

581 Leadership, Teams, and Group Dynamics. (3) Examines group dynamics, communication, and leadership through the lens of team interaction and decision-making. Includes hands-on practice in small groups, applying concepts to strengthen collaboration and contribute to the campus community. *Prerequisite: CSP major; Permission of School Director or Program Coordinator.*

597 Program Design, Development, and Evaluation. (3) Introduces the practice of designing, developing, and evaluating higher education and student affairs programs. Emphasizes identifying student needs, creating and mapping learning outcomes, and applying universal design and evaluation methods to create programming that supports student engagement, learning, and development. *Prerequisite: CSP major; Permission of School Director or Program Coordinator.*

598 Assessment in Student Affairs. (3) Develops foundational and applied skills in student affairs assessment. Students critically examine assessment tools, plans, and cultures. Emphasizes outcome development, method selection, and data-informed improvements to enhance initiatives and services. *Prerequisite: CSP major; Permission of School Director or Program Coordinator.*

599 Independent Study. (1–7, repeatable to 7) Explores individualized topics through faculty-guided projects tailored to students' professional goals. Designed for advanced inquiry, applied practice, or specialized development beyond the required curriculum. Graded S/U. *Prerequisite: CSP major; Permission of School Director or Program Coordinator.*

600 Exploring Professional Identity Through Reflective Practice. (3, repeatable to 6)
Engages students in critical reflection to explore and refine their professional identity. Emphasizes the integration of theory, values, and experience through applied learning and reflective practice. Supports ongoing growth, purpose, and professional alignment across diverse roles and career stages. *Prerequisite: CSP major; Permission of School Director or Program Coordinator.*

602 College Student Personnel Portfolio. (0)
College Student Personnel students will submit a portfolio of work completed throughout the program, accompanied by reflective narratives demonstrating mastery of program objectives and professional competencies. The portfolio will be developed under the supervision of graduate faculty. *Prerequisite: CSP major; Permission of School Director or Program Coordinator.*

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Location of Program Offering: Macomb

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Professors
Josh Averbeck, Ph.D., University of Oklahoma
Peter F. Jorgensen, Ph.D., University of Arizona
Maceio Ilon Lauer, Ph.D., University of Georgia
Nathan Miczo, Ph.D., University of Arizona

Associate Professor
Danyang Zhao, Ph.D., Florida State University

Learning Outcomes

For student learning outcomes, please see wiu.edu/provost/learningoutcomes.

Program Description

The Master of Arts degree in Communication emphasizes both theoretical and applied knowledge. The general communication program offers students higher levels of knowledge, skills, theory, research, and practical experience in the communication discipline. Students often participate in seminars and one-to-one work with faculty members.

Graduates of the program pursue professional careers in a broad range of business and educational organizations or continue their graduate education beyond the master's level.

Integrated Baccalaureate and Master's Degree Program

Please refer to the appropriate section at the back of the catalog for details and program offerings.

Admission Requirements

- A minimum cumulative GPA of 2.75 OR 3.0 or higher GPA for the last two years (60 s.h.) of undergraduate work
- Written goals statement explaining their decision to pursue a graduate degree in Communication from Western Illinois University
- Example of scholarly writing (minimum of 5 pages)
- International students must have an overall TOEFL score of at least 4.0 or an overall IELTS score of 6.0.

Those not holding at least an undergraduate minor in communication or those deficient in undergraduate courses, skills, or advanced theoretical knowledge may be asked, upon evaluation of their transcripts, to make up deficiencies prior to full graduate standing. If and when deficiencies exist in the applicant's undergraduate curriculum, specific undergraduate courses will be assigned to such an individual until the candidate has demonstrated a sufficient level of competence in the

designated areas of concern. Deficiency courses do not apply toward graduate credit. Possible deficiency courses include:

Communication

COMM 130 Introduction to Human Communication
COMM 247 Argumentation
COMM 311 Research Design in Communication
COMM 312 Rhetorical Theory
COMM 343 Organizational Communication
COMM 344 Interpersonal Communication
COMM 356 Introduction to Persuasion

Each applicant will be evaluated on an individual basis; hence the nature and the number of courses to be made up (if any) will vary from student to student. The suggested menu of deficiency courses, therefore, should not be construed as all-inclusive nor as specific.

The Graduate Record Examination (GRE) is not required for regular admission to the Communication graduate program.

Students entering the Communication program must enroll during either the fall or spring semester.

Degree Requirements

The Master of Arts degree in Communication requires a minimum of 33 semester hours of course work, to be distributed as follows:

I. Core Courses ..... 9 s.h.
- COMM 500 Communication Theory (3)
- COMM 504 Empirical Research in Human Communication (3)
- COMM 507 Communication and Technology (3)

II. Directed Departmental Electives..... 9 s.h.
- Directed electives must be at the 500 level, excluding COMM 520, COMM 596, COMM 601, COMM 602, COMM 603, and COMM 604.

III. Exit Options (Select one) .....15–16 s.h.
- A. Thesis
  - COMM 601 Thesis (6)
  - Directed Electives (9)
- B. Creative Project
  - COMM 602 Creative Projects (3)
  - Directed Electives (12)
- C. Research Paper
  - COMM 603 Research Paper (1)
  - Directed Electives (15)
- D. Internship
  - COMM 604 Internship Presentation (1)
  - COMM 596 Graduate Internship (3)
  - Directed Electives (12)

TOTAL PROGRAM.....33–34 s.h.

Course Descriptions

Communication (COMM)

409G Communication and Conflict Management. (3) Study of the role of communication in conflict. Consideration of the major theories of conflict management. *Prerequisite: COMM 130; ENG 180 and 280.*

410G 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. *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.*

413G Advanced Organizational Communication. (3) This course develops an understanding of theoretical and practical communication frameworks in order to analyze problems and generate strategies to overcome personal, group, and organizational barriers to effective communication in the workplace. *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.*

425G 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.*

428G 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 the instructor.*

430G 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.*

441G Rhetoric and Public Culture. (3) Study of ways symbolic action shapes and energizes public culture. Practical case studies detail the powerful uses of rhetoric across a range of public, professional, and educational contexts. *Prerequisites: COMM 312; ENG 180 and 280.*

445G Social Media Analytics. (3) Study of message and relational processes in social media. Examination of theory and research exploring how individuals share, send, and receive messages via communication technologies. *Prerequisite: COMM 345.*

456G Communication Campaigns. (3) Principles and practical steps in designing campaigns targeted at the public using strategic message and channel choices. *Prerequisites: COMM 130 with a grade of C or higher; COMM 311 with a grade of C or higher; COMM 356; ENG 180 and 280.*

457G Social Influence. (3) Study of powerful impact other people have to change people's minds. Students will learn how to leverage and resist social influences in their everyday lives. *Prerequisites: COMM 130 with a grade of C or higher; COMM 311 with a grade of C or higher; COMM 356; ENG 180 and 280.*

480G Special Topics in Communication. (1-3, repeatable to 6, for different topics, with permission of School Director or Program Coordinator) 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.*

500 Communication Theory. (3) A survey of the scope, purpose, and development of theoretical approaches to inquiry in the field of human communication focusing on the major concepts, theories, perspectives, and research fields in the discipline, and experience in scholarly writing. *Prerequisite: Communication majors only.*

501 Seminar in Interpersonal Communication. (3) Study of major theories, concepts, and methodologies relevant to interpersonal communication.

503 Seminar in Persuasion. (3) Examination of major theories and related research dealing with communication and attitude formation, change, and reinforcement processes.

504 Empirical Research in Human Communication. (3) Introduction to research design, statistics and empirical measurement as applied to the study of human communication. *Prerequisite: Communication majors only.*

506 Message Production. (3) Study of contemporary communication theories with a focus on message design and production. *Prerequisite: Communication majors only.*

507 Communication and Technology. (3) Examination of major theories and concepts related to current usage of computer mediated communication in a variety of communication contexts including the analysis of problematic CMC issues such as online relationship processes, virtual culture building, trust, privacy, and identity.

508 Seminar in Rhetorical Theory. (3) Studies of historical and contemporary rhetorical theories.

510 Seminar in Organizational Communication. (3) Examines theoretical and practical organizational communication frameworks with a focus on understanding current issues and challenges in modern organizations.

511 Health Communication. (3) Provides a broad overview of theoretical and applied approaches to health communication including doctor-patient communication, health information campaigns, mass media influences on health, role of culture in health and disease, health care organizations, and group influences on well-being. *Prerequisite: Graduate standing.*

512 Risk and Crisis Communication. (3) Examines risk and crisis communication management, including how to place, implement, and measure communication initiatives for rebuilding or expanding public trust. *Prerequisite: Graduate standing.*

520 Research in Communication. (1–6, repeatable to 6) Independent study or guided experience. *Prerequisite: Completion of nine semester hours of core course requirements.*

538 Teaching Speech in College. (3) Guidance in planning units of instruction, writing objectives, devising strategies, teaching units, and evaluating speech performance in a college classroom situation. Includes practical application of principles and methods.

539 Seminar in Communication. (3, repeatable to 9) Consideration of philosophies of communication and review of current literature in the field.

596 Graduate Internship. (1–3, repeatable to 3) Supervised applied experience at a work site outside the Department of Communication. Graded S/U. *Prerequisite: Completion of at least 18 semester hours of Communication course work and approval of the graduate advisor and departmental supervisor.*

601 Thesis. (3, repeatable to 6) *Prerequisite: Completion of 18 semester hours of course work.*

602 Creative Project. (3) *Prerequisite: Completion of 18 semester hours of course work.*

603 Research Paper. (1) This exit option will require students to complete a major revision of a previously written graduate seminar paper. The graduate student will work with the professor of record for the seminar chosen with the goal of revising the seminar paper until it would meet general expectations for being accepted for presentation at a national conference. *Prerequisites: Completion of 27 semester hours of coursework.*

604 Internship Presentation. (1) Students in the internship degree option present a paper on their internship. The paper will be approved by a committee of two faculty members and the department graduate coordinator. *Prerequisite: Completion of 18 semester hours of coursework.*

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Graduate Committee Chairperson: Sunita George
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Website: wiu.edu/ced
Location of Program Offering: Quad Cities (Hybrid)

Graduate Faculty

Professors
Adee Athiyaman, Ph.D., Hong Kong Polytechnic
Christopher Merrett, Ph.D., University of Iowa

Learning Outcomes

For student learning outcomes, please see wiu.edu/provost/learningoutcomes.

Program Description

The Master of Community and Economic Development (CED) degree provides current and aspiring professionals with the latest tools and skills in community development, economic development, and marketing and data analysis. The program provides a strong background for those working as community and economic developers with community-based organizations, city, state, and federal agencies, foundations, banks, utilities, or universities.

The course content is delivered in a hybrid format, primarily online with occasional face-to-face meetings at the Quad City campus. The hybrid delivery offers the interaction and personal attention of face-to-face class meetings and the flexibility of online learning. Students can complete their degree in 17 months while continuing to work full-time.

The program is offered by the Illinois Institute for Rural Affairs (IIRA), which has more than 30 years of experience engaging with communities in outreach programs. The program focuses on practical, applied knowledge and skills that can be implemented to improve the economy and quality of life in urban and rural communities.

Admission Requirements

- A minimum cumulative GPA of 2.75 OR 3.0 or higher GPA for the last two years (60 s.h.) of undergraduate work
- Three letters of recommendation
- Resume
- Two-page essay explaining career goals and how the graduate program in CED at WIU will help you achieve those goals
- Bachelor's degree in a field related to community development, such as education, communication, economics, geography, sociology, planning, political science, business, or other social science. If the degree is unrelated, it is preferable that the applicant have demonstrated exposure to community development practice through an internship, work, or volunteer experience.

Degree Requirements

The Master of Arts in Community and Economic Development degree program requires a minimum of 30 semester hours of coursework to graduate.

Community and Economic Development

I. Core Courses ..... 12 s.h.
IIRA 501 Principles of Community Development (3)
IIRA 510 Leadership and Decision-Making in Community Development (3)
IIRA 511 Advanced Economic Development Practice (3)
IIRA 514 Advanced Community Development Theory and Practice (3)

II. Directed Electives ..... 12-18 s.h.

A. Group 1 (Select a minimum of 6 s.h. from the following:) ..... 6 s.h.
GIS 509 Fundamentals of GIS Analysis (3)
GEOG 580 Skills in Community Development (3)
GEOG 650 Seminars in Cultural Geography (3)
IIRA 512 Sustainability and Community Development (3)
IIRA 595 Special Topics in Community and Economic Development (3)
IIRA 598 Independent Study (3)
IIRA 696 Research Methods in Community Economic Development (3)

B. Group 2 (Select a minimum of 6 s.h. from the following:) ..... 9 s.h.
ECON 420G Economic Development (3)
ECON 432G Public Expenditures & Taxation (3)
ECON 440G Labor Economics (3)
ECON 487G Econometrics (3)
ECON 535 Small Community Development (3)
ECON 538 Economics for Managers (3)
EM 561 Foundations of Emergency Management (3)
EM 565 Evacuation Planning and Response (3)
GEOG 448G Introduction to Urban and Regional Planning (3)
GEOG 505 Research Methods I (3)
GEOG 549 Non-metro Planning (3)
GIS 509 Fundamentals of GIS Analysis (3)
HLTH 400G Grant Writing (3)
HLTH 510 Environmental Public Health
HSM 517 Health Services Organizational Behavior and Leadership (3)
IIRA 595 Special Topics in Community and Economic Development (3)
IIRA 598 Independent Study (3)
IIRA 599 Workshops in Community and Economic Development (3)
LEJA 513 Public Policy Issues in Criminal Justice (3)
MGT 445G Managing Organizational Change (3)
MGT 520 Organization Behavior & Leadership (3)
POLS 494G Public Budgeting Systems (3)
POLS 549 Public Policy Analysis & Program Evaluation (3)
POLS 550 Nonprofit Management (3)
POLS 567 Ethics in the Public Sector (3)
POLS 592 Public Personnel Management (3)
RSTA 424G Fundraising and Volunteerism in Leisure Services (3)
RSTA 428G Youth and Leisure Services (3)
RSTA 452G Leisure Services for the Elderly (3)
RSTA 460G Community Tourism Development (3)
RSTA 467G Special Event Planning and Management (3)
RSTA 482G Facility Management (3)
RSTA 526 Fiscal Management in Leisure Services (3)
SOC 405G Health and Aging (3)
SOC 410G Women & Poverty (3)
SOC 414G Population (3)
SOC/AAS/WS 420G Race, Class, Gender (3)
SOC 430G Sociology of Women's Health (3)
SOC 515 Advanced Criminology (3)
SOC 525 Advanced Studies in Social Inequality (3)

SOC 561 Seminar: Family and Work Roles (3)
SOC 562 Complex Organizations (3)
SOC 565 Health and Medicine (3)

III. Capstone (Select one of the following:) ..... 0-6 s.h.

A. IIRA 601 Comprehensive Exam (0)
B. IIRA 697 Internship (6)
C. IIRA 698 Applied Project (3)
IIRA 696 Research Methods in Community Economic Development (3)
D. IIRA 699 Thesis (3)
IIRA 696 Research Methods in Community Economic Development (3)

TOTAL PROGRAM..... 30 s.h.

Course Descriptions

Illinois Institute for Rural Affairs (IIRA)

501 Principles of Community Development. (3) This course introduces students to the foundational ideas of community development. It explores the diverse definitions of community and then presents various philosophical frameworks for studying communities and community change. It further introduces students to specific strategies for promoting community development. Specific topics include the role of communities in economic development, community leadership, volunteerism, strategies for promoting social justice and civic engagement, and planning for sustainable development that is environmentally-friendly, community supporting, and economically viable. *Prerequisite: Graduate standing.*

510 Leadership, Community Organizing, and Decision-Making. (3) This course explores the leadership and community organization process so students can synthesize a personal leadership philosophy. Students will learn a community view of leadership that embraces diversity, ethics, and collaboration. Students learn approaches to facilitate participatory/community decision-making. *Prerequisite: Graduate standing.*

511 Advanced Economic Development Practice. (3) Economic development rarely occurs in passive communities. Rather, development occurs through active engagement with public and private sector stakeholders. Students will learn how to deploy strategies, including project finance and cluster analysis, for expanding jobs and incomes in communities. *Prerequisites: ECON 535 or permission of the instructor and graduate standing.*

512 Sustainability and Community Economic Development. (3) Sustainability refers to environmentally friendly, economically profitable and community supporting development. This course examines the literature of community sustainability. Students will examine the literature and conduct case studies of places that exhibit environmental, economic and especially community sustainability. *Prerequisite: IIRA 511 or permission of the instructor.*

514 Advanced Community Development Theory and Practice. (3) The course will examine the theoretical bases of community development and methodologies that facilitate community development practice and effective collective action. Students will examine how place influences community development practice. *Prerequisite: Nine semester hours completed.*

595 Special Topics in Community and Economic Development. (3, repeatable to 12) Emerging issues in the rapid changing field of community development will be addressed as special topics. The course selects a cutting-edge issue to examine in-depth and examines how the issue affects the practice of community development. *Prerequisite: Graduate standing.*

598 Independent Study. (1-3, repeatable to 12) Students may take up to three hours of independent study per semester on topics relating to community and economic development. Students must design the study in consultation with a faculty member and complete a Request for Independent Study form with approval by their graduate committee. *Prerequisite: Graduate standing.*

599 Workshops in Community and Economic Development. (3, repeatable to 12 with permission of graduate coordinator) Students participate in professional training through the Community Development Institute or other training program approved by their Graduate Committee. Students prepare a research paper investigating methods of community development and present their findings to their Graduate Committee for approval. Graded S/U. *Prerequisite: Graduate standing.*

601 Comprehensive Exam. (0) Students will be tested on community economic development learning objectives shared with all incoming students. The exam will be graded S/U and include written and oral segments. Students can register for the course after completing 30 semester hours. *Prerequisite: Completion of 30 semester hours in the program or in the final semester in which 30 semester hours will be completed. Only open to students in the M.A. in CED program.*

696 Research Methods in Community Economic Development. (3) This course will equip students with skills to complete their thesis or applied project. Students will learn about inductive versus deductive research, quantitative versus qualitative research, research ethics, and how to apply this knowledge to community economic development research topics. *Prerequisite: graduate standing.*

697 Internship. (1–6, repeatable to 6) Students engage in an internship in a relevant work environment to apply the theory and principles that they have learned. Students serve

an internship of at least 12 weeks (300 hours). *Prerequisite: Nine semester hours completed.*

698 Applied Project. (3) Students engage in an applied community development project utilizing a field experience to better understand the theory and principles that they have learned. Students either identify a project within their current professional duties or a project in a related organization. *Prerequisite: IIRA 696.*

699 Thesis. (3) Students will complete a research project focusing on the field of community economic development to advance the theory and principles that they have learned. The thesis topic will be chosen in consultation with their graduate committee. *Prerequisite: IIRA 696.*

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Location of Program Offering: Macomb

Graduate Faculty

Professors
Dennis DeVolder, Ph.D., Florida State University
Binto George, Ph.D., Indian Institute of Science
Yeongkwun Kim, Ph.D., Illinois Institute of Technology
Byoung Lee, Ph.D., University of Iowa
In Lee, Ph.D., University of Illinois at Urbana-Champaign
George Mangalaraj, Ph.D., University of Texas-Arlington
James McQuillan, Ph.D., University of Western Ontario
Chunying Zhao, Ph.D., University of Texas-Dallas

Associate Professor
Tahir Khan, Ph.D., George Mason University
Nilanjan Sen, Ph.D., University of North Texas

Assistant Professors
Anjum Razzaque, Ph.D., Brunel University

Associate Graduate Faculty

Associate Professor
Gregory Baramidze, Ph.D., University of Georgia

Learning Outcomes

For student learning outcomes, please see wiu.edu/provost/learningoutcomes.

Program Description

The School of Computing, Data, and Mathematical Sciences offers a Master of Science degree in Computer Science. The program emphasizes technical and professional education that integrates academic course work with extensive projects. The program is designed to have the flexibility to provide academic and professional preparation for industrial careers as well as the pursuit of higher degrees. The program integrates the theoretical with the practical by combining academic technical preparation in core areas and depth areas as well as a number of elective areas. The program is also designed to accommodate students with B.A. and B.S. degrees from other majors wishing to pursue a master's degree in computer science.

Integrated Baccalaureate and Master's Degree Program

Please refer to the appropriate section at the back of the catalog for details and program offerings.

Admission Requirements

- A minimum cumulative GPA of 2.75 OR 3.0 or higher GPA for the last two years (60 s.h.) of undergraduate work

The Departmental Graduate Committee will evaluate undergraduate work at the time a student seeks admission to the program. Students entering this program should normally have received their undergraduate degree in computer science. Other students may be admitted, at the discretion of the Departmental Graduate Committee, but may have to remedy deficiencies in their undergraduate preparation by taking courses for nondegree credit.

Degree Requirements

The Chairperson of the Departmental Graduate Committee serves as a student's advisor during the first semester. After completing nine semester hours of course work acceptable for the graduate degree, and prior to the completion of 15 hours, students will complete the Degree Plan for the School of Graduate Studies. The Chairperson of the Departmental Graduate Committee will approve an advisory committee when the Degree Plan is approved.

Each graduate student's advisory committee will consist of three fulltime faculty members. For those students under the Thesis or Project Plans, the chairperson of the student's graduate committee will direct the thesis or project research, and the remaining members will share responsibility with the chairperson for final approval of the written research document and for conducting an oral examination over the project or thesis.

The School of Computing, Data, and Mathematical Sciences offers five plans by which the Master of Science degree may be earned.

Plan 1, the Thesis Plan, requires 27 semester hours of course work and six hours of research. The final written thesis will be a formal document describing the research and will be prepared in accordance with requirements of the School of Graduate Studies.

Plan 2, the Project Plan, requires 30 semester hours of course work, and three hours of directed study research. A final written report and presentation on the research project is required.

Plan 3, the Internship Plan, requires 30 semester hours of course work, and three hours of internship credit. A final written report and presentation on the internship is required.

Plan 4, the Intensive Internship Plan, requires 27 semester hours of course work, and six hours of internship credit. A final written report and presentation on the internship is required.

Plan 5, the AllCourseWork Plan, requires 33 semester credit hours of course work.

In the AllCourseWork Plan, the chairperson of the student's graduate committee will normally be the chairperson of the Departmental Graduate Committee; students can petition the Departmental Graduate Committee for a change of chairperson.

The maximum course load for Computer Science graduate students is nine hours during fall or spring semester or six hours during the summer term.

No more than 15 s.h. of 4xxG credit may be applied to the graduate degree.

If a student requires no remedial computer science course work, a total of 33 semester hours is required for the master's degree in computer science. The hours are distributed as follows:

I. Proficiency..... 3 s.h.
CS 500 Intensive Programming Review (3)
II. Core Requirements..... 12 s.h.
Students must complete one course from each subject area below while in residence at WIU.
Subject Area 1 – Software Development
CS 470G Database Systems (3)
or
CS 521 Database Design and Administration I (3)
CS 522 Advanced Database Design and Administration (3)
CS 523 Topics in Database Systems (3)
CS 530 Design and Analysis of Algorithms (3)
CS 585 Software Engineering (3)
Subject Area 2 – Artificial Intelligence
CS 460G Artificial Intelligence Methods (3)
or
CS 547 Artificial Intelligence I (3)
CS 548 Advanced Artificial Intelligence (3)
CS 549 Topics in Artificial Intelligence (3)
Subject Area 3 – Operating Systems and Computer Architecture
CS 410G Operating Systems (3)
or
CS 511 Operating Systems I (3)
CS 512 Advanced Operating Systems (3)
CS 513 Topics in Operating Systems (3)
CS 560 Computer Architecture (3)
CS 561 Advanced Computer Architecture (3)
CS 562 Topics in Computer Architecture (3)
Subject Area 4 – Cybersecurity and Computer Networks
CS 420G Computer Communication and Networks (3)
or
CS 555 Telecommunications Networks I (3)
CS 505 Computer and Information Security (3)
CS 507 Topics in Cybersecurity (3)
CS 508 Computer Forensics (3)
CS 556 Advanced Computer Networks (3)
CS 557 Topics in Computer Networks (3)
CSEC 482G Wireless LANs and Security (3)
IS 455G Information Assurance (3)
III. Select one of the areas of emphasis: ..... 6-9 s.h.
A. *Computer Science Emphasis:*
Depth Requirements (6)
Students must complete a second course in two of the subject areas listed above.
B. *Artificial Intelligence Emphasis:*
CS 548 Advanced Artificial Intelligence (3)
CS 549 Topics in Artificial Intelligence (3)
Depth Requirements (3)
Students must complete a second course in one of the subject areas listed

above other than Artificial Intelligence.

C. *Cybersecurity Emphasis:*
CS 505 Computer and Information Security (3)
CS 508 Computer Forensics (3)
Depth Requirements (3)
Students must complete a second course in one of the subject areas listed above other than Cybersecurity.

IV. Plans of Study ..... 9-12 s.h.

A. Thesis
Computer Science Emphasis:
Approved Electives (6)
CS 600 Research (3)
CS 601 Thesis (3)
Artificial Intelligence Emphasis:
Approved Electives (3)
CS 600 Research (3)
CS 601 Thesis (3)
Cybersecurity Emphasis:
Approved Electives (3)
CS 600 Research (3)
CS 601 Thesis (3)

B. Project
Computer Science Emphasis:
Approved Electives (9)
CS 599 Master's Project (3)
Artificial Intelligence Emphasis:
Approved Electives (6)
CS 599 Master's Project (3)
Cybersecurity Emphasis:
Approved Electives (6)
CS 599 Master's Project (3)

C. Internship (This plan is not available to students in the Integrated Bachelor's and Master's degree program.)
Computer Science Emphasis:
Approved Electives (9)
CS 595 Graduate Computer Science Internship (3)
Artificial Intelligence Emphasis:
Approved Electives (6)
CS 595 Graduate Computer Science Internship (3)
Cybersecurity Emphasis:
Approved Electives (6)
CS 595 Graduate Computer Science Internship (3)

D. Intensive Internship (This plan is not available to students in the Integrated Bachelor's and Master's degree program.)
Computer Science Emphasis:
Approved Electives (6)
CS 595 Graduate Computer Science Internship (3) AND
CS 596 Intensive Computer Science Internship (3)
or
CS 596 Intensive Computer Science Internship (6)
Artificial Intelligence Emphasis:
Approved Electives (3)
CS 595 Graduate Computer Science Internship (3) AND
CS 596 Intensive Computer Science Internship (3)
or

CS 596 Intensive Computer Science Internship (6)

Cybersecurity Emphasis:

Approved Electives (3)
CS 595 Graduate Computer Science Internship (3) AND
CS 596 Intensive Computer Science Internship (3)
or
CS 596 Intensive Computer Science Internship (6)

E. All Coursework (This plan is not available to students in the Integrated Bachelor's and Master's degree program.)

Computer Science Emphasis:

Approved Electives (12)

Artificial Intelligence Emphasis:

Approved Electives (9)

Cybersecurity Emphasis:

Approved Electives (9)

TOTAL PROGRAM.....33 s.h.

The successful completion of a final oral examination covering the project, internship, or thesis, when those plans are chosen, is required to graduate.

A variety of programming languages and software packages are used at the graduate level. Graduate students are expected to have the ability to immediately learn these languages and packages as needed for their programs.

Course Descriptions

Computer Science (CS)

400G Computer Organization II. (3) Computer systems analysis and design, interconnection structures, memory, input/output processors, machine instruction sets, microprogramming, CPU structures, control units, parallel processing, computer architectures and systems. *Prerequisites: CS 214 and 310.*

410G 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. *Prerequisite: CS 310 and (CS 250 or CS 500). Credit cannot be given for both CS 410 and CS 511.*

420G 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. *Prerequisite: CS 351 or CS 500. Credit cannot be given for both CS 420 and (CS 484 or IS 324 or CS 555).*

425G Server-Side Web Development. (3) Significant development of server-side web applications using server-side architecture and a current scripting language. *Prerequisites: CS 351 or (CS 250 and IS 415) or (CS 250 and CSEC 422)*

433G Python for Data Exploration. (3) Programming data-intensive and computational applications in Python. The emphasis is on using Python's various technical libraries and tools geared toward data manipulation, visualization, and analysis, as well as scientific computing. Relevant case studies are used to hone these skills. Not open to MS in Computer Science students. *Prerequisites: (CS 114 or CS 214) and (MATH 128 or STAT 171).*

460G Artificial Intelligence Methods. (3) An introduction to the main principles and methods of artificial intelligence. Solving problems by searching, knowledge and reasoning; machine learning; current AI applications. Programming paradigms relevant to AI will be explored. Graduate students will need to write a term paper on a topic in or related to AI. *Prerequisite: CS 351 or CS 500. Credit cannot be given for both CS 460 and CS 547.*

465G Computer Graphics. (3) Introduction to computer-generation of images of 3D scenes using modern graphics API (such as OpenGL with GLSL. Emphasis on programming techniques for rendering, animation, and 3D modeling, as well as necessary mathematical foundations. *Prerequisite: CS 351 or CS 500. Credit cannot be given for both CS 465 and CS 565.*

467G Computer Vision. (3) Introduction to computer vision covering image representation, filtering, feature extraction, and recognition. Progresses from classical methods to modern deep learning approaches for object detection and segmentation. Emphasis on hands-on applications. *Prerequisite: CS 351.*

470G 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 CS 521 or IS 342). Prerequisite: CS 351 or CS 500* or [CS 250 and (CS/CSEC 395 or CS/CSEC 398). (*If taking CS 470G).*

478G GPU Programming. (3) Graphics Processing Unit (GPU) programming. Parallel algorithms and programming techniques for GPUs. Current state-of-the-art techniques in GPU

programming. *Prerequisites: CS 351 and CS/CSEC 371.*

481G Database Programming. (3) Introduction to practical aspects of querying relational databases (using SQL). Creating applications written in high-level, general-purpose programming languages (Python) for interacting with databases. Necessary programming fundamentals, principles of database querying, developing applications that work with databases. *Prerequisites: STAT 171 or permission of the instructor.*

483G Elementary Database Applications. (3) Covers command language, programming logic and applications of database systems for the non-computer science major. Cannot be applied to the computer science master's program. *Prerequisite: CS 101 or 114. Credit cannot be given for both CS 483, and CS 470 or IS 342.*

484G 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/operate networks in business environments. Cannot be applied toward the Computer Science Master's Program. *Prerequisite: CS 101 or CS 114 or CS 214 or CS 211 and CS 212. Credit cannot be given for both CS 484, and IS 324 or CS 420.*

488G 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, properties, events, methods of controls, and forms. Cannot be applied to the computer science master's program. *Prerequisites: CS 101 or ET 105, or equivalent.*

500 Intensive Programming Review. (3) This course will review computer programming, object-oriented design, linear and non-linear data structures, and the software development lifecycle. All concepts will be reinforced through hands-on programming assignments and projects. *Prerequisite: CS 250.*

505 Computer and Information Security. (3) Methods of protecting computers, devices, networks, software and data from undesirable access, modification or damage. Modern cryptographic methods, security protocols, network security, web application security, cloud security, software security and usable security. *Prerequisites: CS 351 or CS 500 or permission of School Director or Program Director.*

507 Topics in Cybersecurity. (3) Topics to include additional depth, readings, and/or examination of research trends in cybersecurity. *Prerequisite: CS 505 or CS 508 or permission of the School of Computer Science.*

508 Computer Forensics. (3) The computer forensics course provides foundational knowledge for identifying and processing files of interest from electronic devices, using forensic tools and systematic procedures to acquire, examine, and analyze digital evidence, and to prepare reports and present findings in court. *Prerequisite: CS 410G.*

511 Operating Systems I. (3) Study of operating systems principles. Hardware, software, firmware. Survey of existing systems, future trends. Discussion of considerations for selection of particular systems. *Prerequisite: CS 250 or equivalent. Credit cannot be given for both CS 410 and CS 511.*

512 Advanced Operating Systems. (3) This course covers advanced concepts in operating systems with historical and current perspectives from research papers. Topics include kernel structures, process management techniques, memory management mechanisms, advanced file systems, protection and security. *Prerequisite: CS 410G.*

513 Topics in Operating Systems. (3, repeatable to 6) Topics to include additional depth, readings, and/or examination of research trends in operating systems. *Prerequisite: CS 410G or equivalent.*

521 Database Design and Administration I. (3) Review of data file structures. Database organizations, and implementations. *Prerequisite: CS 351 or equivalent.*

522 Advanced Database Design and Administration. (3) Advanced relational database concepts. This course will examine topics such as relational database management system design (RDBMS), including discussion of the major components of a RDBMS; query optimization strategies and cost estimation techniques; active databases, advanced transaction processing; and concurrency control. *Prerequisite: CS 470G.*

523 Topics in Database Systems. (3, repeatable to 6) Topics to include additional depth, reading and/or examination of research trends in Database Systems. *Prerequisite: CS 470G or equivalent.*

530 Design and Analysis of Algorithms. (3) Fundamentals of the design and analysis of algorithms, space and time-complexity issues, dynamic programming, greedy algorithms, linear programming, NP-completeness, multithreaded algorithms, and applications. *Prerequisites: CS 355 and prerequisite or corequisite CS 250.*

540 Computer Simulation. (3) Introduction to various modeling formalisms and computer simulation techniques; emphasis on discrete-event and/or agent-based modeling and simulation. Focuses on programming simulation models (rather than using existing applications), designing them, parameter fitting, visualizing/animating results, and collecting statistics. *Prerequisites: One statistics course and familiarity with two programming languages.*

547 Artificial Intelligence I. (3) Problem-solving methods in artificial intelligence with emphasis on heuristic programming. *Prerequisite: CS 351 or equivalent.*

548 Advanced Artificial Intelligence. (3) The course will include topics from Expert Systems, Knowledge Engineering, Soft Computing, and other advanced topics. *Prerequisite: CS 460G, or equivalent.*

549 Topics in Artificial Intelligence. (3, repeatable to 6) Course covers modern trends in artificial intelligence. *Prerequisite: CS 460G or equivalent.*

550 Workshop. (1–3)

555 Telecommunications Networks I. (3) Study of real-time and distributed processing computer

networks including telecommunications and data transmission techniques. Design and implementation of typical systems. *Prerequisites: CS 250 and a statistics course or equivalents.*

556 Advanced Computer Networks. (3) In depth studies of computer networks and the services built on top of them. *Prerequisite: CS 420G, or equivalent.*

557 Topics in Computer Networks. (3, repeatable to 6) Survey of computer networks covering current trends and advanced topics. Survey of research papers from classic literature through contemporary research. *Prerequisite: CS 420G or equivalent.*

560 Computer Architecture. (3) Study of computer architecture for large-scale and small-scale systems. Microprogramming concepts. Minicomputer and microcomputer design and applications, projects on smallscale systems. *Prerequisite: CS 310 or equivalent.*

561 Advanced Computer Architecture. (3) Investigation of techniques to enhance system performance. Topics may include compiler optimization, hardware optimization, branch prediction, speculation, exploitation of instructional-and loop-level parallelism, etc. *Prerequisite: CS 560 or 400G, or equivalent.*

562 Topics in Computer Architecture. (3, repeatable to 6) Advanced topics to include additional depth, readings, and/or examination of research trends in computer architecture. *Prerequisite: CS 560 or 400G, or equivalent.*

565 Computer Graphics I. (3) Study of graphical display devices and their applications. Techniques of graphical display software, including display files, windowing, slipping, and two- and three-dimensional transformations. *Prerequisites: CS 250 and MATH 311 or equivalents.*

566 Advanced Computer Graphics. (3) Study and programming of problems beyond the introductory level, such as real time computer graphics using modern programming languages and graphics development environments. *Prerequisite: CS 465G, or equivalent.*

567 Topics in Computer Graphics. (3, repeatable to 6) Designed to gain depth in computer graphics. Possible topics include the study of 3-D modeling for, and the development of, multi-user virtual worlds. *Prerequisite: CS 465G or equivalent.*

575 Independent Study. (3) An investigation of issues related to computer science not specifically covered in other courses. A written report is required. Graded S/U. *Prerequisites: Completion of nine graduate hours in computer science with a GPA of at least 3.0 and permission of School Director or Program Director..*

585 Software Engineering. (3) Covers the design and implementation of large software applications through the study of team approaches and industrial standards. *Prerequisite: CS 351 or equivalent.*

590 Topics in Computer Science. (3, repeatable to 9) May be repeated with a change in subject matter to a total of nine credit hours. This course is designed to give students knowledge at the frontier of a rapidly changing technology. It is offered in the following areas: a) expert database systems; b) object-oriented programming; c) fundamentals of computer arithmetic; d) computing theory for software engineers; e) design of decision support systems; f) complexity; g) cybernetics; h) fuzzy logic; i) distributed computing. j) knowledge engineering; k) software maintenance; l) systems analysis. *Prerequisites: Permission of the instructor.*

595 Graduate Computer Science Internship. (3) A one-semester on-the-job experience in an industrial facility or research laboratory. Graded S/U. *Prerequisite: A GPA greater than 3.0, at least 9 hours of Computer Science graduate coursework, and permission of School Director or Program Director.*

596 Intensive Internship. (1-6, repeatable to 6) An intensive one or two semester continuous on-the-job experience in an industrial facility or research laboratory. Repeatable if it is one continuous, more significant internship for the summer and then the fall. Graded S/U. *Prerequisites: GPA greater than 3.0, at least two full-time semesters of graduate coursework at WIU, successful completion of the Computer Science core courses, and permission of School Director or Program Director.*

599 Master's Project. (3, repeatable once with change in subject matter) Special software or hardware project work, in lieu of a thesis, under supervision of the student's graduate committee chairperson. Written and oral project reports are required. Graded S/U.

600 Research. (3) Research project for the MS Thesis, under direction of the student's graduate committee chairperson. Graded S/U.

601 Thesis. (3) Graded S/U.

Cybersecurity (CSEC)

482G Wireless LANs and Security. (3) Radio Frequency Fundamentals, features and functions of Wireless LANs, Spread Spectrum Techniques, IEEE 802.11 architecture, Wireless LAN Security, Designing and Troubleshooting Wireless LANs. *Prerequisites: CS/CSEC 395 and CSEC 322.*

Counseling

Director: Amanda Silberer
Graduate Coordinator: Matthew Beck
Clinical Mental Health Clinical Coordinator: Carrie Alexander-Albritton
School Counseling Clinical Coordinator: Matthew Beck
Office: WIU-Quad Cities Riverfront Hall 207D
Telephone: (309) 762-1876
E-mail: cned@wiu.edu
Website: wiu.edu/coehs/cnedcsp
Location of Program Offering: Quad Cities

Graduate Faculty

Professors
Carrie Alexander-Albritton, Ph.D., Idaho State University
Matthew J. Beck, Ph.D., University of Iowa
Holly J. Nikels, Ph.D., University of South Dakota
Leslie W. O'Ryan, Ed.D., University of South Dakota

Associate Graduate Faculty

Assistant Professor
Megan McGruder, Ph.D., Capella University

Learning Outcomes

For student learning outcomes, please see wiu.edu/provost/learningoutcomes.

Program Description

The Counseling program offers a Master of Science in Education (M.S.Ed.) in Counseling at the WIU-QC campus. The department offers a unique blend of courses designed to provide the skills and knowledge necessary to become a competent counseling professional. Acceptable academic performance and experiential mastery are both required for successful completion of the program. Students may select either of two options: *Clinical Mental Health Counseling or School Counseling*. The *Clinical Mental Health Counseling* option prepares students for work as clinical mental health counselors in a variety of clinical settings including mental health centers, rehabilitation hospitals, recovery centers, private practice, university counseling centers, and employee assistance programs. The *School Counseling* option prepares students for work as elementary and/or secondary school counselors in public and private schools. The school counselor option within the Counseling program is the only program at Western Illinois University that prepares students for school counselor licensure.

The counseling programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The School Counseling option is also accredited by the Illinois State Board of Education (ISBE).

Admission Requirements

- A minimum cumulative GPA of 3.0 OR 3.25 or higher GPA for the last two years (60 s.h.) of undergraduate work. Graduate School GPAs may also be considered for admissions eligibility.
- Bachelor's degree in any field from a regionally accredited university
- Participation in admissions half day experience. Date is available on the department website.
- Additional requirements available on the department website: wiu.edu/counselored.

The application deadline is February 1 (preferred) for Fall Admission. The Departmental Selection Committee must recommend applicants for admission to graduate programs in Counseling. Consideration for admissions interviews will not take place until all required documents are received and approved by the deadline. Applicants failing to meet the minimum undergraduate requirements may be considered for probationary admission with a cumulative undergraduate GPA of 2.75-2.99. All applicants admitted as probationary students must petition for full admission after completing nine graduate hours from the Counseling program with a B or better.

If applicants have a completed master's degree from a regionally accredited university, a cumulative graduate GPA of 3.0 or higher is required (includes all graduate work attempted at all institutions). Undergraduate GPAs will not be considered if you have a completed master's degree; nor will probationary status be offered for those with a completed master's degree.

Criminal background investigations are required for career advising purposes. Students may be prohibited from completing field work if background investigations reveal certain criminal offenses, arrests, and/or convictions. It is important to be aware that some schools/agencies have additional background investigations prior to acceptance at their field site. Please email the Department at cned@wiu.edu for additional information. Students will be required to complete a disclosure status (indicating whether or not a student's criminal background status has changed) at various times throughout their program of study.

All students must register for the Comprehensive Examination while enrolled in internship II. The exam will be given during the student's final internship semester and a passing score is required to advance to degree completion. The Comprehensive Examination policy may be viewed at wiu.edu/counselored.

Please note that admission requirements are subject to change when state regulations and/or national accreditation regulations change. Some changes may occur after submission of your application. Please make sure to keep abreast of these changes.

Degree Requirements

The M.S.Ed. in Counseling degree has two options. Students may pursue a School Counseling option, which requires a minimum of 60 semester hours or may select a Clinical Mental Health Counseling option, which requires a minimum of 60 s.h. Students should consult with their advisor regarding proper sequencing of courses and specialization in either option.

The Counselor Education program limits the number of allowable semester hours of "C" grades or lower to 6 semester hours.

School Counseling Option

A grade of A or B is required for the following courses: CN 500, CN 547, CN 549, CN 581, CN 600, CN 592, CN 595, and CN 596.

I. Required Core Courses: ..... 48 s.h.

CN 500 Introduction to Counseling Skills (3)
CN 515 Research and Program Evaluation (3)
CN 519 Crisis and Trauma Counseling (3)
CN 540 Marriage, Family, and Relationship Counseling (3)
CN 541 Lifestyles and Career Development (3)
CN 542 Assessment Techniques in Counseling (3)

CN 545 Counseling Theories and Applications (3)
CN 547 Techniques of Counseling: Pre-Practicum (3)
CN 549 Professional, Legal, and Ethical Issues in Counseling (3)
CN 552 Counseling/Helping in a Multicultural Society (3)
CN 554 Counseling Across the Lifespan (3)
CN 581 Group Counseling: Theories and Procedures (3)
CN 592 Practicum: School Counseling (3)
CN 595 School Counseling Internship I (3)
CN 596 School Counseling Internship II (3)
CN 600 Diagnosis (3)
CN 655 Comprehensive Examination (0)

II. Required Directed Electives ..... 12 s.h.

CN 514 Foundations and Professional Orientation to School Counseling (3)
CN 516 Data Driven School Counseling Programs and Practices (3)
CN 518 Advocacy, Leadership, and Consultation in Comprehensive School Counseling Programs (3)
CN 544 Counseling Techniques for Children and Adolescents: Literacy and Play (3)

TOTAL PROGRAM..... 60 s.h.

Clinical Mental Health Counseling Option

A grade of A or B is required for the following courses: CN 500, CN 547, CN 549, CN 581, CN 591, CN 597, CN 598, CN 600, and CN 604.

I. Required Core Courses: ..... 48 s.h.

CN 500 Introduction to Counseling Skills (3)
CN 515 Research and Program Evaluation (3)
CN 519 Crisis and Trauma Counseling (3)
CN 540 Marriage, Family, and Relationship Counseling (3)
CN 541 Lifestyles and Career Development (3)
CN 542 Assessment Techniques in Counseling (3)
CN 545 Counseling Theories and Applications (3)
CN 547 Techniques of Counseling: Pre-Practicum (3)
CN 549 Professional, Legal, and Ethical Issues in Counseling (3)
CN 552 Counseling/Helping in a Multicultural Society (3)
CN 554 Counseling Across the Lifespan (3)
CN 581 Group Counseling: Theories and Procedures (3)
CN 591 Clinical Mental Health Counseling Practicum (3)
CN 597 Clinical Mental Health Counseling Internship I (3)
CN 598 Clinical Mental Health Counseling Internship II (3)
CN 600 Diagnosis (3)
CN 655 Comprehensive Examination (0)

II. Required Directed Electives ..... 12 s.h.

CN 520 Foundations and Professional Orientation to Clinical Mental Health Counseling (3)
CN 521 Standards of Care and Management in Clinical Mental Health Counseling (3)
CN 551 Counseling for Addictions (3)
CN 604 Psychopathology and Psychopharmacology (3)

TOTAL PROGRAM..... 60 s.h.

Course Descriptions

Counseling (CN)

433G 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 issues. Graded S/U. *Prerequisite: Permission of the School Director or Program Coordinator.*

500 Introduction to Counseling Skills. (3, repeatable to 6) Introduction to basic counseling skills that facilitates development of a competent and authentic professional counselor. Experiential in nature, this course fosters the development of basic counseling skills necessary for establishing therapeutic relationships and serves as an opportunity for personal growth. *Prerequisite: Graduate standing in Counseling and permission of the School Director or Program Coordinator.. Grade of A or B required.*

514 Foundations and Professional Orientation to School Counseling. (3) This course will include an examination of the history and current trends of the profession of school counseling. College and career readiness and the national model as well as standards for school counseling will also be explored. *Prerequisite: Graduate standing in School Counseling or permission of the School Director or Program Coordinator.*

515 Research and Program Evaluation. (3) This course provides an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including the importance of research in advancing the counseling profession and the use of research to inform evidence-based practice.

516 Data Driven School Counseling Programs and Practices. (3) A comprehensive data-driven school counseling model will be presented. This course utilizes experiential learning to help demonstrate school counseling program accountability and effectiveness through data-driven practices. *Prerequisite: CN 514 and graduate standing in School Counseling or permission of the School Director or Program Coordinator.*

518 Advocacy, Leadership, and Consultation in Comprehensive School Counseling Programs. (3) Advocacy, leadership, and consultation skills that can assist school counselors in creating systematic change in public or private school settings, K-12 will be studied. *Prerequisite: Graduate standing in School Counseling or permission of the School Director or Program Coordinator.*

519 Crisis and Trauma Counseling. (3) This course is designed to acquaint students with the special models, theories, and techniques of crisis intervention. Special attention is given to grief and trauma. Topics include prevention and intervention. Crisis management resources are explored in relation to grief, post-traumatic stress, suicide, domestic violence and child abuse. Ethical, legal, and social issues related to crisis intervention will also be addressed.

520 Foundations and Professional Orientation to Clinical Mental Health Counseling. (3) Introduction to the profession of clinical mental health counseling: history, accreditation, licensure, credentialing, professional organizations, advocacy, counseling philosophy, and use of technology. Topics include roles, functions, professional identity, and scope of practice/standards of care unique to the field of clinical mental health counseling with specific attention given to the American Counseling Association Code of Ethics and professional competencies.

521 Standards of Care and Management in Clinical Mental Health Counseling. (3) Current trends in the counseling literature/research and strategies for counseling specific to clinical mental health are explored. Designed to provide an understanding of the range of mental health service delivery such as inpatient, outpatient, partial treatment, and aftercare/and the clinical mental health counseling services network. Particular attention is given to managed care, HIPAA, public policy, needs assessment, consultation, and prevention. *Prerequisites: Graduate standing in Counseling or permission of the School Director or Program Coordinator.*

530 Crisis and Response I. (3) This course will cover models used in learning practices for first responders who are members of crisis mobilization unites. Rapid assessment, intervention and post crisis follow-up will be addressed as a part of an integrated crisis system.

533 Current Issues in Counseling. (1–3, repeatable under different titles) Designed to provide counselor education students and mental health practitioners an opportunity for further professional growth and in-depth exploration of special topics. Graded S/U.

540 Marriage, Family, and Relationship Counseling. (3) An introduction to basic concepts of family counseling and their application in school and agency settings.

541 Lifestyles and Career Development. (3) Assisting clientele in various settings with life's decisions; emphasis on development with respect to life roles; theories, procedures, materials, and informational resources related to lifestyle and career development counseling.

542 Assessment Techniques in Counseling. (3) Principles of measurement and assessment. The use of various assessment instruments, achievement, aptitude, intelligence, interests, and personality. Supervision in administering, scoring, and interpreting of individual evaluation methods. Lab fee required.

544 Counseling Techniques for Children and Adolescents: Literacy and Play. (3) Counseling theories, skills, materials, and methods of reading/reading for working with children and adolescents are covered. Children's developmental stages, tasks, and needs relative to clinical practice are applicable. Play counseling techniques, adventure-based counseling skills and consultation are included. *Prerequisites: CN 500 and graduate standing in Counseling or permission of the School Director or Program Coordinator.*

545 Counseling Theories and Applications. (3) This course will survey the major concepts, practices, and applications of contemporary and foundational therapeutic systems in counseling. Students will gain an overview of the divergent contemporary approaches to counseling.

547 Techniques of Counseling: Pre-Practicum. (3, repeatable to 6) The development and mastery of basic counseling skills through a combination of didactic and experiential approaches. Session recordings, role playing, simulation, and practice in procedures will be utilized. Graded A or B required for majors. *Prerequisites: Graduate standing in Counseling or permission of the School Director; CN 500 with a grade of A or B.*

549 Professional, Legal, and Ethical Issues in Counseling. (3, repeatable to 6) This course explores legal, ethical and professional identity issues in counseling. Understanding of the current professional Codes of Ethics as well as state, federal civil and criminal law will be demonstrated. Grade of A or B required for majors.

551 Counseling for Addictions. (3) Principles and practices of addiction prevention and counseling with special application to the functions of counselors. Process addictions, dual diagnosis (co-occurring disorders), family dynamics and motivational interviewing will also be discussed.

552 Counseling/Helping in a Multicultural Society. (3) This course will address theory and application of multicultural competencies and cultural humility. Students will explore the ethical treatment and intersectional identities of clients in the context of multicultural and diverse communities.

554 Counseling Across the Lifespan. (3) This course will address counseling theory in relation to issues pertinent to human development from a counseling and prevention perspective. It will focus on contemporary counseling approaches in addressing stages of human development, from normal and abnormal populations across the lifespan, stages of human development within a contextual and cultural perspective, and issues pertinent to human development.

581 Group Counseling Theories and Procedures. (3) Didactic and experiential learning in group theory and practice. This course involves experience as a group participant to develop self-awareness, acceptance, and effective interpersonal skills. *Grade of A or B required. Prerequisite: CN 500.Graduate standing in Counseling or Permission of the School Director or Program Coordinator. Lab fee required.*

591 Clinical Mental Health Counseling Practicum. (3, repeatable to 6) Practicum provides opportunities for students to apply and expand counseling techniques and theories as they work with clients. Supervision will come on-site supervision, supervision from faculty and group supervision during class time. Practicum meets CACREP guidelines. *Prerequisites: A GPA of 3.0 or higher in all counseling coursework; a grade of A or B in CN 581, CN 547, CN 549, and CN 600. Graduate standing in Clinical Mental Health Counseling.*

592 Practicum: School Counseling. (3, repeatable to 6) Practicum provides opportunities for students to apply and expand counseling techniques and theories as they work with clients. Supervision will come on-site supervision, supervision from faculty and group supervision during class time. Practicum meets CACREP guidelines. *Prerequisites: A GPA of 3.0 or higher in all counseling coursework: a grade of A or B in CN 547, CN 549, CN 581 and CN 600. Graduate standing in School Counseling.*

593 Practicum: Counseling. (3, repeatable to 6) Supervised experience in counseling. *Prerequisites: A GPA of 3.0 or higher in all counseling coursework; a grade of A or B in CN 581 and CN 547; additionally, for the clinical mental health option a grade of A or B in CN 549 and CN 600; additionally, for the school option a grade of A or B in CN 548 and CN 602. Grade of A or B required.*

594 Internship Orientation. (1) This course is designed for students in both the Clinical Mental Health and School Counseling tracks who enrolled and passed Practicum during the Spring semester. The class will cover requirements of Internship, clinical supervision, and professional dispositions. *Prerequisite: CN 591 or CN 592.*

595 School Counseling Internship I. (3, repeatable to 6) Requires a minimum of 300 supervised hours in school counseling, intended to reflect the experiences of a school counselor. The intern's primary source of supervision shifts from the faculty to the site. Grade of A or B required. *Prerequisites: A GPA of 3.0 or higher in all counseling coursework. CN 592 with a grade of A or B. Graduate standing in School Counseling.*

596 School Counseling Internship II. (3, repeatable to 6) Requires a minimum of 300 supervised hours in school counseling, intended to reflect the experiences of a school counselor. The intern's primary source of supervision shifts from the faculty to the site. Grade of A or B required. *Prerequisites: A GPA of 3.0 or higher in all counseling coursework; Graduate standing in School Counseling. Co-requisite: CN 655.*

597 Clinical Mental Health Counseling Internship I. (3, repeatable to 6) Requires a minimum of 300 supervised hours in school counseling, intended to reflect the experiences of a clinical mental health counselor. The intern's primary source of supervision shifts from the faculty to the site. Grade of A or B required. *Prerequisite: A GPA of 3.0 or higher in all counseling coursework. Graduate standing in Clinical Mental Health Counseling.*

598 Clinical Mental Health Counseling Internship II. (3, repeatable to 6) Requires a minimum of 300 supervised hours in counseling, intended to reflect the experiences of a clinical mental health counselor. The intern's primary source of supervision shifts from the faculty to the site. Grade of A or B required. *Prerequisites: A GPA of 3.0 or higher in all counseling coursework; Graduate standing in Clinical Mental Health Counseling. Co-requisite: CN 655.*

599 Independent Study. (1–6, repeatable) An investigation of problems related to the student's major area. Ordinarily a substantial written and/or oral report will be required. Students will arrange the topic, procedures, and methods of reporting with the instructor. Graded S/U. *Prerequisites: Graduate standing in Counseling and permission of the School Director or Program Coordinator.*

600 Diagnosis. (3, repeatable to 6) This course examines the diagnosis of mental disorders employing the current edition of the *Diagnostic and Statistical Manual (DSM).* Principles and practices related to DSM diagnosis, etiology, assessment, treatment planning, interviewing,

and interventions are emphasized. Grade of A or B required. *Prerequisites: CN 545. Graduate standing in Counseling or permission of the School Director or program Coordinator.*

601 Thesis. (3) Master's thesis in counseling. Graded S/U. *Prerequisite: Graduate standing in Counseling and permission of the School Director or Program Coordinator.*

604 Psychopathology and Psychopharmacology. (3, repeatable to 6) Course explores aspects of counseling related to psychopathology, abnormal and maladaptive behaviors. Students will demonstrate knowledge commonly prescribed psychotropic medications. Students will gain knowledge of using mental status exams, psychosocial history and developing treatment plans. Counseling interventions are addressed. Grade of A or B required. *Prerequisites: CN 545 and CN 600 with grades of A or B required, graduate standing in Counseling or permission of the School Director or Program Coordinator.*

655 Comprehensive Examination. (0) The comprehensive examination is required of all degree-seeking students. A passing score is required. Students not passing three or more sections will be required to complete oral and/or written exams. Students will pay fees for test registration. Graded S/U. *Prerequisites: A GPA of 3.0 or higher in all counseling coursework. Concurrent enrollment in CN 596 or 598 and be a student in good standing.*

Education

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Graduate Program Coordinator: Andrea Hyde
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Website: wiu.edu/coehs/education/grad/mses
Location of Program Offering: Online

Graduate Faculty

Professors
Katrina Daytner, Ph.D., Indiana University
Gloria Delany-Barmann, Ed.D., Northern Arizona University
Yuki Hasebe, Ph.D., University of Illinois-Chicago
Andrea Hyde, Ph.D., University of Pittsburgh
James LaPrad, Ph.D., University of Virginia
Boh Young Lee, Ph.D., University of Georgia
Eric Mansfield, Ph.D., University of Northern Colorado
Carla Paciotto, Ed.D., Northern Arizona University
Eric Sheffield, Ph.D., University of Florida
Abha Singh, Ph.D., University of Iowa
Sharon Stevens, Ph.D., Arizona State University
Sebastian Szyjka, Ph.D., Southern Illinois University-Carbondale

Associate Professor
Gary Daytner, Ph.D., Indiana University

Learning Outcomes

For student learning outcomes, please see wiu.edu/provost/learningoutcomes.

Program Description

The primary aim of the Western Illinois University Education graduate program is to assist in the development of highly competent, flexible, and empowered practitioners who will have a positive impact on student learning, their immediate professional setting, and their profession as a whole. Graduates of the Education program currently work as teachers, instructors, educational consultants, policy analysts, and academic advisors in schools, colleges, and other professional settings.

The Education program faculty are comprised of scholar-practitioners representing several core disciplines including educational psychology, sociocultural studies, philosophical/historical studies and college student personnel. Faculty members utilize their distinctive disciplinary orientations and accompanying methodologies to collectively address pressing educational, intellectual, and social concerns. It is the union of an unusually diverse faculty and an uncommon approach to inquiry that makes the department and its degree options interdisciplinary.

With the assistance of their advisor students are able to pursue a specific option of their own choosing designed to enhance their professional preparation and expertise and affording them the opportunity to explore, understand, critically examine, and solve problems pertaining to their lives as professional practitioners thereby enabling them to impact and empower the lives of their students, peers, and others in positive, productive and powerful ways.

Integrated Baccalaureate and Master's Degree Program

Please refer to the appropriate section at the back of the catalog for details and program offerings.

Admission Requirements

- A minimum cumulative GPA of 2.75
- Interview

Degree Requirements

The 33 hour M.S.Ed. in Education requires all learners complete 9 semester hours of core coursework offered by the program. Students will work with their advisor to choose their directed and open electives for professional development and subsequent licensure endorsements areas.

I. Educational Foundations Core: 9 s.h.
EDS 500 Methods of Research (3)
EDS 502 Cognition and Instruction (3)
EDS 507 Equity and the Socio-Cultural Contexts of Education (3)
II. Directed Elective: 3 s.h.
Choose one from the following:
ECH 474G Early Childhood Assessment (3)
EDS 453G Assessment of Multilingual Students (3)
EDS 574 Assessment and Differentiation of Instruction (3)
III. Open Electives 18 s.h.
Electives to be selected in consultation with the student's advisor.
IV. Select one of the following exit options: 3 s.h.
EDS 601 Thesis (3)
or
EDS 602 Educational Studies Portfolio (0)
EDS 501 Educational Philosophy, Ethics and Policy (3)
or
EDS 603 Graduate Seminar (3)
TOTAL PROGRAM 33 s.h.

Regardless of the track chosen, each learner will conclude their program with a thesis or portfolio. Students must complete the program within six consecutive years.

Note that no more than 50% of the degree plan may be at the 400G level.
A Degree Plan must be developed in consultation with the student's advisor and approved by the Department Graduate Committee no later than completion of 15 semester hours of course work. Any substitutions for courses on the degree plan must have the approval of the advisor prior to enrollment in the course. Substitutions must be proposed by petitions, approved by the advisor, and submitted to the Departmental Graduate Committee for final approval.

A maximum of **nine** hours of graduate course work completed before a student is admitted to the M.S.E.d. in Education program may count toward meeting the requirements of this master's degree, subject to approval by the School's Graduate Committee. Only nine total hours of transfer credit from another institution will be accepted.

Students in the M.S.Ed. Education degree program must complete all requirements in an incomplete course in accordance with Graduate School policies.

Students who have taken courses, but have not been actively enrolled in course work in the last **three years**, will be placed on inactive status and will be required to petition the Graduate Committee for reactivation.

Post-Baccalaureate Certificate Program

The department offers a post-baccalaureate certificate in Teaching English to Speakers of Other Languages (TESOL). For program details, please refer to the post-baccalaureate section of the catalog.

Course Descriptions

Early Childhood Education (ECH)

474G 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.

Educational Studies (EDS)

401G 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. *Prerequisites: EDS 301; full acceptance into Teacher Education Program.*

403G (Formerly C&I 403G) Middle Level Education. (3) The middle school concept will be examined from multiple perspectives relative to the role of the teacher. Topics include advisory, thematic instruction across core content areas, exploratories, and instructional considerations for social, cognitive, and psychosocial development of adolescent students. A minimum grade of C is required of education majors. *Prerequisite: EDS 301 or 306; fully accepted into Teacher Education Program; restricted permission of School Director or Program Coordinator.*

405G Designing/Managing Learning Environments. (3) Examines the elements that foster an effective learning environment. Emphasis is placed on strategies that promote student engagement and a sense of community in educational settings. *Prerequisite: Prior or concurrent prestudent teaching instructional field experience, concurrent student teaching, or permission of the instructor.*

427G Foundations of Education for Multilingual Learners. (3) An introduction to the historical, philosophical, political, social, and educational contexts that contribute to language education policies for multilingual learners nationally and internationally.

430G Methods and Materials for Teaching in Multilingual Programs. (3) Acquaints students with methodology and materials, preparation of content-based language instruction, lesson plans, behavioral, language and content objectives, and inquiry teaching for the multilingual/ESL classroom. Portion of content presented in Spanish. All methods sections are for k-12 unless otherwise specified. Clinical experience-15 hours required.

435G Cultural Studies in Education. (3) The study of culture, identity, and intercultural interaction in society/classrooms, with specific focus on anti-bias and anti-racist pedagogies combating discriminatory ideologies and social policies. *Materials charge for this course.*

440G 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 EDS 202 or equivalent.*

447G Teaching Listening, Speaking, and Pronunciation to English Language Learners. (3) Students examine the articulation of English sounds, the rules that govern their use in speech, and explore ways of applying this knowledge to the teaching of pronunciation. Additional emphasis will be on teaching listening/speaking strategies in the TESOL environment. *Prerequisite: EDS 458.*

453G Assessment of Multilingual 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 assessment; assessment in classroom. Clinical experience-20 hours required.

457G Methods and Materials for Teaching English Language Learners. (3) Analysis of language learning processes of multilingual students. Strategies for teaching listening, speaking, reading, and writing; and techniques of teaching English as an additional language will be analyzed and practiced. All methods sections are grade levels k-12 unless otherwise specified. Clinical experience-15 hours required.

458G Linguistics for the Teacher of Multilingual Learners. (3) The study of linguistics applied to teaching multilingual students. Includes English phonology, phonetics, morphology, syntax, analysis, and application of linguistic theories in the multilingual classroom.

500 Methods of Research. (3) An introduction to the nature and techniques of contemporary social scientific research (including educational and human service). Emphasis placed on developing research literacy through critically reading, examining, and evaluating the characteristics of both quantitative and qualitative research. Additional emphasis on the critical issue of the

nature of the relationship between research and its application to practice.

501 Educational Philosophy, Ethics and Policy. (3) Incorporating philosophical, ethical, and legal perspectives this course examines educational dilemmas including educational aims, reform, academic freedom and educator professional development. Emphasis is placed on how these influence professional decisions and practice in educational settings.

502 Cognition and Instruction. (3) Designed to examine our current understanding of processes involved in human cognition and its application to educational settings. Emphasis is placed on information processing, critical thinking, self-regulation, and developmental aspects of learning.

507 Equity and the Socio-Cultural Contexts of Education. (3) Provides in-depth examination and evaluation of societal change as it relates to education. Emphasis is placed on developing an awareness and the skills that enable educators to recognize and address conditions that may deny equitable access to educational opportunities.

512 The Adult Learner. (3) The study of psychological development and instructional theory applied to adult learners. Emphasizes cognitive, affective, and social characteristics of learners throughout the adult years.

523 Educational Assessment and Evaluation. (3) Covers the application of assessment principles (validity, ethics, professional responsibilities, etc.). Emphasis is on the role of assessment in decision making in educational settings, including assessment for assisting learning, documenting and communicating student achievement, teacher evaluation, and program evaluation.

535 Adolescent Psychology for Educators. (3) Studies developmental theory focusing on specific issues and concerns facing adolescents. Areas of emphasis include biological, social, and cognitive transitions throughout adolescence that have an impact on the educational process.

536 Seminar in Cognition. (3) An examination of contemporary cognitive models of learning, problem solving, and cognitive factors (beliefs, ability, strategies, etc.) that mediate learning and problem solving, including their application to the design and delivery of classroom instruction.

547 TESOL Listening, Speaking and Pronunciation Methodologies. (2) Designed to allow students to examine the articulation of English sounds, the rules that govern their use in speech, and explore ways of applying this knowledge to the teaching of pronunciation. Additional emphasis will be placed on teaching listening/speaking strategies in the Teaching of English to Speakers of Other Languages (TESOL) environment.

548 Computer Assisted Language Learning for TESOL. (1) Students explore how the use of technology can enhance language learning and use online tools to design language learning lessons in Teaching English to Speakers of Other Languages (TESOL). *Prerequisite or corequisite: EDS 547.*

550 Professional Workshop. (1–3, repeatable to 6) Workshops deal with topics in broader areas of educational studies. Students will participate in a variety of activities such as reading, research, reports, etc.

570 Seminar in College Teaching. (3) Designed to prepare those interested in higher education instruction. Topics will address ethical issues, instructional strategies, and other components for effective practices.

574 (Formerly C&I 574) Assessment and Differentiation of Instruction. (3) This course focuses on the characteristics and needs of diverse populations in heterogeneous classrooms and techniques for differentiating instruction that enable all children to learn. The use of assessment to inform instructional decisions is emphasized.

576 (Formerly C&I 576) Family and Community Engagement. (3) A course preparing school personnel for leadership and advocacy roles as they engage families and community members in positive partnerships. Students will utilize a variety of technological tools for increasing home-school communication, parent education, parent engagement, and community awareness. *Prerequisite: Graduate standing.*

584 Applied Project. (1-3, repeatable to 3) Applied project that integrates the knowledge and skills gained through the program by investigating a problem or extending the current state of knowledge, employing theoretical, quantitative, qualitative, or mixed-methodology. *Prerequisite: Completion of 24 hours and permission of the School Director or Program Coordinator.*

585 Seminar in Social Foundations of Education. (3) An examination of the social foundations of education in relation to democratic society, social change and the evolution of the educational enterprise.

587 Human Development Throughout the Lifespan. (3) Examines contemporary developmental theory in psychology with an emphasis on how development impacts students, teachers, and the educational process.

592 Field Experience in Education. (1–4, repeatable to 4) Supervised field experience in offcampus education situations including public or private school or alternative education programs. *Prerequisites: Permission required. Prior or concurrent course work appropriate to the assignment.*

599 Independent Study. (1–4, repeatable to 4) Offers students the opportunity to independently investigate an educational topic related to the student's area of interest. Assignments and evaluation criteria will be decided upon by the instructor based on the student's educational goals.

600 Internship in Teaching. (1-16, repeatable to 16) School-based graduate capstone experience completed under the supervision of a mentor teacher and university faculty member in which candidates increase classroom responsibilities and demonstrate teaching competency. Graded S/U. *Prerequisites: Acceptance into WIU's Teacher Education Program and successful completion of EDS 592.*

601 Thesis. (1-3, repeatable to 3) An original conceptual or applied project that integrates the knowledge and skills gained through the program by investigating a problem or extending

the current state of knowledge. *Prerequisite: Completion of 24 hours and permission of the School Director or Program Coordinator.*

602 Educational Studies Portfolio. (0) Upon the completion of at least 24 graduate credit hours, Educational Studies students will submit examples of work completed in the program with accompanying narratives to demonstrate mastery towards the program objectives. Graded S/U. *Prerequisite: Approval of the School Director or Program Coordinator.*

603 (Formerly C&I 600) Graduate Seminar. (3) Primarily a researchwriting course. Each student will be expected to identify an appropriate research topic, investigate and present the issue in an in-depth paper. *Prerequisites: 24 semester hours in graduate work to include EDS 500, 566 and 574; and permission of the School Director or Program Coordinator.*

607 Implications of Diversity for Educational Leaders. (3) Rapidly changing demographic patterns hold implications for school policy. Effective educational leaders understand diverse cultures and communication styles, and practice collaboration and dialogue. This course will provide resources necessary for administrators to establish themselves as facilitators who offer an inclusive educational vision for the community. *Prerequisites: EDL 600 and admission to candidacy in the Education Specialist, or superintendent licensure program, or permission of the instructor.*

702 Quantitative Research and Statistics II. (3) This course builds upon students' knowledge and skills in Quantitative Research and Statistics I. The courses addresses factorial ANOVA, repeated measures of ANOVA, multiple regression, and reliability analysis to prepare students for reading research and for conducting doctoral research. *Prerequisite: Acceptance into the Ed.D. program in Educational Leadership.*

747 Education for Social Justice: Politics, Ethics and Policy. (3) Explores the complexities of social justice and intercultural competence related to educational organization. Students will acquire knowledge of political forces and ethical issues that impact social justice and intercultural competence along with skills to address social and intercultural issues. *Prerequisites: EDL 711 or permission of the instructor.*

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Graduate Program Coordinators: Monica Rouse (M.S.Ed.); Carol Kilver (Ed.S.); Bridget Sheng and Rashmi Sharma (PreK-12 Ed.D.)
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Location of Program Offering: Macomb, Quad Cities

Graduate Faculty

Professors
James LaPrad, Ph.D., University of Virginia
Zhaohui Sheng, Ph.D., University of Missouri-Columbia

Associate Professor
Monica Rouse, Ed.D., Walden University
Rashmi Sharma, Ed.D., Ohio University

Learning Outcomes

For student learning outcomes, please see wiu.edu/provost/learningoutcomes.

Program Description

The School of Education provides a comprehensive graduate academic program in educational leadership that offers a Master of Science in Education (M.S.Ed.), Education Specialist (Ed.S.), and Educational Doctorate (Ed.D.) degrees. The master's program concentrates on the general background and skills needed for entry into positions in educational leadership. Courses at the education specialist level expand this base and add elements that contribute to continued professional growth and those required to qualify for the position of superintendent of schools. The doctoral program aims to develop educational leaders who enable the success of educational institutions, regardless of the obstacles. This aim is achieved by means of a collaborative, inquiry-based learning structure that unites a group of practicing professionals to explore how theory, research, and heightened political understanding serve to resolve the issues educational leaders regularly face.

Administrative Licensure

Persons seeking a principal licensure through Western Illinois University must have a master's degree or complete the master's degree in Educational Leadership. The principal preparation program includes the following: 36 semester hours of coursework and EDL 555 and 556 (Internship) for a total of 40 semester hours.

EDL 500 Leadership Development (3)
EDL 504 Leading the Core Curriculum (3)
EDL 508 School Leadership and Technology (3)
EDL 510 Data for School Leaders (3)
EDL 515 Fundamentals of School Law (3)
EDL 520 Leadership in Special Education Law (3)
EDL 525 Integrating Curriculum, Instruction, and Assessment (3)
EDL 528 Supervision of Instruction (3)
EDL 530 Managing School Finance, Facilities, and Contracts (3)

EDL 540 School Improvement (3)
EDL 545 School, Parent, and Community Relations (3)
EDL 550 Principal as Instructional Leader I (2)
EDL 551 Principal as Instructional Leader II (1)
EDL 555 Principal Internship I (2)
EDL 556 Principal Internship II (2)
TOTAL PROGRAM.....40 s.h.

Superintendent's Licensure

Persons seeking superintendent's licensure through Western Illinois University must complete a coursework that includes the following: 26 semester hours of course work, EDL 655 and 656 (Internship) for 30 semester hours total. In addition to this coursework, superintendent candidates also need a minimum of 2 years of administrative experience to get their superintendent's endorsement.

EDL 600 Evaluating Educational Programs (3)
EDL 620 Policy, Influence, and Educational Governance (3)
EDL 622 Human Resources Leadership (3)
EDL 623 Collective Bargaining (1)
EDL 627 School Business Management (3)
EDL 635 Educational Facilities (1)
EDL 640 The Educational Executive (3)
EDL 671 Learning Systems Leadership (3)
EDS 607 Implications of Diversity for Educational Leaders (3)
EDL 701 Quantitative Research and Statistics I (3)
EDL 655 Superintendent Internship I (2)
EDL 656 Superintendent Internship II (2)
TOTAL PROGRAM.....30 s.h.

Admission Requirements

Master's and Specialist degrees
Evaluation for admission to the Master of Science program and/or principal licensure program is based upon assessment of:
- A minimum cumulative GPA of 2.75 OR 3.0 or higher GPA for the last two years (60 s.h.) of undergraduate work
- Completed application form to the MSED program
- Superintendent statement of support
- Principal statement of support
- Written essay
- Interview with faculty
- Application portfolio
- Two years K-12 teaching experience
- Must have equivalent to a Professional Educators License (PEL) in Illinois and have completed two years of K-12 teaching.

Evaluation for admission to the Education Specialist and/or superintendent licensure program is based upon:
- A minimum cumulative GPA of 2.75 OR 3.0 or higher GPA for the last two years (30 s.h.) of graduate work including a master's degree in Educational Administration/ Leadership from an accredited university principal licensure program
- 2 years of experience as a successful school or district administrator in Illinois or one of the other 49 states of the United States

- Superintendent statement of support
- Transcripts of all graduate work
- Completed application form to the Ed.S. program
- Application portfolio
- On-site written essay
- In person interview

Admission to the degree programs is contingent upon unqualified admission to the School of Graduate Studies. By the time nine semester hours of educational leadership program coursework at WIU have been completed, a candidate must have fulfilled all School of Graduate Studies and department admission requirements. The final decision on admission is made by the Educational Leadership Graduate Committee.

Admission and retention of students and the structure of their degree plans are under the direct supervision of the assigned faculty program advisor, the Graduate Coordinator, and the Educational Leadership Graduate Committee. The graduate committee, through the faculty program advisor, investigates candidates and evaluates their professional experience, scholastic aptitude, and personal/professional characteristics that may bear upon their educational leadership potential.

Doctoral degree

Applicants for admission to the Doctorate of Education degree program in Educational Leadership must:

- Have a minimum cumulative 3.0 GPA
- Hold a master's degree in educational leadership (or equivalent) from an institution that is accredited by the appropriate U.S. Department of Education regional institutional accrediting agency. Generally, students will be school district administrators (principals, assistant principals, curriculum directors, assistant superintendents, superintendents, or equivalent administrative position in an educational field).
- Submit two recommendations including one from a superior and a subordinate
- Submit a current vita or resume.
- Submit official transcripts (one copy of each) documenting bachelor's degree and all **graduate level** coursework attempted be sent directly to the School of Graduate Studies from the credit-granting institution.

The screening committee will evaluate the transcripts, vita or resume, and recommendations of each applicant to determine the candidates that will be invited to campus for interviews.

At the interview, applicants will be given a writing prompt and asked to write on a given topic. Applicants will also be asked to present a professional portfolio that highlights their leadership and professional accomplishments with an emphasis on data and results.

Applicants should apply for admission to the doctoral program simultaneously with application for admission to the School of Graduate Studies. Applications for admission to the School of Graduate Studies must be made using forms obtained on-line at wiu.edu/grad. Departmental admission forms should be obtained directly from the Educational Leadership program or on-line at wiu.edu/es.

Educational Leadership

Degree Requirements

The master's degree requires the successful completion of a minimum of 33 semester hours. The education specialist degree requires a minimum of 30 semester hours beyond an acceptable master's degree. The doctoral degree requires 60 semester hours beyond an acceptable Master's degree or equivalent. Programs of study will require additional hours if administrative licensure is sought beyond the degree. Furthermore, at the education specialist and doctoral levels, course work in excess of minimums may be necessary to remedy deficiencies or meet prerequisite requirements.

Master of Science in Education

The Master of Science in Education (M.S.Ed.) degree in educational leadership requires a minimum of 33 semester hours (24 or more in educational leadership from Western Illinois University) to be selected in consultation with the student's advisor if approved by the Graduate Committee. The student may earn principal licensure after completing the degree program.

Courses required of all M.S.Ed. degree candidates:

EDL 500 Leadership Development and Self-Assessment ..... 3 s.h.
EDL 504 Leading the Core Curriculum ..... 3 s.h.
EDL 508 School Leadership and Technology ..... 3 s.h.
EDL 510 Data for School Leaders ..... 3 s.h.
EDL 515 Fundamentals of School Law ..... 3 s.h.
EDL 520 Leadership in Special Education Law ..... 3 s.h.
EDL 525 Integrating Curriculum, Instruction, and Assessment ..... 3 s.h.
EDL 528 Supervision of Instruction ..... 3 s.h.
EDS 500 Methods of Research ..... 3 s.h.
Electives to be selected in consultation with the student's advisor ..... 6 s.h.
TOTAL PROGRAM ..... 33 s.h.

Education Specialist

The Education Specialist (Ed.S.) degree in educational leadership requires a minimum of 30 semester hours to be selected in consultation with the student's advisor and approved by the Graduate Committee. The student may earn superintendent licensure after completing the degree program.

Courses required of all Ed.S. degree candidates:

EDL 600 Evaluating Educational Programs ..... 3 s.h.
EDL 640 The Educational Executive ..... 3 s.h.
EDL 671 Learning Systems Leadership ..... 3 s.h.
EDL 681 Research in Educational Leadership ..... 3 s.h.
EDS 607 Implications of Diversity for Educational Leaders ..... 3 s.h.
15 s. h. of electives to be selected in consultation with the student's advisor ..... 15 s.h.
TOTAL PROGRAM ..... 30 s.h.

Doctorate

The Doctorate in Education (Ed.D.) degree in educational leadership requires a minimum of 60 semester hours.

I. Doctoral Core Courses ..... **12 s.h.**
- EDL 700 Seminar in Doctoral Studies ..... 1 s.h.
- EDL 710 Global Perspectives in Leadership ..... 3 s.h.
- EDL 711 Transforming Educational Organizations ..... 3 s.h.
- EDL 712 Managing Organizational Resources ..... 2 s.h.
- EDS 747 Education for Social Justice: Politics, Ethics and Policy ..... 3 s.h.

II. Research Core ..... **9 s.h.**
- EDL 682 Field Studies in Qualitative Research ..... 3 s.h.
- EDL 701 Quantitative Research and Statistics I ..... 3 s.h.
- EDS 702 Quantitative Research and Statistics II ..... 3 s.h.

III. Dissertation Core ..... **18 s.h.**
- EDL 715 Dissertation Studies I ..... 3 s.h.
- EDL 725 Dissertation Studies II ..... 3 s.h.
- EDL 770 Comprehensive Examination in Educational Leadership ..... 0 s.h.
- EDL 790 Doctoral Research and Dissertation ..... 12 s.h.

IV. Directed Electives ..... **9 s.h.**

Electives to be selected in consultation with the student's advisor.

V. Option ..... **12 s.h.**

A. PreK-12 Education Option
- EDL 600 Evaluating Educational Programs ..... 3 s.h.
- EDL 622 Human Resources Leadership ..... 3 s.h.
- EDL 640 The Educational Executive ..... 3 s.h.
- EDL 671 Learning Systems Leadership ..... 3 s.h.

TOTAL PROGRAM ..... **60 s.h.**

Course Descriptions

Educational Leadership (EDL)

500 Leadership Development. (3) Leadership styles and theories; organizational cultures, structures, and contexts; change processes; decision-making; communication skills; motivation; and effective team-building.

504 Leading the Core Curriculum. (3) Best practices in core curriculum instruction; program and progress monitoring; assessment; integrating literacy and numeracy across the curriculum; and classroom observation models for principals. *Prerequisites: Admitted to program, EDL 500, or permission of the instructor.*

508 *(formerly EDL 518)* School Leadership and Technology. (3) Educational applications of available and developing technology. Utilization of existing technologies and Web 2.0 resources for administration and supervision. *Prerequisites: Admitted to program, EDL 500 and EDL 504, or permission of the instructor.*

510 *(formerly EDL 507)* Data for School Leaders. (3) Uses of data for school improvement. Data collection, data analysis, data interpretation, action plan research process, and leadership strategies for planning, implementing, and monitoring school improvement plans. *Prerequisites: Admitted to program, EDL 500 and 504, or permission of the instructor.*

515 *(formerly EDL 517)* Fundamentals of School Law. (3) Legal context of PK-12 public elementary and secondary schools. Rights and responsibilities of teachers and administrators, case law, statutory law, due process, equity, safety, FERPA, federal and state regulations. *Prerequisites: Admitted to program, EDL 500 and EDL 504, or permission of the instructor.*

520 *(formerly EDL 539)* Leadership in Special Education Law. (3) This course will review the statutory and regulatory foundations of U.S. public policies pertaining to children and youth with disabilities. This course will also explore how landmark decisions have impacted the practice of special education law in schools. *Prerequisites: EDL 500 and EDL 504; or SPED 551.*

525 *(formerly EDL 571)* Integrating Curriculum, Instruction, and Assessment. (3) Components of curriculum design; evidence-based instructional strategies; standards-based curriculum, instruction, and assessment alignment; curriculum auditing; research-based intervention models; culture and climate of the school organization; AYP subgroup best practices; and developmental needs of Pre-K-12 students. *Prerequisites: Admitted to program, EDL 500 and 504, or permission of the instructor.*

528 *(formerly EDL 560)* Supervision of Instruction. (3) Supervisory function in elementary and secondary schools. Evaluation and improvement of classroom instruction. *Prerequisites: Admitted to program, EDL 500, EDL 504, and EDL 515, or permission of the instructor.*

530 *(formerly EDL 514)* Managing School Finance, Facilities, and Contracts. (3) Fiscal, facility, and contract management. Illinois funding, budgeting, and fiscal reporting requirements. Budget administration of local, state, and federal grant programs and revenue/expenditure process. Facility management related to student learning, instructional practices, and student safety/compliance issues. Collective bargaining agreements. *Prerequisites: Admitted to program, EDL 500 and EDL 504, or permission of the instructor.*

540 *(formerly EDL 505)* School Improvement. (3) School improvement process, qualities of an effective change agent, mission and vision alignment, and planning for implementation of school change. *Prerequisite: Admitted to the program, EDL 500 and EDL 504, or permission of the instructor.*

545 *(formerly EDL 519)* School, Parent, and Community Relations. (3) Effect of school-community relations on student achievement. Essential elements to enable regular, purposeful, and effective communication with diverse community publics. *Prerequisites: Admitted to program, EDL 500 and EDL 504, or permission of the instructor.*

550 *(formerly EDL 538)* Principal as Instructional Leader I. (2) Tools for principals to assist teachers in improving instruction. Research on effective instruction, conferencing skills, lesson plan and instructional materials' evaluations, and formative and summative evaluation of teaching. Application of a research-based model for assessment of instructional artifacts and instructional evaluation. *Prerequisites: Admitted to program, 20 semester hours of graduate course work in Educational Leadership, including EDL 528.*

551 Principal as Instructional Leader II. (1) This course, an extension of EDL 550, provides school leaders the tools to assist teachers in improving instruction. Topics include effective instruction, conferencing skills, evaluating lessons plans and instructional materials, and formative and summative evaluation of teaching. *Prerequisites: Admitted to the EDL program, 20 semester hours of graduate course work in Educational Leadership including EDL 528. Students normally take EDL 556 concurrently with EDL 551.*

555 Principal Internship I. (2) Principal clinical internship under the supervision of a local school principal and an Educational Leadership faculty member. The internship application must be completed September 15 for placement in the spring semester, and February 15 for placement in the fall semester. *Prerequisites: An approved internship application and EDL 528.*

556 Principal Internship II. (2) Capstone experience for principal licensure. Demonstration of knowledge and skills for effective school leadership and meets requirements for 23 IAC Administrative Code 30 for licensing Illinois school administrators. *Prerequisites: Completion of the Educational Leadership coursework and EDL 555.*

557 Special Problems in Educational Leadership. (1–5, repeatable) Students are provided opportunities to apply a problemsolving approach to the solution of specific educational problems applicable to the school setting. Degree candidates may receive credit toward program requirements only with the permission of their faculty program advisors.

561 Iowa Evaluator Approval. (0) This course will enable students seeking administrative licensure in Iowa to meet the requirement of completing the required Iowa Evaluator Training for principal licensure. Graded S/U. *Prerequisites: EDL 500 and 504.*

599 Independent Study. (1–6, repeatable to 6) Investigation of a specific topic related to the student's major interest or area of study. A substantial written report or project is required. Reserved for students working at the master's level. Students enrolling in independent study should contact the department for special guidelines and instructions. Degree and licensure candidates may receive credit toward program requirements to a maximum of six semester hours with the permission of their faculty program advisors. *Prerequisites: Completion of contract and permission of the instructor.*

Prerequisite for the following courses is a master's degree or permission of the instructor.

600 Evaluating Educational Programs. (3) This course focuses on organizational leadership of the school district particularly on evaluating the wide range of educational programs offered. Various aspects of instruction, politics, policies, law, professional development, and ethics are explored as they relate to program evaluation.

617 Legal Aspects of Education Governance. (3) Selected problems and issues in school law. The case study method is used to examine relevant state and federal court decisions. Case law and state statutes are applied in assessing the legality of school district policies.

620 Policy, Influence and Educational Governance. (3) The course focuses on the instructional, managerial, and political roles of the chief school administrator and central office staff; school district organization and governance; relationships with federal and state governments; and the role and operation of the board of education.

622 Human Resources Leadership. (3) This course focuses on human resources in a school district including evaluation of staff, remediation of employees, administrative leave of absence, termination of employees, human resources policies, employee benefits, and legal issues related to human resources in an educational environment.

623 Collective Bargaining. (1) Historical development, processes, effects, and issues are discussed related to collective bargaining in educational institutions. Students participate in a simulated bargaining exercise which provides realistic experience in preparing for negotiations and selecting and utilizing appropriate table tactics.

627 School Business Management. (3) School district business administration policies and procedures essential to the conservation and effective utilization of funds, facilities, equipment, and personnel.

635 Educational Facilities. (1) Education facilities should support educational programs. Participants will evaluate existing facilities for program worthiness, structural barriers, handicapped accessibility, health and life safety code compliance, AHRA compliance, and structural integrity. Emphasis placed on remodeling existing facilities, with discussion on new construction.

640 The Educational Executive. (3) The course focuses on theories of organizational leadership and their relevance for, and application to, schools and school districts; structural, human resources, political and symbolic approaches to leadership and change; and the development of interpersonal competence.

655 Superintendent Internship I. (2) This course is the first part of the state-required superintendent internship under the supervision of a school district administrator and department faculty member. Students must purchase an account for a web-based portal and complete sixteen assessments. *Prerequisites: Admitted to program and completion of an approved internship application by the specified deadline.*

656 Superintendent Internship II. (2) The course is part of the state-required superintendent internship under the supervision of a school district administrator and department faculty member. Students must purchase an account for a web-based portal and complete sixteen assessments. *Prerequisites: Completion of EDL 655.*

660 Instructional Leadership. (3) Current images of leadership, leadership and management practices, school culture and contexts, and professional development as they apply to instructional leadership at the school and school district levels.

671 Learning Systems Leadership. (3) This course focuses district-level curriculum, instruction and assessment including theories, philosophies, policies, leadership practices, and school culture as they apply to leadership at the school and district level.

681 Research in Educational Leadership. (3) Consideration of quantitative and qualitative procedures in reviewing and conducting educational research investigations. Students will consider the requirements of professional writing and prepare a research proposal or grant proposal.

699 Independent Study. (1–6, repeatable to 6) Investigation of a specific topic related to the student's major interest or area of study. A substantial written report or project is required. Reserved for students working at the education specialist level. Students enrolling in independent study should contact the Department for special guidelines and instructions. Degree and certification candidates may receive credit toward program requirements to a maximum of 6 semester hours with the permission of their faculty program advisors. *Prerequisites: Completion of contract and permission of the instructor.*

Prerequisite for the following courses is acceptance into the Ed.D. program.

682 Field Studies in Qualitative Research. (3) Students will demonstrate mastery of qualitative research methods and tools (e.g., observation, interviews, focus groups, open-ended surveys, and coding) including their ability to collect and analyze qualitative data and to generate a qualitative research report.

700 Seminar in Doctoral Studies. (1) The course is an introduction to the doctoral program in educational leadership. The seminar will focus on critiquing dissertations along with the steps in the dissertation process from coursework to library utilization to proposal to conducting research to successful defense.

701 Quantitative Research and Statistics I. (3) This course will build upon students' prior experience in analysis, interpretation, and application of research data. The course addresses descriptive statistics, sampling theory, statistical inference, chi-square, correlation, regression, and analysis of variance using SPSS for analyzing data in educational settings.

710 Global Perspectives in Leadership. (3) The focus of this course is to facilitate the development, articulation, implementation, and stewardship of a vision of excellence from state, national and global perspectives. Emphasis is placed on learning, leading, and becoming a culturally competent educational leader with a global perspective.

711 Transforming Educational Organizations. (3) Examines the role of exemplary leaders in transforming and improving educational organizations. Change dynamics, historical and current leadership theories, application of educational leadership models, and reflection on students' leadership styles is a focus as it relates to the learning environment.

712 Managing Organizational Resources. (2) The emphasis of this course is on managing educational organizations including the operations of the organization and its resources.

715 Dissertation Studies I. (3) This course is designed for students to develop and apply knowledge of research methods and methodology from their quantitative and qualitative research courses to develop a dissertation research prospectus which will be presented and approved by the dissertation committee. *Prerequisite: EDL 701, EDS 702, and EDL 682.*

720 Coalition Building. (3) The emphasis of this course is on building coalitions with a wide range of constituencies including employees, students, families, community members, and local, state, and federal agencies, responding to diverse interests and needs, and mobilizing resources to build coalitions.

725 Dissertation Studies II. (3) This course focuses the development of a well-defined review of the literature (Chapter 2) for the student's dissertation prospectus. Topics include finding, reviewing, analyzing, synthesizing and organizing the literature along with writing, editing, and revising skills. Graded S/U.

770 Comprehensive Examination in Educational Leadership. (0) The student is required to pass a written and/or oral comprehensive examination, covering a specific body of knowledge inherent in the program. The Comprehensive Examination must be satisfactorily completed before admission to candidacy. Graded S/U. *Prerequisites: Completion of EDL 682, 701, 710, 711, 712, 715, and 725; completion of EDS 702, 747. Students may be concurrently enrolled in another doctoral level class with EDL 770.*

790 Doctoral Research and Dissertation. (1–3, repeatable to a minimum of 12) A significant contribution of knowledge to an educational problem or situation. Graded S/U. *Prerequisite: Approval of a prospectus by the dissertation committee.*

Alternative Certification Initiative (ACI)

601 The Superintendency: Facilitating a Vision of Educational Excellence. (1-6) The school superintendent is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of educational excellence that is shared and supported by the school community. Graded S/U. Not to be used for degree purposes. *Prerequisites: Satisfactory completion of the Assessment Center, possession of an M.S. in a management field or a bachelor's degree and the documented life experience equivalent of a master's degree in a management field, have been employed for at least five years in a management level position, satisfactory completion of the Basic Skills component of the Illinois State Licensure Test and admission into the graduate school.*

602 The Superintendency: Developing a Learning Environment and Instructional Program. (1-6) The school superintendent is an educational leader who promotes the success of all students by advocating and nurturing a constantly improving learning environment and an instructional program based upon educationally sound principles of curriculum development, learning and teaching theory, and professional development. Graded S/U. Not to be used for degree purposes. *Prerequisite: Successful completion of ACI 601 or demonstrated achievement of the outcomes contained in ACI 601.*

603 The Superintendency: Managing the Organization. (1-6) The School superintendent is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. Graded S/U. Not to be used for degree purposes. *Prerequisite: Successful completion of ACI 602 or demonstrated achievement of the outcomes contained in ACI 602.*

604 The Superintendency: Knowing and Understanding the Laws, Regulations and Professional Ethics. (1-6) The school superintendent is an educational leader who promotes the success of all students by understanding an applying knowledge of laws, regulations, and professional ethics related to schools and children. Graded S/U. Not to be used for degree purposes. *Prerequisite: Successful completion of ACI 603 or demonstrated achievement of the outcomes contained in ACI 603.*

605 The Superintendency: The Practicum. (6) Practicum experience under the supervision of a local school district administrator and a department faculty member, and is one year in length. ACI 605 is required for all candidates for alternative licensure. Graded S/U. Not to be used for degree purposes. *Prerequisites: Successful completion of ACI 601, 602, 603, 604 and Phase II student evaluation/portfolio, evidence of passing score on the superintendent examination of the Illinois State Licensure Test, receipt of provisional license and permission of ACI Director(s).*

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Location of Program Offering: Macomb

Graduate Faculty

Professors
Denise Gravitt, Ph.D., Indiana State University
Rafael Obregon, M.S., Western Illinois University

Associate Graduate Faculty

Professors
Kevin Hall, Ed.D., Illinois State University
Seongchan Kim, Ph.D., Texas A&M University

Learning Outcomes

For student learning outcomes, please see wiu.edu/provost/learningoutcomes.

Program Description

The School of Engineering and Technology offers a Master of Science degree in Engineering Technology. The program is designed to prepare leaders in a global economy. Students will learn about leadership that can be applied for continuous improvement of productivity and the management of people who are in charge of production processes and the production enterprise as a whole. Course work will emphasize those tools that allow the production enterprise to focus on lean thinking, a lot size of one, elimination of waste, determining the value stream for an organization, creating an environment of continuous improvement, and providing training that augments these philosophies. This program will help students develop the knowledge base and skills that will allow them to become leaders in production enterprises.

The program addresses principles of world-class organizations and restructuring of production practices, which include, but are not limited to: mission, vision, strategic planning, leadership for production planning, lean thinking, decision-making, operations management, research and development, and intellectual property protection. The program permits advanced course work for those persons having baccalaureate degrees in a variety of related technological fields (manufacturing, construction, graphic communication, engineering, business, and production are a few examples). For those persons actively engaged in manufacturing or production management positions, this program offers an opportunity to develop leadership skills for business, industry, and government services.

The program enables the University to assist individuals in industry who wish to advance into positions of increased leadership responsibility in engineering technology and the production enterprise. The program permits those in industry to keep abreast of changes in productivity tools and continuous improvement strategies enabling those with a technical-managerial background to gain experience at the graduate level prior to or while being employed full-time.

Engineering Technology

The Engineering Technology program helps students connect theories and principles learned in courses to real-world professional practice. The opportunity to participate in industrial work experiences (internships), to pursue independent studies, and to perform independent research provides a balanced program of studies that may be designed to meet the individual needs of the student. A significant portion of all course work within the department involves technical writing at required industry standards.

Admission Requirements

- A minimum cumulative GPA of 2.75 OR 3.0 or higher GPA for the last two years (60 s.h.) of undergraduate work
- A completed application packet for the Master of Science in Engineering Technology
- A two- or three-page essay addressing the topic, "Why I want to be a leader in a technological world"
- Three letters of reference
- Completed baccalaureate degree from an accredited university
- Completed at least 15 s.h. of technology related course work
- Graduate Records Examination (GRE) is recommended but not required

The Engineering Technology degree program is open to graduates from the liberal arts, science, mathematics, business, education, and other fields. Students who have been awarded a bachelor's degree from an accredited institution and who have had less than 15 s.h. of course work in the technical areas may enroll in a two-phase program. Phase One consists of obtaining a total of 15 s.h. of Engineering Technology courses as proposed by the student and advisor and approved by the Departmental Graduate Committee. Phase Two is the completion of the program as outlined below.

Students admitted on probationary status must complete nine semester hours with a B or better before being fully admitted.

Degree Requirements

Students pursuing the Master of Science in Engineering Technology will select one of the following emphases: 1) General Engineering Technology Emphasis or 2) Precision Agriculture Emphasis. All students must complete the general requirements and the additional requirements of one of the three exit options listed below. The capstone experiences, which culminate each exit option, include either a thesis or an expository paper, along with an oral presentation to the graduate faculty.

Students must file a degree plan after completion of nine semester hours in the program and satisfy any undergraduate deficiencies. Undergraduate deficiencies may be taken P/F, but must be completed before graduation.

I. Core Courses ..... 18 s.h.

ET 515 Engineering Technology: Research Design, Visualization, and Dissemination (3)
ET 525 Management of Engineering Technology (3)
ET 535 Engineering Technology Leadership (3)
ET 545 Information Measurement Theory (3)
DS 503 Business Statistics for Managerial Decision Making (3)
ET 548 Planning Techniques for Leaders (3)

Students will have an option to include (with prior ET graduate advisor approval) up to 12 semester hours of (500-level) courses from either the College of Business and Technology or Departments of Computer Science, Mathematics, Chemistry or Physics, and other preselected courses. No more than onethird of the degree plan may come from outside the School.

II. Select one of the areas of emphasis:..... 9 s.h.

A. General Engineering Technology Emphasis
ET 590 Research Techniques in Technical Areas (3)
or
MGT 540 Applied Business Research (3)
or
DS 533 Applied Business Forecasting and Planning (3)

Directed Electives from related field of study (6)

B. Precision Agriculture Emphasis
AGTM 471G Agricultural Remote Sensing (3)
AGTM 472G Agricultural Analysis & Decision Making (3)
ET 590 Research Techniques in Technical Areas (3)
or
MGT 540 Applied Business Research (3)
or
DS 533 Applied Business Forecasting and Planning (3)

III. Select one of the following exit options:..... 3 s.h.

A. Thesis Plan
ET 601 Research in Engineering Technology Leadership - Thesis (3)

B. Professional Internship Plan
ET 593 Professional Internship in Engineering Technology Leadership (3)
ET 603 Comprehensive Exam (0)

C. Independent Research Plan
ET 592 Independent Research (3)
ET 603 Comprehensive Exam in Engineering Technology Leadership (0)

D. Continuous Improvement Plan
ET 594 Rapid Continuous Improvement (3)
ET 603 Comprehensive Exam in Engineering Technology Leadership (0)

TOTAL PROGRAM.....30 s.h.

When registering for ET 601, work must be completed within the calendar year. Exceptions may only be granted prior to registration by the School Graduate Committee.

Course Descriptions

Agricultural Technology Management (AGTM)

471G Agricultural Remote Sensing. (3) Course addresses concepts of remote sensing for precision agriculture. Some topics include: global positioning system (GPS) accuracy, differential GPS, vegetative spectral reflectance signatures, multispectral and hyperspectral imagery, indices, and various analysis techniques for agricultural datasets. Two hours lecture; two hours lab. *Prerequisites: AGTM 207 or GEOG 209, or permission of the instructor.*

472G Agricultural Analysis & Decision Making. (3) Course presents methods for analysis of agricultural data to facilitate data-driven decision making for precision agriculture. Some topics include: map scale and projection, coordinate systems, soil nutrient maps, yield maps, interpolation and analysis methods, and creation of prescription maps. Two hours lecture; two hours lab. *Prerequisites: AGTM 207 or GIS 201, or permission of the instructor.*

Decision Sciences (DS)

503 Business Statistics for Managerial Decision Making. (3) A survey of statistical methods useful for managerial decision making. Topics discussed include descriptive statistics, probability and probability distributions, statistical inference, analysis of

variance, regression, contingency tables, and nonparametric statistics.

Engineering Technology (ET)

448G Construction and Industrial Safety. (3) A study of the Federal OSHA Act as it applied to both industry and construction. Beyond federal regulations, the course includes accident prevention plans, safety education and documentation preparation.

468G Computer Aided Manufacturing Machining. (3) The study and application of graphics and language based CAM systems for 2 1/2D machining and 3D surfacing on numerically controlled machines, including cellular production team projects. Laboratory charge for course. Two hours lecture, two hours lab. *Prerequisites: ET 207 and ET 367, or permission of the instructor.*

477G 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; RLL, drum and stage processes. Laboratory charge for course. *Prerequisites: ET 241.*

481G Robotic Systems. (3) A comprehensive study of the mechanics, electronic, and computer technologies required to design and implement robotic systems. Laboratory charge for course. Two hours lecture, two hours lab. *Prerequisite: PHYS 114 or permission of the instructor.*

482G *(cross-listed with ENGR 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 ENGR 482. Laboratory charge for course. Two hours lecture, two hours lab. *Prerequisite: ET 207.*

515 Engineering Technology: Research Design, Visualization, and Dissemination. (3) The development of a foundation and strategy for using digital and conventional applications for implementing research documentation and scholarly dissemination in engineering technology.

525 Management of Engineering Technology. (3) A comprehensive study of the fundamentals used to manage and lead the integration process for emerging and developing technologies for successful development and production of products, goods, and services in a global society.

535 Engineering Technology Leadership. (3) Teachings and practice of leadership skills, principles and theory related to modern day leadership for the engineering technology arena. Theoretical leadership styles applied to industry-related practices will allow students to define their leadership style. Case studies and guest lecturers. *Prerequisite: Graduate standing.*

545 Information Measurement Theory. (3) The use of statistical quality control tools to include attribute and variable data to control, troubleshoot and improve manufacturing processes. Design of experiments will be included.

548 Planning Techniques for Leaders. (3) Leadership practices used in implementing change within production. Topics include process assessment, corrective action, planning techniques, rapid continuous improvement, visual management and daily accountability.

550 Industrial Workshop. (1–3)

580 Independent Study. (2–3, repeatable to 6) Topics include leadership, analytics, design, continuous improvement, graphic communication, engineering technology, or construction management. Students must submit a department study approval form/proposal to register. *Prerequisite: Completion of 9 semester hours of graduate coursework, minimum of 3.0 GPA and approval of graduate advisor.*

590 Research Techniques in Technical Areas. (3) Application of various research techniques in technical subjects. Practice in selection, and reporting of industrial research.

592 Independent Research. (3) Capstone research project focusing on individual's major area of study. A written proposal must be obtained prior to registration. An oral and written presentation will be required upon completion. Graded S/U. *Prerequisites: Completion of 9 semester hours of graduate coursework, minimum of 3.0 GPA and approval of graduate advisor.*

593 Professional Internship in Engineering Technology Leadership. (3) Off-campus work experience in a preapproved business, manufacturing or research facility. The student will be able to apply learned strategies and techniques in real-life conditions. Students must complete an Intent to Register form prior to registration. *Prerequisites: Completion of 9 semester hours of graduate coursework, minimum of 3.0 GPA and approval of graduate advisor.*

594 Rapid Continuous Improvement. (3) Students will participate in and complete a Rapid Continuous Improvement (Kaizen) Project. The course will involve students working in 8-12 member teams to make incremental improvements to a process or area. *Prerequisites: Completion of 9 semester hours of graduate coursework, minimum of 3.0 GPA and approval of graduate advisor.*

601 Research in Engineering Technology Leadership-Thesis. (3, repeatable to 6) Independent research and study on a selected and approved problem. A written thesis will be presented to the Departmental Graduate Committee.

602 Professional Certification. (0) Students will present evidence of current professional engineers license or professional certification from SME/MECI, APIC or other department approved certification. Graded S/U.

603 Comprehensive Exam in Engineering Technology Leadership. (0) A comprehensive exam covering contemporary topics in Engineering Technology leadership. The exam will reflect course materials covered throughout the student's master's program. The exam will be graded S/U and offered once each term. The exam may be repeated. *Prerequisites: Completion of engineering technology master's core courses and a minimum of 3.0 GPA.*

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Merrill Cole, Ph.D., University of Washington
Roberta Di Carmine, Ph.D., University of Oregon
Everett Hamner, Ph.D., University of Iowa
Barbara Lawhorn, M.F.A., Purdue University
Daniel Malachuk, Ph.D., Rutgers University-New Brunswick
Amy Patrick Mossman, Ph.D., University of Minnesota-Minneapolis
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Assistant Professor
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Associate Graduate Faculty

Assistant Professors
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Daniel Barclay, Ph.D., University of Minnesota-Minneapolis

Learning Outcomes

For student learning outcomes, please see wiu.edu/provost/learningoutcomes.

Program Description

The School of Humanities offers work leading to the Master of Arts degree in English. The program is intended for those seeking a graduate level liberal arts education, pursuing careers in secondary or community college teaching, professional writing, or planning further graduate study toward the Ph.D.

Admission Requirements

- A minimum cumulative GPA of 2.75 OR 3.0 or higher GPA for the last two years (60 s.h.) of undergraduate work
- A 1-2 page personal statement which concerns their larger purposes and career goals and how an MA in English will further those objectives
- A 10-15 page (minimum) scholarly writing sample, such as an essay from an upper-division English Literature course
- Three confidential letters of recommendation sent directly to the School of Graduate Studies by their recommenders
- Completion of a minimum of 24 semester hours of undergraduate work in English

beyond the required composition course(s) with at least six semester hours in literature courses and the remaining hours to be in literature, language, or writing courses for majors. Of the 24 semester hours at least 12 must be upper-division courses.

- International applicants to the program have a TOEFL score of at least 5.5 (IBT) or an IELTS score of at least 7.5. Applicants who do not meet these scores can still be considered for admission based on their performance in an interview with the Director of Graduate Studies in English.

Other students may be admitted at the discretion of the Departmental Graduate Committee, but may have to remedy deficiencies in their undergraduate preparation by taking courses for non-degree credit.

Applications will not be reviewed until all materials have been received.

Students admitted into the program will be considered for a departmental assistantship. An interview with the English Program graduate assistantship selection committee is required.

Priority will be given to those applications submitted by February 15.

All applicants should be aware that the Master of Arts program in English requires significant reading, writing, listening, and speaking ability in English. When their applications do not show sufficient evidence of these abilities, students may be asked to undergo an interview with a department selection committee before any decision about admission is made.

Additional information on applying to the program is available at: wiu.edu/cas/English/graduate/application.php.

Degree Requirements

The Master of Arts degree in English requires individual focus. Students will write a "Plan of Study" when accepted to the program, and will work with their mentors and the Director of Graduate Studies in English to keep their plans up-to-date. The departmental plan of study will supplement other forms required by the School of Graduate Studies.

I. Core Courses ..... 3 s.h.
ENG 500 Theory and the Practice of English Studies (3)

II. Electives ..... 21 s.h.
Approved coursework in English to complement undergraduate courses taken, to cultivate the focus outlined in the Plan of Study, and to total at least 30 s.h.
It is recommended that no more than six hours of coursework be taken at the 400G level.

Up to six hours may be taken from ENG 620, 622, and graduate courses in other departments.

III. Exit option ..... 6 s.h.
A. Option I: ENG 670 Applied Research Project* (6)
B. Option II: ENG 680 Comprehensive Exam* (6)
C. Option III: ENG 690 Thesis* (6)

*Theses, applied research project, and comprehensive exam must be defended before a faculty committee. The committee consists of a faculty director selected by the student and two faculty readers selected by the student in consultation with the faculty director. Prior to enrolling for ENG 670, 680, or 690, a written proposal for the selected option must be submitted to and approved, in a meeting, by the project committee and the director of graduate studies in English.

TOTAL PROGRAM.....30 s.h.

Course Descriptions

English (ENG)

400G Topics in Literature. (1–3, repeatable for different topics) A study of a special theme or topic in literature. Printed schedule will specify semester's topic. *Prerequisite: ENG 299 with a grade of C or better, or permission of the instructor.*

401G Major Authors. (1–3, repeatable for different authors) A thorough study of the work of a major author or two closely related authors. Printed schedule will specify semester's topic. *Prerequisite: ENG 299 with a grade of C or better, or permission of the instructor.*

439G Methods for Middle and High School English Language Arts. (3) Preparation for student teaching, including analysis of techniques and materials useful to the English teachers in the secondary school. Observation and demonstration teaching. Open to English majors and minors. *Prerequisites: ENG 384,466, and 499; EDS 301.*

443G *(cross-listed with LA 443G)* 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. *Prerequisite: LLA 313 or permission of the instructor.*

466G Teaching Literature and Reading in Middle and High 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, ENG 384, and 12 semester hours (or equivalent) of course work in literature, or permission of the instructor.*

471G Language Diversity and Grammar for Middle and High School Teachers. (3) Examines the relationships among standard and nonstandard dialects and effective practices for teaching grammar. *Prerequisites: ENG 280 and 372, or permission of the instructor.*

476G 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. *Prerequisites: ENG 280, ENG 299 with a grade of C or better, or permission of the Program Director.*

480G Writing and Social Networks. (3) Writing unique to the collaborative, social environment of the contemporary web: groups, conversations, distributed work. In-depth work with electronic writing tools. *Prerequisites: ENG 381 or permission of the instructor.*

481G Topics in Writing Studies. (3) Semester-long study of a topic in the theory, practice, or history of writing studies. *Prerequisites: ENG 381 or permission of the instructor.*

483G Editing and Proofreading. (3) Theory, methods, and applied practice in copyediting and proofreading documents, with an introduction to the publishing industry. *Prerequisites: ENG 370 or 381 or permission of the instructor.*

484G Writing Center Studies. (3) Theory and practice of writing center studies. Issues relevant to consulting, research, and administration. *Prerequisites: ENG 381 or permission of the instructor.*

489G Grant & Proposal Writing. (3) Best practices for finding, researching, planning, and writing proposals and grant applications. *Prerequisite: ENG 381 or permission of the instructor.*

492G *(cross-listed with REL 492G)* Religion, Literature, and Film. (3) 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 permission of the instructor.*

494G *(cross-listed with WS 494G and BC&J 494G)* 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&J 494 or WS 494. *Prerequisites: ENG 180 and ENG 280.*

500 Theory and the Practice of English Studies. (3) An introduction to graduate study in three major areas of English studies (literary studies, writing studies, and disciplinary studies) with special emphasis on research, criticism, and theory. Required of all English graduate students early in their programs.

530 Forms. (3) The study of the major terms, issues, critical and textual history of numerous works representing a particular form, genre, or literary school, such as autobiography, epic poetry, the novel, or Gothic.

532 Literature and Place. (3) The study of the works of one writer or a group of writers in terms of various geographies, political and otherwise.

536 Critical and Theoretical Movements in Literary Studies. (3) An analysis and study of a particular critical or theoretical movement in the history of literary studies. Topics could include postcolonial studies, formalism and the new criticism, reception theory, new historicism, queer studies, disability studies, ecocriticism, feminist studies, ethnic studies, etc.

540 Literary Traditions and Influences. (3) The study of influence and context, focusing on a

writer or a particular group of writers within or across historical periods and/or cultures.

549 Issues in Literary Studies. (3, repeatable to 6 for different topics) In-depth examination of a current issue or topic relevant to literary studies, such as canon formation, trends in textual research, etc.

550 Film Theory. (3) Study of contemporary theories relevant to film studies such as formalism, structuralism, postmodernism, Marxism, cultural studies, queer studies, etc.

552 Social Justice Pedagogies in English Language Arts. (3) Theory and strategies for teaching social justice pedagogies in English Language Arts classrooms, focusing on anti-racist and equity pedagogies and project-based learning that meet middle and secondary school state and national standards.

554 Research Methods in Literary Studies. (3) Investigation of a method or methods for research in literary studies, such as archival research, bibliography, textual studies, history of the book, etc. Includes introduction to specialized literary research tools and research.

559 Issues in Disciplinary Studies. (3, repeatable to 6 for different topics) In-depth examination of an issue or topic relevant to English studies in relation to other disciplines such as film, philosophy, psychology, or science.

574 New Media Studies. (3) Theory and/or production of new media, visual arts, and the notion of novelty and newness itself, drawing from theory in English studies and media studies. Relation of new media to English studies.

580 Teaching Assistants Colloquium. (3) A course designed to introduce beginning teaching assistants to the overall purposes and specific pedagogies of college composition. Prior to registration, approval must be granted by the Director of Writing or the Graduate Advisor.

584 Research Methods in Writing Studies. (3) Investigation of the quantitative, qualitative, and mixed methods approaches important to research in writing studies. Also explores issues of ethics and representation. *Prerequisite: Graduate standing.*

589 Issues in Writing Studies. (3, repeatable to 6 for different topics) In-depth examination of an issue or topic relevant to writing studies.

620 Independent Study. (1–3, repeatable to 3) Individual study in an area of English studies. Prior to registration, approval must be granted by the faculty supervisor and director of graduate studies in English. *Prerequisite: Completion of six hours of graduate work.*

622 Internship. (1–3, repeatable to 3) Supervised applied experience at a work site inside or outside the Department of English. Graded S/U. *Prerequisites: Completion of at least 9 semester hours of coursework in English; approval of director of graduate studies in English, faculty supervisor, and on-site supervisor.*

670 Applied Research Project. (1-6, repeatable to 6) Project with a research-based content part and annotated bibliography. Directed by committee (faculty director and two readers). Graded S/U. *Prerequisites: Approved project proposal and permission of the Coordinator of Graduate Studies in English.*

680 Comprehensive Exam. (1-6, repeatable to 6) Written and oral examination on a topic in English studies approved by a committee. It includes annotated bibliography. Directed by committee (faculty director and two readers). Graded S/U. *Prerequisite: Approved topic and list of secondary sources and permission of the Coordinator of Graduate Studies in English.*

690 Thesis. (1-6, repeatable to 6) Directed by committee (faculty director and two readers). Graded S/U. *Prerequisite: Approved thesis proposal and permission of the Coordinator of Graduate Studies in English.*

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Graduate Faculty

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Redina Finch, Ph.D., University of Illinois
Christopher D. Merrett, Ph.D., University of Iowa
Christopher J. Sutton, Ph.D., University of Denver
Samuel K. Thompson, Ph.D., University of Akron

Associate Graduate Faculty

Professor
Kyle Mayborn, Ph.D., University of California-Davis

Learning Outcomes

For student learning outcomes, please see wiu.edu/provost/learningoutcomes.

Program Description

The School of Natural Sciences offers a Master of Science in GIScience and Geoenvironment and post-baccalaureate certificate programs in Community Development and Planning and GIS Analysis.

The Master of Science in GIScience and Geoenvironment focuses on training in GIScience, to deepen students' understanding of core GIScience theories and ideas, to strengthen their ability in applying and developing GIScience methods for various environmental and social applications, to grow their skills in using and manipulating GIS tools, including its software and data, and to build up students' experiences and capabilities in designing, implementing and managing GIS projects. Progressive training is available at the introductory, intermediate, and advanced levels.

The requirements are highly flexible, allowing students to arrange a program of study which serves as a basis for further graduate study or to prepare students for positions in industry, business, or government.

As a STEM program, international students are eligible to apply for Optional Practical Training (OPT) extension, up to 36 months.

Integrated Baccalaureate and Master's Degree Program

Please refer to the appropriate section at the back of the catalog for details and program offerings.

Admission Requirements

- A minimum cumulative GPA of 2.75 OR 3.0 or higher GPA for the last two years (60 s.h.) of undergraduate work
- Completion of a minimum of 24 semester hours in geography, GIS, or related coursework. Exceptions may be made if the student has a strong background in cognate areas or if undergraduate deficiencies are removed by taking courses as required by the Departmental Graduate Committee. Students must complete any deficiency prior to starting the M.S. program or during the first semester of coursework.
- In order to be considered for a graduate assistantship, the applicants must be officially admitted to the graduate program.
- All assistantship applicants must have the following on file: an application, a personal statement, and at least one letter of recommendation.
- The personal statement and letter of recommendation must be emailed to: eagis@wiu.edu.

Degree Requirements

A minimum of 32 semester hours of credit is required for the Master of Science degree; up to nine hours may be transfer credit. It is possible for students, through internship experiences and/or specific course combinations, to enhance their career opportunities in areas such as regional and rural planning, environmental assessment, geographic information systems, remote sensing, and climatology.

The Master of Science degree in GIScience and Geoenvironment may be earned by one of three plans of study.

I. Core Courses ..... 15 s.h.
GIS 405G Advanced GIS Spatial Analysis (3)
GEOG 505 Research Methods (3)
GIS 509 Fundamentals of GIS Analysis (3)
GIS 511 Examination of GIS Data
Choose one graduate seminar from the following courses:
GEOG 610 Seminars in Theory and Methodology (3)
or
GEOG 630 Seminars in Physical Geography (3)
or
GEOG 650 Seminars in Cultural Geography (3)
II. Select one of the following exit options: ..... 17-21 s.h.
A. Thesis*
GEOG 698 Thesis (3)
Directed Electives (14)
B. Applied Project*
GEOG 697 Applied Project (3)
Directed Electives (14)
C. Professional Plan
Internship (GEOG 596 or 597) (3)
Directed Electives (18)
TOTAL PROGRAM..... 32-36 s.h.

*Theses and applied projects must be defended before a committee of three faculty members selected by the student and approved by the chair of the Departmental Graduate Committee. Theses and Applied Projects must be proposed by the student and approved by their committee before enrolling in GEOG 697 or 698. Candidates for

the Professional Plan must have a committee of two faculty members to evaluate the internship.

Students may take a minimum of six semester hours in GEOG 598, Directed Study—Research. Students may enroll in GEOG 598 only if one of the following conditions has been met: (1) the student has an approved thesis or project proposal; (2) the student is conducting work with a member of the department's graduate committee and the school director has been informed of the nature of the work.

Post-Baccalaureate Certificate Program

The department offers post-baccalaureate certificates in Community Development and Planning and GIS Analysis. For program details, please refer to the post-baccalaureate section of the catalog.

Course Descriptions

Geographic Information Science (GIS)

402G Advanced Cartography and Visualization. (3) Advanced map compilation; theory and practice of cartographic design emphasizing thematic mapping, geovisualization, and map communication using Geographic Information Systems (GIS). 2 hrs. lect.; 2 hrs. lab. *Prerequisites: GIS 309 or permission of the instructor.*

403G Advanced Remote Sensing. (3) Digital image processing techniques for thematic information extraction from remotely-sensed data for environmental applications. 2 hrs. lect.; 2 hrs. lab. *Prerequisites: GIS 309, or permission of the instructor.*

404G *(formerly 406G)* Advanced Quantitative Methods and Applications in GIS. (3) Students will learn, examine, and review how advanced GIS quantitative methods are used to measure spatial distribution patterns of geographical features, and analyze relationships between geographical phenomena. 2 hrs. lect.; 2 hrs. lab. *Prerequisites: GEOG 301 and GIS 309; or permission of the instructor.*

405G *(formerly 409G)* Advanced GIS Spatial Analysis. (3) Thorough and systematic examination of GIS analytical/modeling methods. Students will be trained to translate real-world problems into GIS data, tools, maps, new findings, and reports. 2 hrs. lect.; 2 hrs. lab. *Prerequisites: GIS 309 or permission of the instructor.*

407G Social Applications of GIS. (3) Examination of GIS concepts and skills in studying the geospatial characteristics of social phenomena, such as population geography, geographic segregation of neighborhoods, and spatial patterns of crimes. Practice of GIS applications in sociodemographic issues through lab exercises and course project. 2 hrs. lect.; 2 hrs. lab. *Prerequisite: GIS 309 or permission of the instructor.*

408G Environmental Applications of GIS. (3) GIS modeling of the biophysical environment, including water flow simulation, mapping of soils and climates, habitat delineation, and soil erosion modeling. Review of GIS methods, literature, and practice of environmental analysis in labs and project. 2 hrs. lect.; 2 hrs. lab. *Prerequisites: GEOG 301 or STAT 171 or equivalent and GIS 405; or permission of the instructor.*

410G Applied GIScience. (3) Examination of real-world applications of GIS, remote sensing, and GPS, including issues in the associated literature and principles. Fostering ideas and practicing skills of designing and completing GIScience projects scientifically. 2 hrs. lect.; 2 hrs. lab. *Prerequisites: GIS 309 and 405 or permission of the instructor.*

509 Fundamentals of GIS Analysis. (3) An introduction to geographic information system (GIS) analysis tools. Students will learn theory and techniques that will be applied to project(s) associated to their discipline. 2 hrs. lect.; 2 hrs. lab.

511 Examination of GIS Data. (3) A thorough examination of GIS data processes: from spatial concepts, to conceptual models, to data models, to physical GIS data and common GIS datasets, and to data manipulation and use. Students are trained to become data experts. 2 hrs. lect.; 2 hrs. lab. *Prerequisite: GIS 509.*

609 GIS Research and Application Methods. (3) How to use GIS concepts, tools, and methods correctly in research activities of various disciplinary and application backgrounds. Examine existing GIS applications in your own field and conduct "hands-on" exercises by designing and completing a GIS project individually. 2 hrs. lect.; 2 hrs. lab. *Prerequisite: GIS 509.*

Geography (GEOG)

Theory and Methodology

423G River Water Resources. (3) An examination of river water resources at the global scale. Case studies of river basins from different countries will be used to understand past and present issues related to their management, ecological problems, and restoration initiatives. *Prerequisites: Lower division natural science course with a lab or permission of the instructor.*

450G Geography Workshop. (1–3) General workshop on a variety of geographic topics. Discussions and creative activities are emphasized in a supportive environment. Graded S/U.

459G *(cross-listed with BIOL 459G)* 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. *Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better), or permission of the instructor.*

501 Quantitative Data Analysis. (3) Quantitative and statistical techniques in current geographic problems; the literate and methods of applying techniques to old and new problems; handling and analyzing data. 2 hrs. lect.; 2 hrs. lab. *Prerequisite: GEOG 301, or MATH 171, or equivalent, or permission of the instructor.*

504 Philosophy and Literature. (3) The purpose is to acquaint the student with the various types and sources of geographic literature, its nature, content and value, and the history and philosophy of the discipline.

505 Research Methods. (3) Introduction to geographical research methods, emphasizing the scope and applications of geographical literature in research and the construction of geographical problems appropriate for writing a thesis or applied project.

510 Environmental Impact Analysis. (3) An examination and application of methodologies and techniques in assessing physical, economic, and social effects of development. *Prerequisite: GEOG 405 or permission of the instructor.*

610 Seminars in Theory and Methodology. (1–3, repeatable to 9) Seminars are available under the following titles: cartography, field methods, quantitative methods, and remote sensing.

Systematic—Physical

426G *(cross-listed with BIOL 426G)* 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. *Prerequisites: Two courses in geography or permission of the instructor.*

630 Seminars in Physical Geography. (1–3, repeatable to 9) Seminars are available under the following titles: climatology, conservation, geography of soils, paleography, physiography, water resources planning, environmental assessment.

Systematic—Cultural

440G Connections: A Geography of Transportation. (3) Introduction to transport systems at various geographic scales in society, and the concepts, methods and application areas of Transport Geography. *Prerequisites: GIS 202 and GEOG 301 or permission of the instructor.*

448G Introduction to Urban and Regional Planning. (3) An examination of the contemporary planning process. Emphasis is placed upon utopian planning antecedents, the framework for planning and the mechanisms for carrying out the planning process, and comprehensive planning and its implementation. *Prerequisite: GEOG 445 or POLS 370, or their equivalents, or permission of the instructor.*

548 Urban Planning. (3) The spatial aspects of the contemporary urban unit, its structural evolution over time, and the challenge it presents to a rational procedure of planned development. Particular emphasis is placed upon the social, political, and economic forces which are shaping the land use arrangements of the American city; and the way in which planning can utilize these forces to develop an urban system that both recognizes and benefits all segments of its present and future citizenry. *Prerequisite: GEOG 445 or its equivalent, or permission of the instructor.*

549 Nonmetropolitan Planning. (3) An advanced course on the process of nonmetropolitan planning. Particular emphasis is placed upon planning for smaller communities, and the restrictions that geographic space places on the planning process, especially in the delivery of public services.

557 Planning Implementation. (3) An examination and application of the various instruments that may be used to implement comprehensive or development plans. Topics included are land use regulations, ownership, taxation, and public investment. Particular emphasis is placed upon the preparation of an implementation program for a unit of government within the western Illinois region. *Prerequisite: GEOG 448 or its equivalent, or GEOG 549, or permission of the instructor.*

650 Seminars in Cultural Geography. (1–3, repeatable to 9) Seminars are available under the following titles: agricultural geography, economic geography, historical geography, land use policy, manufacturing geography, political geography, population and resources, regional planning, rural development, settlement geography, transportation geography.

Regional

466G World Regions. (3, repeatable to 9 with different regional subtitles) Analysis of the physical and cultural geography of a major world region chosen from the following: Latin America, U.S.S.R., Monsoon Asia, Europe, Africa *(cross-listed with AAS 466G)*, Middle America, South America, and Asia. *Prerequisites: Two courses in geography or permission of the instructor.*

680 Seminars in Regional Geography. (1-3, repeatable to 9)

Individual Study and Research

580 Skills in Community Development. (3) This course emphasizes the practical skills required to be an effective community developer, including conflict resolution, leadership, communication, and community capacity-building. The focus is on skill-building, as students are provided opportunities to practice new techniques. Topics will be modified as new technologies and other external factors impact the practice of community development. Graded S/U. *Prerequisite: Graduate standing.*

596 Internship in Applied Geography. (1–6, repeatable to 6) Assignment as an assistant in public, private, or university agencies engaged in meteorology, cartography, etc. Repeatable, but no more than three semester hours of credit may be applied to the minimum credit hour requirement of the program. Graded S/U. *Prerequisite: Permission of the School Director or Program Coordinator.*

597 Internship in Planning. (1–6) Assignment as a student assistant in governmental and

other public agencies that are engaged in urban, rural, or regional planning and development. Repeatable, but no more than three semester hours of credit may be applied to the minimum credit hour requirement of the program. *Prerequisite: Permission of the School Director or Program Coordinator.*

598 Directed Study—Research. (3–6) A research course designed to allow students to investigate geographic phenomena not covered in their previous graduatelevel courses. Repeatable, but no more than six semester hours of credit may be applied to the minimum credit hour requirement of the program. *Prerequisite: Permission of the School Director or Program Coordinator.*

697 Applied Project. (3) *Prerequisite: Approved project proposal and permission of the School Director or Program Coordinator.*

698 Thesis. (3) *Prerequisite: Approved thesis proposal and permission of the School Director or Program Coordinator.*

699 Geography Papers. (0) Students in the two-paper degree option will write and defend two papers on topics approved by a committee of three faculty members selected by the student and approved by the chair of the Departmental Graduate Committee. Graded S/U. *Prerequisite: Permission of the School Director or Program Coordinator.*

Geology (GEOL)

481G *(cross-listed with BIOL/CHEM/METR/PHYS 481G)* Scientific Techniques and Issues. (3) An interdisciplinary course wherein preservice middle and high school science teachers develop techniques and resources appropriate for their instructional program, deepen understanding of scientific concepts, and examine lab safety. Requires involvement in several professional development activities outside of class time. Not open to students with credit in BIOL/CHEM/METR/PHYS 481G. *Prerequisites: EDUC 439 and ENG 280 or equivalent. Corequisite: BIOL/CHEM/GEOL/METR/PHYS 482G.*

482G *(cross-listed with BIOL/CHEM/METR/PHYS 482G)* Science in Context. (3) Interdisciplinary course for science majors in which students explore science through 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 BIOL/CHEM/METR/PHYS 482G. *Prerequisites: Senior standing in one of the following science majors – Biology, Chemistry, Physics, Geology, or Meteorology; ENG 280; or permission of the instructor.*

Meteorology (METR)

425G Satellite and Radar Meteorology. (3) The theoretical principles and application of satellites and radar in synoptic meteorology and climatology. Applications of satellite and radar imageries include clouds, wind, atmospheric water vapor precipitation and storm prediction. The course includes operational procedures fundamental to weather radar. *Prerequisite: METR 422 or permission of the instructor.*

481G *(cross-listed with BIOL/CHEM/GEOL/PHYS 481G)* Scientific Techniques and Issues. (3) An interdisciplinary course wherein preservice middle and high school science teachers develop techniques and resources appropriate for their instructional program, deepen understanding of scientific concepts, and examine lab safety. Requires involvement in several professional development activities outside of class time. Not open to students with credit in BIOL/CHEM/GEOL/PHYS 481G. *Prerequisites: EDUC 439 and ENG 280 or equivalent. Corequisite: BIOL/CHEM/GEOL/METR/PHYS 482G.*

482G *(cross-listed with BIOL/CHEM/GEOL/PHYS 482G)* Science in Context. (3) Interdisciplinary course for science majors in which students explore science through 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 BIOL/CHEM/GEOL/PHYS 482G. *Prerequisites: Senior standing in one of the following science majors – Biology, Chemistry, Physics, Geology, or Meteorology; ENG 280; or permission of the instructor.*

History

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Location of Program Offering: Macomb

Graduate Faculty

Professors
Peter Cole, Ph.D., Georgetown University
Richard Filipink, Ph.D., SUNY at Buffalo
Greg Hall, Ph.D., Washington State University
Febe Pamonag, Ph.D., University of Alberta
Timothy M. Roberts, D. Phil., University of Oxford
Edward J. Woell, Ph.D., Marquette University

Associate Professor
Ute Chamberlin, Ph.D., Arizona State University

Learning Outcomes

For student learning outcomes, please see wiu.edu/provost/learningoutcomes.

Program Description

The School of Humanities' MA in History program prepares students for careers in teaching, public history, law, government service, and business, and provides interested students a foundation for further graduate study. Students focus on World, United States, Illinois, and public history. Through highly individualized relationships with faculty members, they develop knowledge of historical content and the methodological and theoretical components of historical study, demonstrated in research, writing, classroom exercises, and professional development opportunities.

Integrated Baccalaureate and Master's Degree Program

Please refer to the appropriate section at the back of the catalog for details and program offerings.

Admission Requirements

- A minimum cumulative GPA of 2.75 OR 3.0 or higher GPA for the last two years (60 s.h.) of undergraduate work
- Minimum of 18 semester hours of undergraduate work in history

Degree Requirements

The Master of Arts degree in history may be earned by one of three plans of study.

Plan I. Thesis

The Thesis Option requires 30 semester hours of course work, fulfilling requirements in major and minor areas of study. Students choosing the Thesis Option write a thesis, typically of some 90-100 pages, on a selected topic. Students write the thesis in their major field, which is customarily in United States or World history. Another field is possible with permission of the graduate committee. By their second semester in

the MA program, students should develop a thesis topic through consultation with a faculty member, who serves as the thesis director, and two other faculty members. The three faculty members comprise the student's committee. The committee evaluates the student's written exam (History 698), which is administered in the student's penultimate semester. To earn the MA degree, the student must successfully defend the thesis upon its completion before the committee, typically in the student's last semester.

Students in the thesis plan must enroll in the following:

HIST 500 Historical Theory and Methods	3 s.h.
Major field of study (4 courses)	12 s.h.
Minor field of study (3 courses)	9 s.h.
HIST 698 Written Exam	0 s.h.
HIST 600 Thesis Research	3 s.h
HIST 601 Thesis Completion and Defense	3 s.h.
TOTAL PROGRAM	**30 s.h.**

Plan II. Public History Project

The Public History Project Option requires 31 hours of course work, fulfilling requirements in major and minor areas of study. Major fields of study are United States or World history; another field is possible with permission of the Department graduate committee. Students choosing the Public History Project Option develop a project in public history (History 599). Typical projects may involve editing a series of primary documents for posting to an open-access website; conducting and transcribing oral history interviews to be archived in a museum or research facility; curating a museum historical exhibit display; or developing a digital history project. Students also conduct an internship (History 494G) and take a public history course (HIST 492G). By their second semester in the MA program, students should develop a public history project through consultation with a faculty member, who serves as the public history project director, and two other faculty members. The three faculty members comprise the student's committee. The committee evaluates the student's written exam (History 698), which is administered in the student's penultimate semester. To earn the MA degree, the student must successfully defend the public history project (History 699) upon its completion before the committee, typically in the student's last semester.

Students in the Public History Project plan must enroll in the following:

HIST 500 Historical Theory and Methods	3 s.h.
Major field of study (3 courses)	9 s.h.
Minor field of study (2 courses)	6 s.h.
HIST 494G Internship	3 s.h.
HIST 492G Capstone in Public History	3 s.h.
Electives (1 course)	3 s.h.
HIST 599 Special Problems in History	4 s.h.
HIST 698 Written Exam	0 s.h.
HIST 699 Oral Exam	0 s.h.
TOTAL PROGRAM	**31 s.h.**

Plan III. General Coursework

The General Coursework Option requires 33 hours of course work, fulfilling requirements in major and minor areas of study. Major fields of study are United States or World history; another field is possible with permission of the Department graduate committee. By their second semester in the MA program, students should choose major and minor fields of study and consult with three faculty members to serve as the student's committee. The committee evaluates the student's written exam (History

698), which is administered in the student's last semester. To earn the MA degree, the student must defend a portfolio of their work (History 699) before the committee, typically in the student's last semester.

Students in the General Coursework plan must enroll in the following:

HIST 500 Historical Theory and Methods	3 s.h.
Major field of study (5 courses)	15 s.h.
Minor field of study (3 courses)	9 s.h.
Electives (2 courses)	6 s.h.
HIST 698 Written Exam	0 s.h.
HIST 699 Oral Exam	0 s.h.
TOTAL PROGRAM	**33 s.h.**

The pre-approved major fields of study are United States and World History. The pre-approved minor fields of study are United States, European, or Asian history, or Museum Studies. A student's major or minor fields may be in another area, but the student should secure permission from the graduate committee. Prospective students should familiarize themselves with the faculty in the history department. Faculty profiles are online at www.wiu.edu/cas/history/faculty.php.

Course Descriptions

History (HIST)

402G (*cross-listed with AAS 402G)* The Civil Rights Movement. (3) An intensive study of the history of the African American civil rights movement, concentrating on the post-WWII era. The course also examines the contested historical memory over the long black freedom struggle. *Prerequisite: HIST 106 or AAS 100 or permission of the instructor.*

420G Capstone Seminar: Illinois History. (3) Periods and themes in Illinois history including social, political, economic, cultural, and environmental change. Working in a seminar setting, students complete a major historical research project. *Prerequisite: HIST 105, 106 and 201; ENG 280; or permission of instructor.*

421G Seminar in Global Environmental History. (3) An intensive, comparative study of the interactions between humans and the natural environment from 1500 to the recent past. *Prerequisite: HIST 116 or HIST 316 or permission of the instructor.*

423G The Vietnam War and Its Times. (3) An intensive study of the Vietnam War, with particular emphasis on domestic, social, and political aspects during the 1960s. *Prerequisite: HIST 106 or permission of the instructor. Prerequisite: HIST 106 or permission of the instructor.*

426G The Enlightenment, 1721-1784. (3) Intensive 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. *Prerequisite: HIST 116 or permission of the instructor.*

427G French Revolution and Napoleon. (3) An intensive study of the period from 1789 to 1815 in Europe. *Prerequisite: HIST 116 or permission of the instructor.*

431G Alexander the Great. (3) An intensive study of the life, achievements, and historical context of Alexander III of Macedon, with particular focus on the impact outside Europe. *Prerequisite: HIST 320 or permission of instructor.*

434G Topics in British History. (3, repeatable to 6 with permission of Program Director) Selected topics dealing with the political, social, and economic development of Britain. Topics will vary. *Prerequisite: HIST 115 or 116 (as appropriate), or consent of instructor.*

438G Hitler's Germany, 1919 to 1949. (3) Intensive study of Germany from the end of World War I to its division following World War II, focusing on the Weimar Republic, rise and fall of Adolph Hitler and the Nazi Party, the Holocaust, and Germany's postwar breakup. *Prerequisite: HIST 116 or 338, or permission of the instructor.*

482G Topics in European History. (3, repeatable to 6, with permission) In-depth study of a theme or chronological period in European History. Topics will vary. *Prerequisite: HIST 115 or 116, or permission of the instructor.*

485G Topics in Asian History. (3, repeatable to 6, with permission) In-depth study of a theme or chronological period in Asian History. Topics will vary. *Prerequisites: HIST 116 or 345 or 346 or 347, or permission of the instructor.*

488G Topics in U.S. History. (3, repeatable to 6, with permission) In-depth study of a theme or chronological period in U.S. history from the colonial period to the recent past. *Prerequisite: HIST 105 or 106, as appropriate, or permission of the instructor.*

492G Capstone Seminar in Public History. (3) This thematic seminar will focus on the theory and practice of public history and introduce students to methodologies and approaches used by public historians. Students will complete a major historical research project. *Prerequisites: HIST 105, 106, 115, 116, and 201; at least two upper-division History courses; ENG 180 and 280; and permission of program advisor.*

494G Internship. (1–12, repeatable to 12) Supervised experience of work in archives, historical institutions, or other institutions requiring historical expertise. *Prerequisite: consent of Program Director.*

500 Historical Theory and Methods. (3) Seminar in the theory and practice of historical research and writing, and introduction to professional development.

510 Research Seminar in U.S. History. (3, repeatable) A research-centered investigation of selected topics in American history, with special attention to application of methods of research, critical analysis, and writing. May be repeated with a change in topic. *Corequisite/Prerequisite: HIST 500 or permission of the instructor.*

511 Readings Seminar in U.S. History. (3, repeatable) A readings-centered investigation of selected topics in American history, with attention to historiographic issues. May be repeated with a change in topic.

530 Research Seminar in World History. (3, repeatable) A research-centered investigation of selected topics in world history, with special attention to application of methods of research, critical analysis, and writing. May be repeated with a change in topic. *Corequisite/Prerequisite: HIST 500 or permission of the instructor.*

531 Readings Seminar in World History. (3, repeatable) A readings-centered investigation of selected topics in world history, with attention to historiographic issues. May be repeated with a change in topic.

540 Research Seminar in European History. (3, repeatable) A research-centered investigation of selected topics in European history, with special attention to application of methods of research, critical analysis, and writing. May be repeated with a change in topic. *Corequisite/Prerequisite: HIST 500 or permission of the instructor.*

541 Readings Seminar in European History. (3, repeatable) A readings-centered investigation of selected topics in European history, with attention to historiographic issues. May be repeated with a change in topic.

550 Workshop. (1–3, repeatable) Offered irregularly on specific topics. May be repeated with a change in topic.

598 Readings in History. (1–3, repeatable) Individual reading. May be repeated, but a maximum of three hours will be counted toward degree requirements. *Prerequisites: Six semester hours in history and approval of the Program Director.*

599 Special Problems in History. (1–4, repeatable) Intensive research into areas of history not specifically covered in other courses. Credit will depend on the nature of the historical problem to be examined and the length of time required to complete the project. May be repeated, although no more than four hours may count toward a degree. *Prerequisites: Six semester hours in history and approval by the Program Director.*

600 Thesis Research. (1–6, repeatable) May be repeated, but only three semester hours will count toward degree requirements. To be first taken in conjunction with History 698. *Prerequisites: HIST 500 and approval of the thesis prospectus.*

601 Thesis Completion and Defense. (3) *Prerequisite: HIST 600.*

698 Written Exam. (0) Required of all degree-seeking students. The exam will assess general knowledge of a student's major and minor fields of study and will be administered by a committee of three faculty approved by the Department Graduate Director. Graded S/U. *Prerequisite: Permission of the Program Director.*

699 Oral Exam. (0) A student in plan II or III will take an oral exam, which will be given by the student's exam committee and based on a review and assessment of the student's work. Graded S/U. *Prerequisite: Permission of the Program Director.*

Mathematics

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Graduate Coordinator: Feridun Tasdan
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Telephone: (309) 298-1054
E-mail: mathphil@wiu.edu
Website: wiu.edu/mathphil
Location of Program Offering: Macomb, Online

Graduate Faculty

Professors
Fedor Andreev, Ph.D., St. Petersburg Steklov Mathematical Institute
Victoria Baramidze, Ph.D., University of Georgia–Athens
Amy Ekanayake, Ph.D., Texas Tech University
Dinesh Ekanayake, Ph.D., Texas Tech University
Douglas LaFountain, Ph.D., University at Buffalo, The State University of New York

Associate Professors
Robert Mann, Ph.D., University of Nebraska-Lincoln
Seyfi Turkelli, Ph.D., University of Wisconsin-Madison

Associate Graduate Faculty

Professors
Rumen Dimitrov, Ph.D., George Washington University
Clifton Ealy, Ph.D., University of California-Berkeley
Kimberly Hartweg, Ph.D., University of Iowa
Feridun Tasdan, Ph.D., Western Michigan University

Associate Professors
Elizabeth Hansen, Ph.D., University of Iowa
Boris Petracovici, Ph.D., University of Illinois
Lia Petracovici, Ph.D., University of Illinois

Assistant Professor
Elahe Allahyari, Ph.D., Western Michigan University

Learning Outcomes

For student learning outcomes, please see wiu.edu/provost/learningoutcomes.

Program Description

The Mathematics graduate program in the School of Computing, Data, and Mathematical Sciences prepares students for needed professions in the region and nationwide. The program provides students with a solid graduate level training in the central and fundamental methods of continuous and discrete mathematics. Both the theoretical framework and the applications of these methods will be covered in the core courses. The 500-level core courses have a significant lean toward applications but theory is present; while the 600-level core courses have a significant lean toward theory and mathematical foundation but applications are not abandoned.

Integrated Baccalaureate and Master's Degree Program

Please refer to the appropriate section at the back of the catalog for details and program offerings.

Admission Requirements

- A minimum cumulative GPA of 2.75 OR 3.0 or higher GPA for the last two years (60 s.h.) of undergraduate work
- 3 letters of recommendation attesting to the applicant's academic potential at the graduate level
- International students must have an overall TOEFL score of at least 72 or an overall IELTS score of 6.0.

Undergraduate coursework should include courses equivalent to a major in mathematics. Students who do not fulfill the coursework requirements may be admitted at the discretion of the Departmental Graduate Committee with admission usually conditional upon the student filling specified deficiencies. Students who do not fulfill the GPA requirements will not be considered for admission unless they have demonstrated sufficient competence in mathematics coursework (as determined by the Department Graduate Committee) and complete the general part of the Graduate Record Examination (GRE) with Quantitative Reasoning score above the 60th percentile. All applicants are strongly encouraged to take the general part of the GRE, particularly if applying for an assistantship.

Students admitted on probationary status must complete six semester hours of mathematics or statistics graduate coursework with a B or better and must complete all undergraduate deficiency courses before eligible for regular admission.

Degree Requirements

Degree requirements of this 30-semester hour program consist of 18 semester hours of core courses, 3 semester hours of mathematics directed electives, and 9 semester hours of focus area courses that allow for focus in a single area in mathematics, or another area of study outside the School of Computing, Data, and Mathematical Sciences, as sanctioned by the Department Graduate Committee. Students must complete MATH 435G and STAT 471G if they have not completed equivalent courses (as determined by the Graduate Committee) during undergraduate studies. No more than 15 s.h. of 400G credit may be applied to the graduate degree.

I. Core Courses ..... 18 s.h.

MATH 435G Introduction to Real Variables I (3)
or
MATH 551 Methods of Classical Analysis (3)
MATH 552 Scientific Computing (3)
STAT 471G Introduction to Mathematical Statistics (3)
or
STAT 553 Applied Statistical Methods (3)
MATH 651 Elements of Modern Analysis (3)
MATH 652 Computational Differential Equations (3)
STAT 653 Elements of Statistical Inference (3)

II. Focus Courses..... 9 s.h.

The focus courses must be approved by the Department Graduate Committee. Students may select focus courses from approved departments but in a single focus area. May include:
MATH 596 Project in Applied Mathematics (3–6),

MATH 600 Thesis (3), and/or
MATH 602 Internship in Applied Mathematics (3–6)

III. Directed Electives..... 3 s.h.

Must be in mathematics or statistics.

TOTAL PROGRAM..... 30 s.h.

Course Descriptions

Mathematics (MATH)

402G Investigations in School Geometry. (3) Conceptual study of geometry through relationships, proofs, transformations, measurements, and coordinate methods, emphasizing elementary and middle school standards. Focus includes students' geometric reasoning, learning progressions, and mathematical practices, with opportunities to analyze student thinking for effective K-8 instruction. *Prerequisite: MATH 123 or MATH 128 or equivalent.*

406G 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. *Prerequisite: MATH 123 or MATH 128 or equivalent.*

407G Number Theory Concepts in School Mathematics. (3) Divisibility, prime and perfect numbers, modular arithmetic, Diophantine equations, and related topics. Coursework deepens understanding of number-theory ideas for grades K-8, emphasizing children's thinking, learning trajectories, and implications for instruction and assessment. *Prerequisite: MATH 123 or MATH 128 or equivalent.*

421G Abstract Algebra. (3) An introduction to the basic properties of groups, rings, and fields. *Prerequisite: MATH 341.*

424G Advanced Linear Algebra. (3) Matrix algebra, vector spaces, linear independence, basis, linear transformations, canonical forms, inner product spaces. *Prerequisite: MATH 311 & MATH 341, or equivalent.*

435G 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 and differentiability, based on the epsilon-delta method. *Prerequisites: MATH 231 and MATH 341.*

439G 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. *Prerequisites: 2.5 GPA or higher in Mathematics; MATH 304, MATH 341, and co-registration in EDS 304; or permission of the School Director or Program Director.*

481G 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: CS 214 and MATH 311, or permission of the instructor.*

483G Biomathematics. (3) Mathematical modeling of biological systems, utilizing mathematical and statistical techniques for modeling, analysis, computational simulation, and applications. *Prerequisites: MATH 383; or MATH 133 and BIOL 501*; or consent of instructor. *If taking MATH 483G..*

488G 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: CS 214, MATH 231 and 311; or permission of the instructor.*

489G Numerical Optimization. (3) Numerical methods for continuous multivariate optimization. Unconstrained optimization algorithms, linear programming, quadratic programming, constrained optimization algorithms, and applications. *Prerequisites: CS 214 or equivalent, and MATH 231 and MATH 311; or permission of the instructor.*

500 Teaching of Elementary Mathematics. (3) Study of current trends and challenges in teaching elementary mathematics, emphasizing research-based instruction, formative assessment, student thinking, and the Standards for Mathematical Practice. Candidates analyze student understanding and consider implications for grades 1-6 and related effective mathematics pedagogy and assessment. *Prerequisite: Permission of the instructor.*

502 Probability, Statistics, and Algebraic Models in School Mathematics. (3) A study of probability concepts; the representation, analysis, and interpretation of data; and algebraic, graphical, and numerical models. Students use probability, statistics, algebra, and technology to model, analyze, and solve real-world problems, with an emphasis on the K-8 curriculum.

503 Methods of Teaching School Mathematics. (3) A study of current trends and issues in the teaching and learning of K-12 mathematics. *Prerequisite: Permission of the instructor.*

504 Research in Mathematics Education. (3) A survey, evaluation, and application of recent research on teaching and learning mathematics. Topics include pedagogy, assessment, standards and policies, learning mindsets and building connections, testing and achievement, intervention strategies, and leadership practices relevant to effective mathematics instruction. *Prerequisite: Permission of the instructor.*

505 The Teaching of Mathematics in Middle Grades and Junior High. (3) A study of teaching strategies and current trends in mathematics as they apply to the curriculum of the middle

school and the junior high school. *Prerequisite: Permission of the instructor.*

508 Special Topics in Elementary Mathematics. (3, repeatable to 15) Topics will be available on demand in the areas of probability, statistics, computer science, number theory, and history of math. *Prerequisite: Permission of the instructor.*

509 Leadership, Standards, and Assessment in School Mathematics. (3) Study of K-8 standards-based mathematics curricula, assessment practices, and leadership roles of elementary mathematics specialists. Topics include assessment, student work analysis, curriculum alignment, adult learning principles, and mathematics coaching. Applied tasks prepare candidates for leadership and instructional support responsibilities. *Prerequisites: Teacher certification.*

510 *(cross-listed with DS 510)* Foundations of Business Analytics. (3) A survey of topics in calculus, applied linear algebra, probability and statistics useful for business decision making. The main objective is to lay the foundation required for advanced studies in applied statistics and business analytics. *Prerequisite: STAT 276 with a grade of B or better and either MATH 133 with a grade of B or better or MATH 137 with a grade of B or better; or permission of the instructor.*

511 Modern Geometry. (3) Topics to be chosen to reflect current trends in geometry. *Prerequisite: Permission of the instructor.*

521 Algebra. (3) An introduction to higher algebra. Topics to be included are groups, homomorphisms, Sylow theorems, rings and ideals, fields, field extensions, and Galois theory. *Prerequisite: MATH 421 or permission of the instructor.*

533 Complex Variables. (3) Topics to be studied include the topology of the complex plane, analytic functions, complex integration, and singularities.

536 Ordinary Differential Equations. (3) The initial value problem, existence and uniqueness theorems, linear systems, asymptotic behavior of solutions, twodimensional systems. *Prerequisites: MATH 333 and 435, or permission of the instructor.*

550 Workshop in School Mathematics. (1–6, repeatable) (Degree candidates may receive credit toward program requirements only with the permission of the student's Graduate Committee.) Workshops focusing on specific topics may be organized as required to meet the identified needs and interests of in-service teachers or specific school districts.

551 Methods of Classical Analysis. (3) Introduction to multivariable analysis with a lean toward applications. Topics include differential calculus in R^n, including inverse and implicit function theorems, and Taylor expansions; integral calculus in R^n, including change of variables; statistics and optimization applications. *Prerequisites: MATH 231 and MATH 311, or equivalents.*

552 Scientific Computing. (3) Design, analysis, and MATLAB or Mathematica implementation of algorithms for solving problems of continuous mathematics involving linear and nonlinear systems of equations, interpolation and approximation, numerical differentiation and integration, and ordinary differential equations with a significant lean toward applications. *Prerequisites: MATH 231 and MATH 311, or equivalents.*

554 Methods of Symmetry in Algebra, Geometry, and Topology. (3) A study of symmetry in algebra, geometry, and topology, using geometric group theory. Topics include finite and infinite group presentations, geometry of metric spaces, group actions on Cayley graphs and trees, quasi-isometries, and mapping class groups of topological surfaces. *Prerequisite: MATH 421 or permission of the instructor.*

560 Advanced Topology. (3) Product and quotient spaces, path-connectedness, local compactness, homotopy, fundamental group. Additional topics may include Baire category, function spaces, Brouwer Fixed Point Theorem. *Prerequisites: MATH 421 or permission of the instructor.*

581 Approximation Theory. (3) The theory behind numerical algorithms. Remainder theory, convergence theorems, best approximation in various norms, the theory of matrices in numerical analysis including the eigenvalue problem. *Prerequisites: MATH 435 and 481, or permission of the instructor.*

583 Nonlinear Optimization. (3) Unconstrained optimization; equality constrained optimization; convex optimization; optimality conditions; algorithms and applications using software such as Mathematica. *Prerequisites: MATH 231 and 311, or permission of the instructor.*

589 Mathematical Modeling. (3) Development and application of mathematical models in applied mathematics, numerical analysis, operations research, machine learning, and statistics to address real-world problems across disciplines. *Prerequisite: Permission of the instructor.*

590 Independent Study. (1–3, repeatable to 6) *Prerequisite: Approval of the School Director or Program Director.*

596 Project in Applied Mathematics. (3, repeatable to 6) A project in applied mathematics or statistics, or with a professional institution, which will be presented in a final paper or portfolio, demonstrating entry into an applied mathematics field. Graded S/U. *Prerequisite: Permission of the Graduate Committee.*

599 Special Topics. (1–3, repeatable to 6 under different titles) Special topics in mathematics or statistics with a lean towards application. May be repeated with a change in topic. *Prerequisite: Permission of the instructor.*

600 Thesis. (3) The thesis may be either expository, historical, critical, or original and must be approved by the student's advisory committee. The student must present his/her thesis to the mathematics department faculty in a colloquium. *Prerequisite: Permission of the graduate advisor.*

601 Advanced Project in Applied Mathematics. (3, repeatable to 6) Project in an advanced topic of mathematics or statistics, which will be presented in a final paper or portfolio, demonstrating advanced proficiency in an applied

mathematics field. Graded S/U. *Prerequisite: Permission of the Graduate Committee.*

602 Internship in Applied Mathematics. (3, repeatable to 6) Mathematical work or training conducted at a professional institution, university or government organization, which will be presented in a final paper or portfolio, demonstrating advanced proficiency in an applied mathematics field. Graded S/U. *Prerequisite: Permission of the Graduate Committee.*

607 Practicum in Mathematics Education. (1-3, repeatable to 6) Direct internship experience for action research in mathematics education under guidance of qualified faculty. *Prerequisites: Permission of the instructor.*

651 Elements of Modern Analysis. (3) A study of elements of modern analysis with a significant lean toward developing theory. Topics include Riemann integrability; metric spaces; pointwise and uniform convergence; Hilbert and normed vector spaces; Banach fixed point theorem, Weierstrass approximation theorem; and applications. *Prerequisites: MATH 435 or equivalent.*

652 Computational Differential Equations. (3) A study of elements of computational mathematics of differential equations with a lean toward developing the theory. Topics include adaptive one-step and multi-step methods of ordinary differential equations, the method of lines for evolutionary problems, and direct and iterative methods for sparse linear systems. *Prerequisites: MATH 435 or MATH 551, and MATH 552 or MATH 481.*

654 Applications of Logic and Computability Theory. (3) A study of elements of modern logic and computability with a lean toward developing the theory. Topics include the mathematics of computability and incomputability, introduction to computational complexity, and additional applications of logic. *Prerequisite: Permission of the instructor.*

655 Technology and the Secondary School Mathematics Curriculum. (3) Strategies for using technology such as calculators, computers, and Internet resources for teaching algebra, geometry, probability, and statistics in the secondary mathematics curriculum, including research on the use of the technology for mathematics teaching and learning. *Prerequisites: Permission of the instructor.*

656 Advanced Perspective of Topics from Secondary School Mathematics. (3, repeatable to 6) An advanced study of the topics from the secondary school mathematics curriculum for developing deeper connection and representations for all students. Focus is on rigorous conceptual context knowledge, methods of inquiry, and investigative problem-solving. Topics include Algebra, Statistics, Geometry, and Calculus. *Prerequisites: Permission of the instructor.*

699 Advanced Special Topics. (3, repeatable to 6 under different titles) Advanced special topics in mathematics or statistics with a lean towards theory. May be repeated with change of topic. *Prerequisite: Permission of the instructor.*

Statistics (STAT)

471G Introduction to Mathematical Statistics I. (3) The mathematical foundations of probability and statistics, principals of probability, sampling, distribution, moments, and hypothesis testing. *Prerequisite: MATH 138 or MATH 231 or equivalent.*

473G Nonparametric Statistical Methods. (3) Systematic development of nonparametric statistical methods. Topics include order statistics, ranks, empirical distribution functions, point and interval estimations, hypothesis tests such as sign rank test, Mann-Whitney-Wilcoxen, Kruskal-Wallis, Kolmogorov-Smirnov, permutation and bootstrap methods. *Prerequisites: STAT 276 or STAT 471 or permission of the instructor.*

474G Regression and Time Series Analysis. (3) Simple and multiple linear regression, variable selection, model adequacy, interpreting regression results; time series modeling and forecasting with autoregressive and moving average models. *Prerequisite: STAT 276 or equivalent and MATH 311 or equivalent.*

478G Analysis of Variance. (3) A study of analysis of variance and covariance. Includes experimental design with applications. *Prerequisite: STAT 276 or equivalent.*

553 Applied Statistical Methods. (3) Introduction to probability and statistics with a significant lean toward applications. Topics include probability, probability distributions, Central Limit Theorem, sampling distributions (t, F, Chi-Square), parameter estimation, hypothesis testing, nonparametric statistics, ANOVA, and linear regression. *Prerequisites: MATH 231 and STAT 276, or equivalents.*

570 Probability Theory and Stochastic Processes. (3) Nature of probability theory, sample space, combinatorial analysis, fluctuations in random events, stochastic independence, random variables, generating functions, Markov chains, and simple timedependent stochastic processes. *Prerequisite: STAT 471 or equivalent.*

574 Linear Models and Experimental Designs. (3) General linear models, GaussMarkov Theorem, experimental design model confounding, and types of experimental designs and their analysis. *Prerequisite: STAT 472 or permission of the instructor.*

653 Elements of Statistical Inference. (3) A study of elements of statistical inference with a lean toward developing the theory. Topics include probability theory, random variables, probability distribution functions, limit theorems, estimation, testing, sufficiency, robust statistical methods, bootstrap, and linear models. *Prerequisite: STAT 471 or equivalent.*

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Website: wiu.edu/museumstudies
Location of Program Offering: Quad Cities

Graduate Faculty

Associate Professor
Heidi K. Lung, Ph.D., University of Missouri-St. Louis

Learning Outcomes

For student learning outcomes, please see wiu.edu/provost/learningoutcomes.

Program Description

The Museum Studies Graduate Program prepares students for a variety of leadership roles within museums and cultural institutions. The program builds upon each student's previous studies while teaching about the educational efforts, collections, and collaborative partnerships that make museums essential to our communities. Core courses provide a solid foundation of understanding in the history of museums and current best practices that help ground students within a dynamically changing field. Experiential and professional learning opportunities are emphasized and tailored to each student's area of interest and needs.

In addition to courses in museum studies, the program offers coursework through the departments of Art, and Recreation, Park and Tourism Administration. The program is further enhanced by partnerships with locally situated museums and cultural institutions that serve as the program's training laboratories.

Integrated Baccalaureate and Master's Degree Program

Please refer to the appropriate section at the back of the catalog for details and program offerings.

Admission Requirements

- A minimum cumulative GPA of 3.0 OR 3.0 or higher GPA for the last two years (60 s.h.) of undergraduate work
- TOEFL score of 100 (internet based) or minimum 7.0 on IELTS, or better for international applicants
- Three letters of recommendation
- A current resume
- An essay, professional in appearance and content, explaining your academic goals while pursuing graduate study in Museum Studies at WIU, and how your immediate and long-term plans will be met through this program

Students enrolled in the program will be seriously committed to a career in museums, historical agencies, preservation organizations, or related institutions. No prior museum experience is required.

Museum Studies

Preference will be given to applicants who come from backgrounds in the following areas: art; recreation, park and tourism administration; anthropology; education; and history.

Degree Requirements

The Master of Arts degree in Museum Studies requires 38 semester hours of coursework including workshops, a portfolio, and a ten-week internship/special project.

I. Core Courses ..... 23 s.h.
- MST 500 Museum Origins (3)
- MST 501 Museum Administration (3)
- MST 502 Museum Exhibition (3)
- MST 503 Museum Collections Management (3)
- MST 515 Museum Education & Evaluation (3)
- MST 600 Internship and Special Project (4)
- MST 602 Museum Seminar and Portfolio (4)

II. Directed Electives ..... 15 s.h.
- RSTA 424G Fund Raising and Volunteerism in Leisure Services (3)
- RSTA 448G Interpretation of Cultural and Environmental Resources (3)
- RSTA 460G Sustainable Tourism Development (3)
- RSTA 467G Event Planning and Management (3)
- ARTE 439G High School Art Methods (3)
- ARTH 485G Research in Art History (3, repeatable to 9)
- ARTH 496G History of Contemporary Art (3)
- MST 516 Visitor Studies (3)
- MST 520 Independent Study in Museum Education (1–3, repeatable to 6)
- MST 560 Practicum in Museums (1–3, repeatable to 3)
- MST 599 Special Topics in Museum Studies (3)

TOTAL PROGRAM..... 38 s.h.

Post-Baccalaureate Certificate Program

The department offers a post-baccalaureate certificate in Museum Studies. For program details, please refer to the post-baccalaureate section of the catalog.

Course Descriptions

Museum Studies (MST)

500 *(cross-listed with RSTA 500)* Museum Origins. (3) History of museums; origin, character, and evolution into content-specific institutions; anecdotes and personalities; how museums influenced society and their continuing relevance.

501 Museum Administration. (3) This course will provide students with an overview of management history, theory and practice focusing on the issues involved in managing a non-profit organization. Topics to be covered include strategic planning; ethics and governance; membership; earned income; and marketing and non-profit finance. Students will complete a finance assignment and an in-depth museum management case study. A variety of topics will be covered including the concepts of project management, team building, group problem solving, and managing change. Case studies of actual projects in museums.

502 Museum Exhibition. (3) This course will focus on the development of interpretive museum exhibitions including theory, planning, research, methodologies, design, construction and installation, and the application of new technologies.

503 Museum Collections Management. (3) This course will provide an introduction to the basic theories, methodologies, and current issues relating to archives management. Establishing collections policies; laws, regulations, conventions, and codes that bear on acquisitions, deaccessions, loans and collection care; accountability; access problems. The implementation of collections policies: establishing and managing collections; management procedures and systems; documentation of collections; records preservation; tax codes; data bases; collections access and storage; restitution and repatriation laws and controversies; handling, packing and shipping; inventory control; and responsibilities of a museum registrar.

510 Historic House Museums. (3) Explores new approaches to interpreting historic houses to increase relevance and widen the diversity of perspectives. Emphasizes sustainable and innovative solutions to contemporary challenges, including preservation, collections care, exhibit design, operations, funding, technology, accessibility, audience engagement, personnel management, and leadership. *Prerequisite: Graduate standing.*

511 Museums and Social Justice. (3) This course applies to theoretical social justice framework to museums and museum work. It actively aims to increase awareness and understanding of diversity, equity, and inclusion strategies, standards, and best practices within the field. *Prerequisite: Graduate standing.*

515 Museum Education & Evaluation. (3) Public education is a core function of museums. This course considers the educational role of museums from an exploration of learning styles and theory. Topics include interpretation, school partnerships, curricula development, accessibility, technology, educational outreach, and program evaluation.

516 Visitor Studies. (3) The purpose of this course is to introduce evaluative methods used to design and implement museum visitor studies. Students will explore the uses of front-end, formative, and summative evaluation approaches to better understand visitor experience and improve museum program offerings.

520 Independent Study in Museum Education. (1–3, repeatable to 6) Students may take up to three hours of independent study per semester in areas related to museum studies; art; history; or recreation, park and tourism administration. Students must design the study in consultation with the appropriate faculty member, complete an Application of Independent Study form, and have it signed by the program director before enrolling for the course. *Prerequisite: Nine semester hours of completed coursework.*

560 Practicum in Museums. (1–3, repeatable to 3) This course is designed to give supervised practical experience in museums.

599 Special Topics in Museum Studies. (3, repeatable under different special topics) A special topics course acknowledges the changing environment of museums. This course focuses on emerging issues in museum professional practice. Students will explore the chosen topic through current research, theory, and practice in museums. Practical application of ideas will take place in museum settings.

600 Internship and Special Project. (4) Students are required to complete an internship of at least ten weeks in a museum or related organization. As a part of the internships, students will undertake and complete a special project approved by the host museum and the program director, and make periodic reports to the program director on their experience. Students are responsible for finding their own internships, although the program director assists by informing them about opportunities. The program reserves the right to reject any student-arranged internship. The overall internship program is coordinated by the program director, but individual interns are supervised by museum professionals at the host institution. *Prerequisite: Completion of at least 21 s.h. in the program.*

602 Museum Seminar and Portfolio. (1-2, repeatable) Students attend professional seminars organized and facilitated by department faculty. Activities include portfolio development (cover letters, resumes, and artifacts), guest speakers, workshops, and museum tours. Students enroll for 1-2 hours each semester. 4 semester hours are required. Graded S/U. *Prerequisite: Enrolled in M.A. Museum Studies.*

Art (ARTE)

439G 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: ART 101, 102, 361, or 360/460, or permission of the instructor.*

Art (ARTH)

485G Research in Art History. (3, repeatable to 9) An intensive study of a special area of art history selected with the instructor. *Prerequisite: Written permission of the instructor.*

496G History of Contemporary Art. (3) A survey of post-WWII developments in the visual arts. The primary focus is upon Western art, but attention is also paid to developments in Asian, African, and Latin American countries. The central interpretive ideas and concerns for the course will be drawn from contemporary theory and criticism.

Recreation, Sport, and Tourism Administration (RSTA)

424G Fund Raising and Volunteerism in Leisure Services. (3) A study of the principles and practices associated with fund raising and utilization of volunteers in public as well as private nonprofit Leisure service organizations. *Prerequisite: Permission of the instructor.*

448G Interpretation of Cultural and Environmental Resources. (3) Develops a basic understanding for interpretation of natural, environmental and cultural resources. Includes philosophy and techniques. Field trip. *Prerequisite: Permission of the instructor.*

460G Sustainable Tourism Development. (3) Provides essentials for successful development of a local tourism economy including organizing, planning, developing, and operation. *Prerequisite: RSTA 362 or permission of the instructor.*

467G 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 themes and coordination of set up, staff, finance, promotion, partnerships, operations and evaluation. *Prerequisite: RSTA 332.*

Music

Director of the School of Visual and Performing Arts: Tammy L. Killian
Director of the School of Music: Anita Hardeman
Assistant Director of the School of Music: Jason Hawkins
Graduate Committee Chairperson: Andrea Baker
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Website: wiu.edu/music
Location of Program Offering: Macomb, Online *(Music Education Emphasis only)*

Graduate Faculty

Professors
Matt Bean, D.M., Indiana University
Richard Cangro, Ph.D., University of Hartford
Michael Fansler, Ed.D., University of Illinois
Anita Hardeman, Ph.D., University of Western Ontario
Brian Locke, Ph.D., State University of New York-Stony Brook
James Romig, Ph.D., Rutgers University

Associate Professors
Jason Hawkins, Ph.D., University of Illinois-Urbana/Champaign
Natalie Landowski, D.M.A., University of Iowa
Brian Winnie, D.M.A., University of Washington

Assistant Professor
Gina Yi, Ph.D., Michigan State University

Associate Graduate Faculty

Professors
Terry Chasteen, M.M., Indiana University
Richard Kurasz, D.M.A., University of Illinois-Urbana/Champaign
Kevin Nichols, D.M.A., University of Iowa
István Szabó, D.M.A., University of Illinois-Urbana/Champaign
Matt Thomas, Ph.D., Florida State University

Associate Professors
Whitney Ashe, D.M.A., University of Illinois-Urbana/Champaign
Hong-Da Chin, D.M.A., Bowling Green State University
Matthew Hughes, M.M., Western Michigan University
James Land, D.M.A., University of Memphis
Nicholas Miguel, D.M.A., University of Iowa
Julieta Mihai, D.M.A., University of Illinois-Urbana/Champaign
George Turner, D.M.A., University of Illinois-Urbana/Champaign

Assistant Professors
Andrea Baker, D.M.A., University of Cincinnati College-Conservatory of Music
Jena Gardner, D.M.A., Northwestern University
Nicole Gillotti, D.M.A., University of Illinois-Urbana/Champaign
Jett Walker, D.M.A., University of Cincinnati College-Conservatory of Music

Learning Outcomes

For student learning outcomes, please see wiu.edu/provost/learningoutcomes.

Program Description

The School of Visual & Performing Arts offers work leading to the Master of Music degree. Students may specialize in music education, performance, piano pedagogy, conducting, music composition, musicology, and jazz studies. Western Illinois University is accredited by the National Association of Schools of Music.

All degree candidates will be given written comprehensive final exams (MUS 603) in music research, music history, music theory, and their area of specialization. The comprehensive exam is scheduled by the graduate coordinator. Core courses must be completed before the comprehensive exam can be taken.

The thesis (MUS 601) will be directed by a faculty member from the student's area of specialization. A thesis advisory committee will be chosen by the student in consultation with the graduate advisor and thesis director.

A graduate recital (MUS 602) must be approved by the applied teacher. A pre-recital hearing must be passed before a recital is performed. Conducting recitals must be approved by members of the conducting faculty. Procedures to schedule recitals and pre-recital hearings are outlined in the Departmental Graduate Handbook.

Admission Requirements

- A minimum cumulative GPA of 2.75 OR 3.0 or higher GPA for the last two years (60 s.h.) of undergraduate work
- An earned bachelor's degree or equivalent with a major in music from an accredited institution. The undergraduate major is subject to approval by the Graduate Committee.
- International students whose native language is not English, a TOEFL score of 79 IBT or an IELTS score of 6.5 overall.

All students seeking admission into the graduate music program are required to submit evidence of ability and special interest in their chosen area of specialization.

Students admitted on probationary status must complete six semester hours of core courses with a B or better to be eligible for regular admission.

Music Education: In addition to an audition on a principal performance medium, students specializing in music education must fulfill one of the following:

a) from those applicants whose major performance area includes conducting, the submission of a recorded sample of the applicant's choral and/or instrumental school-ensemble performances;
b) the visitation and evaluation, by members of the music education faculty, of the applicant in their current teaching position;
c) an interview before the coordinator of the music education area and one other music education faculty member.

Note: Students who have received a Bachelor's degree in Music from Western Illinois University will not be required to re-audition for the Music Education emphasis.

Performance: An audition before members of the music faculty in the applicant's major performance area is required.

Piano Pedagogy: An audition before the applied piano faculty is required. Applicants must submit a writing sample as evidence of research ability.

Choral and Instrumental Conducting: Applicants must submit a curriculum vitae addressing musical training/conducting experience and providing a repertory list of recently conducted works. The on-campus audition will consist of an interview with the conducting faculty as well as a brief conducting audition with one of the major ensembles. In special cases and only with the permission of the conducting faculty, a video/DVD may be submitted in lieu of the on-campus audition.

Music Composition: Students may give evidence of ability and special interest by submitting scores of original composition.

Musicology: Students must give evidence of ability and special interest by submitting research papers. Students who have received a Bachelor's degree in Music from Western Illinois University will not be required to re-audition for the Master of Music in Musicology.

Jazz Studies: For students intending to pursue Jazz Composition, the submission of scores of original composition is required, as well as an on-campus interview with members of the jazz area faculty. For student intending to pursue Jazz Performance, an audition and interview before a panel of Jazz area faculty is required.

Advisory Exams

Prior to entrance, an advisory examination in music theory and music history/literature is required. The student will be advised to take specific courses to remedy any apparent weaknesses. This examination is administered regularly prior to the beginning of the spring, summer, and fall terms. In exceptional cases, the examinations may be taken on an individual basis by special arrangement.

Degree Requirements

To fulfill the requirements for the Master of Music degree, a student must complete 34 semester hours.

I. Required Core Courses ..... 9 s.h.
Analysis course:
MUS 581 Analytical Techniques (3)
Research course:
MUS 591 Graduate Research in Music (3)
Music History period course (Select one):
MUS 593 Music in the Baroque Period (3)
MUS 594 Music of the Classical Era (3)
MUS 595 History of American Music (3)
MUS 596 Music of the Romantic Era (3)
MUS 597 Music Since 1900 (3)
Other degree requirements:
MUS 603 Comprehensive Examination in Music (0)

II. Select one of the following tracks: ..... 25 s.h.
A. Choral Conducting
MUS 510 Conducting (Choral) (8)
MUS 540 Advanced Choral Pedagogy and Techniques (3)
MUS 590 Literature of Applied Field (Renaissance through Classical) (2)
MUS 590 Literature of Applied Field (Romantic through Contemporary) (2)
MUS 501 Ensemble Performance (4)

MUS 602 Recital (0)
Electives (6)

B. Composition
MUS 511 Composition (12)
MUS 601 Thesis (3)
MUS 515 Piano (4)
Electives (6)

C. Instrumental Conducting
MUS 510 Conducting (Instrumental) (12)
MUS 538 Advanced Conducting and Score Analysis (3)
MUS 590 Literature of Applied Field (3)
MUS 501 Ensemble Performance (4)
MUS 602 Recital (0)
Electives (3)

D. Instrumental Performance
MUS 504-507, 509, 519-529 Applied Performance (12)
MUS 501 Ensemble Performance (4)
MUS 461G String Pedagogy (1)
or
MUS 590 Literature of Applied Field (1)
MUS 492G String Literature I (2)
or
MUS 590 Literature of Applied Field (Wind and Percussion) (2)
MUS 602 Recital (0)
Electives (6)

E. Jazz Studies
Applied Lessons (12)
MUS 501 Ensemble Performance (6)
MUS 508 Applied Jazz Studies (Composition, History, Improvisation, Pedagogy) (4)
Electives (3)
MUS 602 Recital (0)

F. Music Education
MUS 531 History and Philosophy of Music Education (3)
MUS 533 Contemporary Assessment Techniques in Music Education (3)
MUS 534 Models of Instruction in Music Education (3)
Advanced Conducting/Methods (Select one):
MUS 510 Conducting (2)
or
MUS 538 Advanced Conducting and Score Analysis (2)
or
MUS 539 Advanced Methods and Literature Review of K–8 Music (2)
MUS 600 Master's Project (4)
or
MUS 601 Thesis (4)
Electives (10)

G. Musicology
*MUS 593 Music in the Baroque Period (3)
*MUS 594 Music of the Classical Era (3)
*MUS 596 Music of the Romantic Era (3)
*MUS 597 Music Since 1900 (3)
MUS 599 Seminar in Music (3)
MUS 600 Master's Project (6)
or
MUS 601 Thesis (6)

Electives (7)
* One of these will be taken as part of core

H. Piano Pedagogy
MUS 515 Piano (8)
MUS 465G Piano Pedagogy I (2)
MUS 466G Piano Pedagogy II (2)
MUS 565 Piano Pedagogy (2)
MUS 495G Piano Literature I (2)
MUS 496G Piano Literature II (2)
MUS 601 Thesis (3)
MUS 602 Recital (0)
Electives (4)

I. Piano Performance
MUS 515 Piano (12)
MUS 495G Piano Literature I (2)
MUS 496G Piano Literature II (2)
MUS 602 Recital (0)
Electives (9)

J. Vocal Performance
MUS 512 Voice (12)
MUS 499G Vocal Literature and Pedagogy (4)
MUS 501 Ensemble Performance (Opera Workshop) (4)
MUS 602 Recital (0)
Electives (5)

TOTAL PROGRAM.....34 s.h.

Course Descriptions

Music (MUS)

403G Proseminar in Music. (1-3, repeatable to 6) Studies in selected topics in Music. *Prerequisite: consent of instructor and either the School Director or Program Director.*

444G Arts Entrepreneurship. (2) Explores, studies, develops entrepreneurial and leadership skills vital to 21st century artists and arts leaders, with a focus on the connections between individual entrepreneurship, arts administration, and community engagement. *Prerequisite: Sophomore standing or consent of instructor.*

461G String Pedagogy. (1–2, repeatable to 8) Study of the methods and approaches to the teaching of strings in class and studio. Laboratory observation and teaching. *Prerequisites: String principal and permission of the instructor.*

465G 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 presentation.

466G 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. *Prerequisites: MUS 465G or permission of the instructor.*

481G Counterpoint. (3) Studies in tonal counterpoint. Representative techniques and genres including invention and fugue. *Prerequisites: MUS 200 and 282.*

482G Materials of Post-Tonal Music. (3) An examination of post-tonal compositional practices and styles through exercises and analysis. *Prerequisite: MUS 282.*

483G Orchestration. (3) Study of instruments and instrumentation through practical exercises. *Prerequisite: MUS 282.*

485G Techniques of Electronic Music. (3) Fundamental concepts in electronic music and classical techniques in studio work.

489G Special Topics in Music History. (3) This course explores selected topics of interest including but not limited to individual composer studies, music and its intersections with historical, sociological, and cultural influences, and musical genre studies. *Prerequisites: MUS 390 or 391, or permission of the instructor.*

492G String Literature I. (2) History of stringed instruments and early performance practices including performers, pedagogical treatises, and literature through the 18th century. *Prerequisites: String principal and permission of the instructor.*

495G, 496G Piano Literature I and II. (2 per semester) Survey of keyboard literature considered from its historical, formal, stylistic, and aesthetic aspects. Nonsequential. *Prerequisites: Piano major and permission of the instructor.*

497G Jazz History, Selected Topics. (2, repeatable to 4) An in-depth study of selected topics from the history of jazz. Topics are drawn from the history of Jazz music in the 19th and 20th centuries and will include major artists and stylistic periods. Topics vary from semester to semester.

499G Vocal Literature and Pedagogy. (2, repeatable to 4) Survey of vocal literature and pedagogical philosophies and techniques considered from historical and applied respects. Includes performance/pedagogy projects of Early English/Italian repertories, German "Lieder", French "Mélodie", English language repertory as well as other selected national and ethnic traditions. *Prerequisite: vocal or piano major or permission of the instructor.*

500 Independent Study. (1–3, repeatable to 6) An investigation of problems related to the student's major or area. Students will arrange the topic, procedures, and methods of reporting with the instructor. An appropriate written report will be required. *Prerequisites: Permission of the instructor and either the School Director or Program Director required.*

501 Ensemble Performance. (1, repeatable) Band, orchestra, chorus, or smaller ensembles.

Applied Study: (1–4, repeatable to 24) Private study in music performance and composition. All lessons offered each semester. Exception: Summer Term (see summer catalog). Specialists in performance or composition will receive four semester hours of credit. All others will receive a maximum of two hours of credit per semester. *Prerequisite: audition and/or written permission of the instructor and either the School Director or Program Director.*

504 Violin

505 Viola

506 Cello

507 Bass

508 Applied Jazz Studies

509 Guitar

510 Conducting

511 Composition

512 Voice

513 Jazz Composition

514 Organ

515 Piano

519 Clarinet

520 Saxophone

521 Flute

522 Oboe

523 Bassoon

524 Trumpet

525 Trombone

526 Euphonium

527 Horn

528 Tuba

529 Percussion

502 Ensemble Participation. (0, repeatable) Participation in band, orchestra, chorus, or smaller ensembles. Graded S/U.

531 History and Philosophy of Music Education. (3) The historical development of music education in America, and its changing philosophies. Examination of problems of value, knowledge (learning), aesthetics, and trends in school music related to these problems. Extensive reading in the literature of music education. *Prerequisites: MUS 333, 334, 394, 439, or permission of the instructor.*

533 Contemporary Assessment Techniques in Music Education. (3) The study of ideas and strategies to achieve accurate, consistent measurement of creating, performing, and responding to music. Criterion measures, empirical methods for demonstrating test reliability and validity, descriptive statistics, and test item analysis are also considered.

534 Models of Instruction in Music Education. (3) Survey of theories and strategies of teaching and learning as applied to instruction, curriculum development, and instructional design in music.

535 Music for the Learner with Exceptionalities. (3) Advanced study in music learning as it relates to the instruction of learners with exceptionalities in various music settings with regard to least restrictive environments, pedagogy, and best practices in inclusive education. *Prerequisite: Graduate standing.*

536 Technology in Music Education. (3) Advanced study in the utilization and implementation of technological tools prevalent in K-12 Music Education, including software and hardware for instruction and/or assessment of music performance, notation, theory, audio/video recording, and assistive technology for students with special needs. *Prerequisites: Graduate standing.*

537 Instrumental Jazz Pedagogy. (3) Jazz Pedagogy and methods of instruction for instrumental jazz performance and improvisation primarily focusing on traditional jazz instruments. *Prerequisite: Permission of the instructor.*

538 Advanced Conducting and Score Analysis. (1–4, repeatable to 4) Advanced techniques of conducting. Preparation to assume leadership of advanced instrumental ensembles.

539 Advanced Methods and Literature Review of K–8 Music. (2, repeatable to 4) Advanced methods and literature for general or exploratory classes in K–8 music.

540 Advanced Choral Pedagogy and Techniques. (3, repeatable to 6) Study of advanced choral teaching techniques and their relation to ensemble skill acquisition including Estill Voice Training, evaluation and refinement of rehearsal methods, repertoire analysis, assessment and teacher feedback, and reading/writing in the content area. *Prerequisite: Permission of the instructor.*

550 Workshops in Music. (1–3, repeatable) As announced.

565 Piano Pedagogy. (1-2, repeatable up to 10 hours) Materials, methods, teaching techniques and learning theories as applied to the teaching of (college-level) piano classes and advanced-level studio lessons. Lecture/discussion meetings are complemented with practice in class and studio teaching. *Prerequisite: Piano major or permission of the instructor.*

567 Seminar in Jazz Improvisation. (3) A detailed study of improvised solos, including

multiple transcriptions by students in the class, will be undertaken. The intent is to provide students with advanced melodic, harmonic, and rhythmic tools to continue their development as jazz artists. *Prerequisites: B.M. degree in Jazz Studies or permission of the instructor.*

581 Analytical Techniques. (3) A study of the structural, formal, and stylistic elements of tonal music of the 18th and 19th centuries. Nonsequential.

582 Analytical Techniques. (3) A study of various analytical techniques and approaches, including Tovey, Schenker, Reti, and Schoenberg.

590 Literature of Applied Field. (1–3, repeatable) Areas of study include: strings, woodwinds, brass, keyboard, percussion, solo vocal, choral or instrumental ensemble literature.

591 Graduate Research in Music. (3) An introduction to research in music. The study of library tools, research techniques, and form and style in writing. Research paper or papers will be prepared.

593 Music in the Baroque Period. (3) Selected studies in the history and literature of music in the baroque era.

594 Music of the Classical Era. (3) Stylistic studies in the music and aesthetics of the late-eighteenth to early-nineteenth centuries. An examination of various musical genres, styles, and works in cultural context.

595 History of American Music. (3) The history of music in America from colonial times to the present.

596 Music of the Romantic Era. (3) Stylistic studies in the music and aesthetics of the mid- to late-nineteenth century. An examination of various musical genres, styles, and works in cultural context.

597 Music Since 1900. (3) Stylistic studies in the aesthetics and music of the fin-de-siecle, interwar, high modernist and postmodernist eras.

599 Seminar in Music. (1–3, repeatable to 6) Selected topics in music designed to meet the needs and interests of the students involved.

600 Master's Project. (1-4, repeatable to 6) Project direction under the guidance of a professor in their area of specialization in order to meet the needs of the student engaged in a master's project. *Prerequisite: Graduate standing.*

601 Thesis. (1–4, repeatable to 6) Thesis direction under the guidance of a professor in their area of specialization, in order to meet the needs of the student engaged in a research project. A written thesis will be presented to the Graduate Committee.

602 Recital. (0, repeatable) Recital will be either two full recitals, or one full recital and a paper relating to the recital literature. Graded S/U.

603 Comprehensive Examination in Music. (0) The student will satisfactorily complete a comprehensive examination covering content of the courses and specializations of the student's program. Graded S/U.

NOTE: All seminars carry one, two, or three semester hours credit and may be repeated with the permission of the instructor and school director since different topics will usually be chosen each semester. All proseminars are repeatable to a maximum of six hours.

Director: Gregory Baldi
Graduate Committee Chairperson: Gregory Baldi
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Location of Program Offering: Macomb

Graduate Faculty

Professors

Julia Albarracin, Ph.D., University of Florida–Gainesville
Gregory Baldi, Ph.D., Georgetown University
Keith Boeckelman, Ph.D., University of Illinois
Casey LaFrance, Ph.D., Northern Illinois University
Jongho Lee, Ph.D., University of Texas at Austin
Erin Taylor, Ph.D., University of North Carolina at Chapel Hill

Learning Outcomes

For student learning outcomes, please see wiu.edu/provost/learningoutcomes.

Program Description

The School of Social Sciences at Western Illinois University offers an intensive program of study and guided research to qualified applicants holding the bachelor's degree.

The curriculum is designed to provide graduate students with a broad and solid foundation in political science suitable for careers in teaching, research, government work, public service, community development, and continued study at the Ph.D. level.

Integrated Baccalaureate and Master's Degree Program

Please refer to the appropriate section at the back of the catalog for details and program offerings.

Admission Requirements

- A minimum cumulative GPA of 2.75 OR 3.0 or higher GPA for the last two years (60 s.h.) of undergraduate work
- Submission of a writing sample in English of at least several pages in length such as a short essay, a research paper, or a statement outlining academic or career goals. (For a student applying for a graduate assistantship, completion of the autobiographical sketch and the statement on reasons for desiring an assistantship will be sufficient)
- At least three letters of recommendation, two of which must be academic references
- A substantial number of political science courses at the undergraduate level. Students who fail to meet this requirement may be required to successfully complete undergraduate deficiency courses with a grade of B or better.

Applications for graduate assistantships are considered throughout the year. However, preference will be shown to students who apply for assistantships by April 15. Applicants for assistantships are encouraged to discuss in their personal statements any skills they may have (computer or language skills, for example) that may be relevant to graduate assistant tasks of importance to the school.

Degree Requirements

I. Core Courses ..... 12 s.h.
Students must take at least one course in each of the following categories:

A. POLS 493G Seminar in Organization Theory and Behavior (3)
or
POLS 546 Public Administration (3)

B. POLS 563 Seminar in American Politics (3)
or
POLS 583 Seminar in American Political Thought (3)

C. POLS 558 Scope and Methods of Political Science (3)

D. POLS 568 Comparative Government and Politics (3)
or
POLS 553 International Relations (3)

II. Select one of the following exit options: ..... 18 s.h.
Graduate students pursuing a Master of Arts in Political Science are provided with three distinct exit options to culminate their academic journey, each requiring a total of 18 semester hours. These options are designed to cater to diverse professional aspirations and academic interests, allowing students to tailor their exit pathway to best suit their career goals and scholarly pursuits.

A. Resource Manual or Portfolio
POLS Courses (6)
Elective Courses (6)
POLS 501 (6)
POLS 605 Resource Manual (0)
or
POLS 606 Portfolio (0)

The Resource Manual or Portfolio option is designed for students who seek to demonstrate their expertise and skills through practical compilations of their work. This option includes 6 s.h. of POLS 501 Independent Study, where students work closely with a faculty advisor to develop a substantial project that reflects their specialized interest within political science. Additionally, students are required to complete 6 s.h. in other Political Science courses, offering them the flexibility to deepen their knowledge in specific areas of interest. The curriculum is rounded out with 6 s.h. of electives, which may be selected from departmental or non-departmental courses, allowing students to further customize their academic experience to support their professional or research interests.

B. Internship
POLS Courses (6)
Elective Courses (6)
POLS 602 Internship in Public Affairs (6)

The Internship option is ideal for students aiming to gain practical experience in the field of political science. This path includes 6 s.h. in POLS 602 Internship, providing students with the opportunity to apply theoretical knowledge in real-world settings, enhance their professional network, and gain hands-on experience that is invaluable for career advancement. Like the Resource Manual or Portfolio option, this pathway also includes 6 s.h. in other Political Science courses and 6 s.h. of electives from either within or outside the department, enabling students to pursue additional academic interests and support their professional development.

C. Thesis
POLS Courses (6)
Elective Courses (6)
POLS 600 Thesis Research (3)
POLS 601 Thesis (3)

The Thesis option is tailored for students who wish to engage in rigorous academic research. This pathway involves 6 s.h. in Political Science courses beyond the thesis research, alongside 6 s.h. of electives, which can be chosen from departmental or non-departmental offerings to complement the student's research focus. The centerpiece of this option is the thesis project, consisting of 3 s.h. in POLS 600 Thesis Research and 3 s.h. in POLS 601 Thesis, totaling 6 s.h. dedicated to conducting original research under the guidance of a faculty advisor. This option is particularly suited for students contemplating doctoral studies or research-oriented careers, as it provides a solid foundation in research methodology and contributes to the scholarly discourse in political science.

D. Applied Thesis Project
POLS Courses (12)
POLS 600 Thesis Research (3)
POLS 601 Thesis (3)
POLS 602 Internship in Public Affairs (0-6)

Unless special permission is granted by the departmental graduate committee, this option is limited to students in the Peace Corps Fellows Program.

TOTAL PROGRAM.....30 s.h.

Theses and applied thesis projects must be defended before a committee of three faculty members selected by the student and approved by the chair of the Graduate Committee.

Up to six semester hours (at least three of which must be at the 500 level) may be taken outside the department for graduate credit if approved by the chairperson of the Departmental Graduate Committee. Each student may take a maximum of six semester hours in POLS 501, Independent Study. Additional hours in POLS 501 may be taken only by petitioning the Departmental Graduate Committee.

Course Descriptions

Political Science (POLS)

400G Comparative Public Policy. (3) Examines the public policy process and public policy outcomes using a comparative perspective. It analyzes different policy areas (immigration, crime, drugs, etc.) in diverse contexts—industrial and developing countries—and in selected cases in the Americas, Europe, and Asia. *Prerequisites: POLS 267, 300 or 302, or permission of instructor.*

410G Constitutional Law: Governmental Organization and Powers. (3) An examination of constitutional law in the United States, with emphasis on cases dealing with the framework, powers, and function of the federal system.

411G 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.

424G 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 the instructor.*

435G Introduction to International Law. (3) A study of theories, origins, sources, development, and trends of international law as a factor in various aspects of international politics. *Prerequisite: POLS 228 or permission of the instructor.*

440G National Security and Arms Control. (3) Systematic analysis of the disarmament efforts of nations; problems of U.S. national security and arms control; economic and political implications.

446G Conflict Resolution and International Peacekeeping. (3) Study of the history and practice of international peacekeeping operations. Emphasis on international

organizations and the feasibility of conflict resolution and collective security.

448G The Supreme Court. (3) An examination of the process and politics of the U.S. Supreme Court with emphasis on decision making and on a simulation of the Supreme Court process. *Prerequisite: POLS 122.*

465G Genocide in Our Time. (3) 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 267 or 228.*

470G Urban Politics and Government. (3) This class will highlight the importance of local and urban institutions and behavior. In context, this course examines issues such as competition between cities and suburbs, intergovernmental relations, racial conflict, and urban governance as well as the impact of private power on local decision making. *Prerequisite: POLS 122 or POLS 300 or permission of the instructor.*

490G Public Policy Analysis and Bureaucracy. (3) The role of the public bureaucracy in the policy-making and policy-formation process. Legislative and judicial policy-making is contrasted with administrative policy making.

493G Seminar in Organization Theory and Behavior. (3) Review of classical and modern theories of administration. Goals and expectations of high echelon administrators and analysis of authority relationships in formal organizations are emphasized.

494G Public Budgeting. (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.

501 Independent Study. (1–6, repeatable to 6) Permission to take this course for more than three hours of credit must be obtained beforehand from the Departmental Graduate Committee.

546 Public Administration. (3) (Colloquium) This course provides an overview of the problems and issues that confront public administrators and introduces contemporary public management theory and skills for dealing with the problems and issues.

549 Public Policy Analysis and Program Evaluation. (3) Analysis of the processes of policy formation, policy contents, and outcomes of a number of domestic policy areas and niches.

550 Nonprofit Management. (3) This course will focus on defining and categorizing the third sector and then exploring its relationship to the public sector as value guardians. Considerable attention will be paid to the role nonprofits play in the formulation and execution of public policy.

553 International Relations. (3) (Colloquium) An examination of selected topics in international relations.

558 Scope and Methods of Political Science. (3) Philosophy of science as it applies to political science, the study of contemporary approaches used in explaining political phenomena, and techniques of research.

563 Seminar in American Politics. (3) An examination of selected major issues of American politics.

567 Ethics in the Public Sector. (3) This course will examine the ethical dimensions of the public sector through an administrative responsibility lens. Administrative responsibility will be explored through examination of the principles of responsiveness, fairness, flexibility, honesty, accountability, and competence.

568 Comparative Government and Politics. (3) (Colloquium) An examination of selected topics in theories of comparative government.

571 Politics of Developing Areas. (3) An examination of selected topics on political systems of developing areas.

583 Seminar in American Political Thought. (3) An examination of the major political theories and figures in the development of American political thought.

592 Public Personnel Management. (3) Historical overview of public sector hiring systems. Coverage of legal and management issues in personnel administration. Examination of political context of government recruitment.

600 Thesis Research. (3) The selection and development of a thesis topic in the field of political science. *Prerequisite: Permission required.*

601 Thesis. (3) *Prerequisite: Permission required.*

602 Internship in Public Affairs. (1-3, repeatable to 6) *Prerequisite: 18 semester hours with a GPA of 3.0 or above.*

605 Manual. (0) A capstone course requiring students to create a detailed manual on an applied political science topic, demonstrating their mastery of the field's concepts, methodologies, and analyses. *Prerequisite: Graduate standing.*

606 Portfolio. (0) A capstone course requiring students to compile a comprehensive portfolio of their scholarly papers on an applied political science topic, demonstrating their mastery of the field's concepts, methodologies, and analyses. *Prerequisite: Graduate standing.*

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Clinical/Community Mental Health Option Coordinator: Leigh Ann Fisler
Specialist in School Psychology Program Coordinator: Leigh Ann Fisler
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Colin Harbke, Ph.D., Washington State University
Scott Hemenover, Ph.D., University of Nebraska
Robert C. Intrieri, Ph.D., University of Southern Mississippi
David Lane, Ph.D., Iowa State University
Dana Lindemann, Ph.D., Washington State University
Kathy McGuire, Ph.D., University of Toledo

Associate Professors
Leigh Ann Fisler, Ph.D., University of California-Riverside
Paige Goodwin, Ph.D., Pennsylvania University
Kristy Keefe, Psy.D., University of Indianapolis

Associate Graduate Faculty

Associate Professor
Tiffany Bainter, Ph.D., North Central University

Learning Outcomes

For student learning outcomes, please see wiu.edu/provost/learningoutcomes.

Program Description

The School of Social Sciences offers work leading to the Specialist in School Psychology degree and the Master of Science degree in psychology in the area of clinical/community mental health. Detailed descriptions of the programs may be obtained from the departmental office or website.

The graduate programs in psychology are designed to serve: a) students interested in becoming practitioners in the field of school psychology or in clinical psychology; b) students interested in eventually pursuing doctoral degrees at other institutions; and c) students wishing to function as teachers, researchers, or in other related capacities in settings not requiring the doctorate.

Admission Requirements

The deadline for priority review of application materials for fall admission is February 1.

GPA requirements for admission:
- Full admission status – a minimum of 3.0 GPA overall for four years or a 3.0 GPA for the last two years (required to be eligible for a graduate assistantship)
- Probationary admission status – a minimum GPA of 2.75. Probationary students will earn full admission status after completion of nine graduate hours with a minimum GPA of 3.0.

All applications for graduate study in psychology must include the following:
- Three letters of recommendation
- Personal statement describing how they expect their degree training to fit into their future plans
- Resume/vita emphasizing academic, nonacademic, and employment experiences relevant to the degree program selected
- For the School Psychology program only: A personal interview
- NOTE: the psychology graduate programs are NOT requiring the GRE.

Prerequisites for admission:
- A minimum of 15 hours in psychology from an accredited institution
- Successful completion of the following courses: introductory psychology and at least one of the following courses: statistics or research methods
- For the Clinical/Community Mental Health program only: Successful completion of courses in abnormal psychology, personality, and learning/cognitive psychology
- For the School Psychology program only: Successful completion of courses in the psychology of exceptional children and behavior modification. These may be completed during the first year of the program.

Persons lacking one or more of these courses will be required to pass the appropriate undergraduate course(s) before being admitted to candidacy for a graduate degree in psychology. Courses taken to make up undergraduate deficiencies *cannot* be applied to the credit requirements for graduate degrees.

English fluency requirements:
All applicants should be aware that the graduate programs in psychology require significant reading, writing, listening, and speaking ability in English. International students whose native language is not English must meet the minimum TOEFL admission score required by the School of Graduate Studies or must have earned a bachelor's degree from an accredited college/university within the USA with at least four years in residence at the awarding institution(s) within two years of enrolling at WIU.

At the time of application, potential graduate students must indicate whether they intend to concentrate in clinical/community mental health, general experimental psychology, or school psychology. Admission is into a specific program.

Degree Requirements

A minimum of 66 semester hours is required in either program. Students in Clinical/Community Mental Health are required to pass comprehensive examinations. Students in the School Psychology program must pass all portfolio requirements.

Clinical/Community Mental Health Program

Core Course ..... 4 s.h.
- PSY 502 Research Methods in Applied Settings (4)

Theory and Application ..... 25 s.h.
- PSY 570 Systems of Psychotherapy (3)
- PSY 571 Group Processes and Group Psychotherapy (3)
- PSY 572 Clinical Classification and Decision Processes (3)
- PSY 573 Crisis Intervention and Community Mental Health (3)
- PSY 576 Family Therapy Theory and Practice (3)
- PSY 582 Clinical Assessment I: Cognitive Assessment (2)
- PSY 583 Clinical Assessment II: Personality Assessment (3)
- PSY 595 Career Assessment in Professional Psychology (3)
- PSY 596 Approaches to Substance Abuse Diagnosis and Treatment (3)
- PSY 600 Seminar: Psychopharmacology for Community Mental Health (2)

Developmental Psychology (Select one) ..... 3 s.h.
- PSY 422G Adolescent Development (3)
- PSY 520 Advanced Child Psychology (3)
- PSY 522 Lifespan Development (3)

Acquired or Learned Bases of Behavior (Select one) ..... 3 s.h.
- PSY 442G Principles of Behavior Modification (3)
- PSY 521 Advanced Cognitive Processes (3)
- PSY 600 Seminar: Cognitive Behavior (3)
- PSY 600 Seminar: Behavioral Analysis (3)

Social/Cultural Bases of Behavior ..... 3 s.h.
- PSY 523 Social Bases of Behavior (3)

Ethical and Professional Standards ..... 3 s.h.
- PSY 574 Professional Issues in Clinical/Community Mental Health (3)

Sensitivity to Social and Cultural Diversity ..... 1 s.h.
- PSY 575 Diversity Issues and Psychological Services (1)

Supervised Experience ..... 20–24 s.h.
- PSY 577 Prepracticum in Clinical/Community Mental Health (1)
- PSY 587 Practicum: Basic Interviewing Skills (2)
- PSY 588 Interpersonal Processes in Therapy (2)
- PSY 589 Practicum: Cognitive and Behavioral Processes in Therapy (2)
- PSY 602 Professional Experience (2)
- PSY 604 Internship in Clinical/Community Mental Health (6, minimum of 12, repeatable to 12)

Comprehensive Exam ..... 0 s.h.
- PSY 605 Comprehensive Examination in Clinical/Community Mental Health

TOTAL PROGRAM ..... 66 s.h.

School Psychology Program

Students in the school psychology program are required to successfully complete a minimum of 66 graduate semester hours of course work and field experiences. If a student meets all course requirements in fewer than 66 semester hours, additional graduate-level course work in related areas (e.g., elementary education, special education, counselor education, educational administration) must be taken to fulfill the 66 semester hour requirement. Such additional course work must meet the approval of the student's academic advisor.

Courses that are also required for the school psychology program, unless equivalent undergraduate courses have been successfully completed, are:

PSY 425G Psychology of Exceptional Children (3)
PSY 442G Principles of Behavior Modification (3)

Degree Requirements

PSY 502 Research Methods in Applied Settings ..... 4 s.h.
PSY 520 Advanced Child Psychology ..... 3 s.h.
PSY 541 Practicum I: Orientation to School Psychology ..... 3 s.h.
PSY 542 Practicum II: Academic Assessment and Intervention ..... 3 s.h.
PSY 543 Practicum III: Counseling and Assessment ..... 3 s.h.
PSY 544 Practicum IV: Evaluation and Intervention ..... 3 s.h.
PSY 570 Systems of Psychotherapy ..... 3 s.h.
PSY 571 Group Processes and Group Psychotherapy ..... 3 s.h.
PSY 581 Individual Psychological Evaluation: Intellectual Assessment ..... 3 s.h.
PSY 583 Clinical Assessment II: Personality Assessment ..... 3 s.h.
PSY 585 Psychological Problems of the Child ..... 3 s.h.
PSY 590 Introduction to School Psychology ..... 3 s.h.
PSY 591 Behavioral Consultation ..... 3 s.h.
PSY 592 Child Neuropsychology ..... 3 s.h.
or
PSY 444G Biopsychology of Drugs and Addiction ..... 3 s.h.
or
PSY 600 Seminar: Psychopharmacology for Community Mental Health ..... 2 s.h.
EDL 520 Leadership for Special Needs ..... 3 s.h.
LA 578 Language Arts for Diverse Learners ..... 3 s.h.
PSY 575 Diversity Issues and Psychological Services ..... 1 s.h.
or
CN 552 Counseling/Helping in a Multicultural Society ..... 3 s.h.
PSY 593 Intervention with Children and Adolescents ..... 3 s.h.
PSY 599 School Psychology Portfolio ..... 0 s.h.
PSY 601 Thesis ..... 3 s.h.
or
PSY 602 Professional Experience (applied research project) ..... 2 s.h.
PSY 603 School Psychology Internship ..... 12 s.h.
PSY 606 Illinois State Accreditation Exam ..... 0 s.h.
TOTAL PROGRAM ..... 66–70 s.h.

Course Descriptions

Psychology (PSY)

422G Adolescent Development. (3) A study of adolescence from the standpoint of growth and adjustment, emphasizing the areas of physical, intellectual, social, and emotional development. *Prerequisite: PSY 100 and, PSY 221 or EIS 201, or graduate standing, or permission of the instructor.*

423G Psychology of Adulthood and Aging. (3) A survey of the adult years from early childhood to old age and the dying process. Emphasis will be placed on psychological theories and research related to aging and its implications. *Prerequisite: Nine semester hours in psychology or graduate standing, or permission of the instructor.*

424G Psychopathology. (3) This course examines the biopsychosocial aspects of psychopathology. Emphasis is placed on terminology, classification, sources, and empirically-based treatments (EBTs) associated with psychopathology. Students will understand pathological behavior patterns and apply knowledge of sources, symptoms, and EBTs. *Prerequisite: PSY 251 and six additional hours in psychology, or graduate standing, or permission of the instructor.*

425G Psychology of Exceptional Children. (3) A psychological approach to children with exceptional learning and behavior characteristics. Examines assessment techniques, diagnostic categories, methods of remediation or enhancement, and relevant federal and state legislation. *Prerequisite: PSY 221 or EIS 201, or graduate standing, or permission of the instructor.*

430G History and Systems of Psychology. (3) A study of the important historical and contemporary schools of psychology. The systems are presented in an historical setting leading to an evaluation of trends in psychology. *Prerequisite: Nine semester hours in psychology or graduate standing, or permission of the instructor.*

433G *(cross-listed with WS 433G)* 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. *Prerequisite: Nine semester hours of psychology, or graduate standing, or permission of the instructor.*

442G Principles of Behavior Modification. (3) An application of learning principles to modification of human behavior emphasizing operant and respondent principles. Topical areas include autistic behavior, academic learning, rehabilitation, token economies. *Prerequisite: Nine semester hours in psychology, or graduate standing, or permission of the instructor.*

443G 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, or BIOL 330 or BIOL 340, or ZOOL 430, or CHEM 330, or CHEM 221, or PE 270, or permission of the instructor.*

444G 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 BIOL 103, or HE 123, or HE 442, or graduate standing, or permission of the instructor.*

451G Personality. (3) An advanced treatment of the major research, concepts, and theoretical formations of personality, emphasizing integration of personality concepts with concepts from other areas such as learning and social psychology. *Prerequisites: PSY 251 and six additional hours of psychology, or graduate standing, or permission of the instructor.*

453G Psychology and Law. (3) This course involves a comprehensive study of the interface between psychology and the legal system. Topics covered in this course include, but are not limited to: (1) forensic issues such as competency to stand trial, the insanity defense, and expert testimony, (2) research issues involving eyewitness memory, testimony, and identification, and (3) procedure issues such as the child interview and suspect interrogations. *Prerequisite: Nine semester hours in psychology or permission of the instructor.*

488G *(cross-listed with FS 488G)* 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. *Not open to students with credit in FS 488. Prerequisites: FS 210 or permission of Instructor, School Director, or Program Director.*

500 Advanced Research Methods. (3) Overview of research methods in both basic and applied psychological research. Topics include library research, research design, ethical issues, psychometric and measurement decisions, data analysis options, interpretation of results, scientific writing using APA style, and critical evaluation of research papers. *Prerequisite: Graduate standing or permission of the instructor.*

501 Advanced Psychological Statistics. (4) A consideration of advanced statistical methods and experimental designs which are applicable to psychological research. Particular attention is given to correlation and analysis of variance. *Prerequisite: PSY 223 or equivalent.*

502 Research Methods in Applied Settings. (4) Overview of the interconnectedness of research design, statistics, and measurement in the context of applied settings is provided. Special emphasis is placed on using and conducting research in clinic and school settings. *Prerequisite: Acceptance into the Clinical/Community Mental Health or School Psychology programs, or permission of the instructor.*

509 Practicum in Teaching Undergraduate Psychology. (3) A seminar designed to help students develop skills in teaching undergraduate courses in psychology through observation and supervised experiences. Acquaints students with instructional and disciplinary policies and resources, and assists students in evaluating personal strengths and weaknesses.

510 Philosophical Foundations of Applied Behavior Analysis. (3) This course will provide

students with the knowledge and systematic conceptualization of basic principles and procedures used within applied behavior analysis and philosophical foundations. Students will be exposed to applied research, single subject design, and consumption of research articles. *Prerequisite: Graduate standing required.*

520 Advanced Child Psychology. (3) A systematic presentation of research and theories concerning the development of children. The student will design a research project related to the study of children. *Prerequisite: An undergraduate course in development or child psychology, or permission of the instructor.*

521 Advanced Cognitive Processes. (3) Perception, attention, memory, language, problem solving, decision-making, and intelligence will be covered with an emphasis on the integration of these systems in a conceptual model to facilitate professional application of knowledge and theory in cognitive psychology. *Prerequisite: Undergraduate course work in cognitive psychology or permission of the instructor.*

522 Lifespan Development. (3) Survey of the changes that take place during an individual's life from infancy to old age. Includes study of the developing person at different periods in the lifespan, including childhood as well as early, middle, and late adulthood.

523 Social Bases of Behavior. (3) Survey of empirical research and theories on the psychological processes related to interpersonal behavior, focusing on topics such as attitude change, social influence, and prosocial behavior.

541 Practicum I: Orientation to School Psychology. (3) Introduces students to the roles and functions of school psychologists. Students observe and participate in activities related to school psychology through placements in schools and other settings. *Prerequisite: Permission of the instructor.*

542 Practicum II: Academic Assessment and Intervention. (3) Overview of scope and sequence of pre-K—12 reading, math, and writing is provided. Students learn to administer, score and interpret standardized and curriculum-based measures of academic achievement. Academic interventions are designed, implemented and evaluated. *Prerequisite: PSY 581.*

543 Practicum III: Counseling and Assessment. (3) Introduces students to the role of the school psychologist in the regular and special education assessment process and individual counseling. *Prerequisites: PSY 541 and 542.*

544 Practicum IV. (3) Continued supervised and expanded experiences involving consultation, evaluations, and interventions for academic and psychological problems of children in school and other settings. Introduces students to small group counseling experiences. *Prerequisites: PSY 541, 542, and 543.*

550 Current Research in Psychology Seminar. (1, repeatable in consecutive semesters to 2) A survey of contemporary theoretical and methodological issues associated with areas of inquiry traditionally covered under general experimental psychology, including biopsychology, cognitive, developmental, industrial/organizational, learning, perception/sensation, personality, and social psychology.

551 Structural Equation Modeling for the Behavioral Sciences. (3) Structural equation modeling (SEM) and related analytical approaches employed in the behavioral sciences will be explored, with an emphasis on interpretation. Multiple regression and factor analysis will be reviewed. Hands-on training with contemporary SEM software will be provided. *Prerequisites: PSY 501 or an equivalent graduate-level course that covers descriptive statistics, correlation and simple regression, or permission of the instructor.*

560 Individual Research in Psychology. (1–2, repeatable to 4) The student will design, carry out, and write up an original experiment. Graded S/U. *Prerequisites: Psychology 500 and permission of the instructor.*

563 Individual Readings in Psychology. (1–2, repeatable to 4) The student will read extensively on topics chosen in consultation with a psychology instructor and prepare a written report on the topic(s). *Prerequisites: Permission of the instructor.*

570 Systems of Psychotherapy. (3) This course is intended to review various systems of psychotherapy and to introduce the student to professional considerations in the practice of psychotherapy.

571 Group Processes and Group Psychotherapy. (3) An examination of theories of group and family psychotherapy emphasizing how basic group processes such as cohesiveness, norm formation, communication skills, and leadership are used in therapeutic groups.

572 Clinical Classification and Decision Processes. (3) Examination of the practice of psychological diagnoses with emphasis upon informational bases and decision-making processes involved in and theoretical assumptions underlying these practices. *Prerequisites: PSY 424 and 570, or permission of the instructor.*

573 Crisis Intervention and Community Mental Health. (3) An introduction to the principles of community mental health emphasizing organization of community mental health services, mental health education, consultation, program evaluation, and crisis intervention.

574 Professional Issues in Clinical/Community Mental Health. (3) An in-depth examination of the ethical, legal, and professional issues involved in the provision of mental health services primarily in public settings. Illinois laws governing confidentiality, mandated reporting, and professional licensure will be discussed. *Prerequisites: Permission of the instructor.*

575 Diversity Issues and Psychological Services. (1) Students will become acquainted with differences among groups who vary along the dimensions of ethnicity, gender, social class, sexual orientation, age, religious affiliation, and disability. Similarities among members of groups that occupy different positions along these dimensions will also be considered, as well as diversity within groups. These differences among and within groups, and similarities among people regardless of group membership, will be related to relevant issues relating to the provision of psychological services.

576 Family Therapy Theory and Practice. (3) Students will become familiar with a variety of specific assessment approaches and interventions that arise from psychological theory. *Prerequisites: Enrollment limited to students in the school psychology or clinical/community mental health program, or permission of instructor.*

577 Pre-Practicum in Clinical/Community Mental Health. (1) A practical introduction to the assessment and treatment of psychological disorders. Students will observe case presentations and selected treatment sessions as a way of developing familiarity with the procedures used in the delivery of mental health services. Graded S/U. *Prerequisites: Enrollment limited to students in the school psychology or clinical/community mental health program.*

581 Individual Psychological Evaluation: Intellectual Assessment. (3) Examines the administration, scoring, interpretation, and uses of measures of cognitive abilities, emphasizing cultural sensitivity in the application of these instruments. Includes supervised practice with current versions of the Woodcock-Johnson and Wechsler scales, and exposure to other cognitive measures. *Prerequisite: Enrollment limited to students in school psychology or clinical/community mental health program or permission of the instructor.*

582 Clinical Assessment I: Cognitive Assessment. (2) Examines the administration, uses of, and interpretation of measures of intellectual and neuropsychological functioning. Students will receive supervised instruction in the use of standardized tests of intelligence and neuropsychological screening devices, with special attention devoted to cultural and demographic issues that bear on the use of these measures. *Prerequisite: Enrollment limited to students in the clinical/community mental health program or permission of the instructor.*

583 Clinical Assessment II: Personality Assessment. (3) A review of contemporary objective and projective measures of personality. Emphasis is on development of applied skills in assembling a test battery, administrating and interpreting test results, and integrative report writing. *Prerequisites: Enrollment limited to students in the clinical/community mental health program who have successfully completed PSY 582 or permission of the instructor.*

585 Psychological Problems of the Child. (3) Intensive study of the causes, evaluation, and treatment of social, emotional, and behavioral problems of children. *Prerequisite: PSY 581 or permission of the instructor.*

586 Practicum in School Psychology. (1–2, repeatable to 7) Supervised experience in diagnosis of and consultation for the psychological problems of children in either the local school system or the University Psychology Clinic. *Prerequisites: Permission of the instructor.*

587 Practicum: Basic Interviewing Skills. (2) Classroom and supervised clinical experience in the conduct of clinical interviews with an emphasis upon communication skills and the development of the therapeutic relationship. Clinical work is done in the University Psychology Clinic. *Prerequisites: PSY 577; enrollment limited to students in the school psychology or clinical/community mental health program.*

588 Practicum: Interpersonal Processes in Therapy. (2) Provides a review of theory and research on, and supervised experience in, contemporary interpersonal processes as they relate to the client-therapist relationship. Attending to overt and covert communication styles, using the client-therapist interpersonal relationship diagnostically and as a means for intervention, and integrating the interpersonal approach with other theoretical orientations in working with clients of the University Psychology Clinic will be emphasized. Consultation with and referral to other agencies may be included. *Prerequisites: Enrollment is limited to students in the Clinical/ Community Mental Health Option who have successfully completed PSY 577 and PSY 587.*

589 Practicum: Cognitive and Behavioral Processes in Therapy. (2) Provides a review of theory and research on, and supervised experience in, cognitive and behavioral processes in practice of psychotherapy. Decision-making and treatment planning, cognitive-behavioral techniques and theory, and integration of a cognitive-behavioral approach with other theoretical orientations in working with clients in the University Psychology Clinic will be emphasized. Consultation with and referral to other agencies may be included. *Prerequisites: Enrollment is limited to students in the Clinical/ Community Mental Health Option who have successfully completed PSY 577, PSY 587, and PSY 588.*

590 Introduction to School Psychology. (3) A survey of historical and current topics, issues, and professional problems in school psychology emphasizing the school psychologist's role and function, problems of professional practice, and legal and ethical considerations.

591 Behavioral Consultation. (3) Students will be exposed to various consultation theories used in educational settings to facilitate problem solving. Specific techniques used in behavioral consultation will be taught and practiced. *Prerequisite: Three semester hours of PSY 586 or permission of the instructor.*

592 Child Neuropsychology. (3) Provide an awareness and understanding of the complexities of brain behavior relationships in children; enhance student's skills regarding neuropsychological issues. *Prerequisite: PSY 581 or permission of the instructor.*

593 Intervention with Children and Adolescents. (3) Students will learn to plan, implement, and evaluate interventions appropriate for children and adolescents exhibiting a variety of behavioral, cognitive, educational, medical, and emotional difficulties. *Prerequisite: 3 s.h. of PSY 586 or permission of the instructor.*

595 Career Assessment in Professional Psychology. (3) Students will become familiar with the process of assessing clients' vocational and professional interests through the use of both formal assessment instruments and interview. Developmental considerations, as well as issues of cultural sensitivity and gender will be discussed. Approaches to integrating this information into career advising and/or psychotherapy will be explored. *Prerequisites: Permission of the instructor.*

596 Approaches to Substance Abuse Diagnosis and Treatment. (3) Students will become aware of the multiple theoretical viewpoints available to understand the human substance abuse, as well as the variety of treatment approaches available for addressing these difficulties. Emphases will be placed upon maintaining appropriate scientific skepticism regarding current cultural and professional viewpoints, as well as appreciating the importance of understanding the challenges inherent in the dually diagnosed. *Prerequisites: Permission of the instructor.*

599 School Psychology Portfolio. (0) Students in the School Psychology Program are required to compile professional portfolios in which they must integrate information from all of their coursework and practica, and address the ways in which each course relates to their own professional development. Graded S/U. *Prerequisite: Completion of at least 3 semester hours of PSY 586.*

600 Seminar. (1–3) May be repeated up to twelve hours.

601 Thesis. (3, repeatable to 6) Graded S/U. *Prerequisites: Successful completion of PSY 500/ PSY 501 sequence or PSY 502 and permission of thesis advisor.*

602 Professional Experience. (1–3, repeatable to 5) Practicum work at an advanced level in a setting appropriate to the student's professional goals, i.e., a school system, community mental health center, etc. Graded S/U. *Prerequisites: Permission of the instructor.*

603 School Psychology Internship. (6, repeatable to 12) A one-year full-time supervised professional psychological experience with children of school age in a public school setting under supervision of an individual qualified as a supervising psychologist. Graded S/U. *Prerequisite: Open only to those students endorsed for intern approval by WIU School Psychology Program Director. Students enroll during each semester of their internship experience.*

604 Internship in Clinical/Community Mental Health. (6, minimum of 12, repeatable to 12) A full-time placement in an approved mental health facility providing advanced graduate students in clinical/community mental health with supervised experience in diagnosis, treatment, community education and program planning, and/or evaluation. Graded S/U. Incompletes will be given until the internship is completed. *Prerequisite: Open only to those students endorsed for internship by the WIU Clinical/Community Health Program Director. Students enroll during each semester of their internship experience.*

605 Comprehensive Examination in Clinical/ Community Mental Health. (0) Graded S/U. *Prerequisites: Graduate standing in the clinical/ community mental health program and satisfactory completion of 38 hours including PSY 577, PSY 581, PSY 582, PSY 587, and PSY 588.*

606 Illinois State Accreditation Exam. (0) Students in the School Psychology program are required to complete the state of Illinois Accreditation Exam for School Psychologists and report the score to the program director. Graded S/U. *Prerequisite: PSY 603.*

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Website: wiu.edu/coehs/healthwellness
Location of Program Offering: Macomb, Quad Cities

Graduate Faculty

Professors
Tamara L. Bories, Ph.D., University of North Carolina at Greensboro
Christopher R. Kovacs, Ph.D., University of North Carolina at Greensboro
Lorette S. Oden, Ph.D., The University of Toledo
Jennifer M. Plos, Ed.D., Nova Southeastern University
Renee L. Polubinsky, Ed.D., Nova Southeastern University
Emily Shupe, Ph.D., Walden University
Mei Wen, Ph.D., Johns Hopkins University

Associate Professor
Maureen Bezold, Ph.D., Virginia Tech

Associate Graduate Faculty

Professors
Lorri Kanauss, Ph.D., Walden University

Learning Outcomes

For student learning outcomes, please see wiu.edu/provost/learningoutcomes.

Program Description

The School of Nursing, Applied Health, and Human Performance offers a specialized program of study leading to the Master of Public Health. Graduates of the program typically are hired as practitioners in and directors of health education and health promotion programs in community health agencies, hospitals, business and industry, health related governmental departments, and private organizations; as health education teachers in local school districts; as supervisors of health education at the local and state levels; and as college and university health educators.

Admission Requirements

- A minimum cumulative GPA of 2.75 OR 3.0 or higher GPA for the last two years (60 s.h.) of undergraduate work
- International students whose native language is not English must have a minimum TOEFL score of 73 or obtain a satisfactory score on the IELTS (academic format) of 6.0 overall bands or better, or must have earned a bachelor's degree from an accredited college/university within the USA with four years in residence at the awarding institution(s) within two years of enrolling at WIU.

Each candidate must show evidence of having completed course work in human diseases either prior to admission as a degree candidate or before completion of their programs of study. The graduate coordinator, in accordance with policies established by the departmental graduate committee, will also determine if program deficiency

requirements in human anatomy and physiology course work have been met. If these deficiencies have not been satisfied, the applicant may be required to take courses prescribed by the committee and/or coordinator.

Applicants admitted probationally must earn at least a B in nine hours of graduate coursework. A degree plan must be filed immediately after the student completes 15 semester hours of graduate credit.

Degree Requirements

A professional internship will be required for those candidates choosing the Public Health option if no professional health education/public health internship was completed as an undergraduate. Prior to the professional internship or the schoolrelated professional experience, students must have completed 24 hours of course work that includes HLTH 505, HLTH 506, HLTH 511, HLTH 512, and HLTH 530, and must have a minimum of a 3.25 GPA in all graduate work.

Public Health Option

I. Core Courses ..... 15 s.h.
- HLTH 505 Research Design in Kinesiology and Public Health (3)
- HLTH 506 Measurement and Statistical Analysis (3)
- HLTH 511 Health Education and Promotion in the Community (3)
- HLTH 512 Planning and Evaluation of Health Education Programs (3)
- HLTH 530 Health Behavior Theories (3)

II. Public Health Requirements ..... 18 s.h.
- EM 561 Foundations of Emergency Management (3)
- HLTH 510 Environmental Public Health (3)
- HLTH 513 Methods in Health Education and Promotion (3)
- HLTH 551 Public Health Epidemiology (3)
- HLTH 590 Professional Internship (3)
- HSM 514 Health Service Administration (3)

III. Select one of the following exit options: ..... 9 s.h.

For elective courses, students may choose from among the courses in the Emergency Management (EM), Health (HLTH) and Health Services Management (HSM) programs or from other WIU graduate programs' offerings to augment and enhance their program objectives and employment opportunities.

A. Thesis
- HLTH 601 Thesis (4)
- Electives (5)

B. Professional Portfolio
- HLTH 602 Professional Portfolio (1)
- Electives (8)

C. Comprehensive Exam
- HLTH 603 Comprehensive Exam (0)
- Electives (9)

TOTAL PROGRAM ..... 42 s.h.

Post-Baccalaureate Certificate Program

The department offers a post-baccalaureate certificate in Health Services Administration. For program details, please refer to the post-baccalaureate section of the catalog.

Course Descriptions

Emergency Management (EM)

460G Weapons of Mass Destruction in Public Health. (3) Provides an overview of weapons of mass destruction from the public health 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 are included. *Prerequisites: CHEM 101 and EM 304.*

561 Foundations of Emergency Management. (3) Provides an overview of emergency management and disaster sciences for application in public health, education, health care, and other settings. Topics will include basic emergency management concepts, the four phases of the disaster cycle, specific operational and policy frameworks for disaster management, roles of public health, schools and health care in disaster, and special topics in health and emergency management.

565 Evacuation Planning and Response. (3) Focuses on emergency evacuation issues resulting from natural disasters and human intentional injuries. Students will learn to develop proper evacuation techniques for a wide range of areas, such as public schools, colleges and universities, as well as private buildings, and governmental institutions.

Health (HLTH)

400G Grant Writing. (3) Introduction to the skills and techniques necessary to research and write grant proposals for nonprofit organizations, businesses, and government agencies for improving health behavior programs/services. *Prerequisite: HLTH 370 or permission of the instructor.*

414G 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 or permission of the instructor.*

430G Health Disparities. (3) Overview of the socioeconomic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities. *Prerequisite: HLTH 211 or permission of the instructor.*

432G 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.

433G School Health Curriculum. (3) Investigates the nature of school health curriculum development which addresses objectives, resources, content, evaluation, sequencing, scheduling, and implementation. *Prerequisite: HLTH 432 or permission of the instructor.*

440G Sexuality Education in the Home, School, and Community. (3) The principles of sex education of the preschool and schoolage child. Emphasis is placed on preparing the student in content, resources, procedures, and philosophy of home, school, and community sex education. *Prerequisite: HLTH 121 or equivalent, and HLTH 313, or permission of the instructor.*

441G Mental Health. (3) Overview of principles and practices of attaining and maintaining mental health, including an in-depth exploration of stress, stress management, and the relationship of stress to illness. Includes examination of prevalent mental health problems with emphasis on awareness and prevention.

442G 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. *Prerequisite: HLTH 123 or equivalent and HLTH 313, or permission of instructor.*

450G Public Health Workshop. (1, repeatable to 2 with change in topic) Designed to provide new and updated information relative to current health issues confronting the public health professional.

505 (*previously HS 570*) (*cross-listed with KIN 505*) Research Methods in Kinesiology and Public Health. (3) Overview of the process of planning and organizing quantitative, qualitative, and mixed methods research designs and methods to identify and solve problems. Incorporates research methods, processes, and models in formulating research studies and incorporating current quality standards and evidence-based protocols into healthcare and behavioral sciences. *Prerequisite: Graduate standing.*

506 (*previously HS 571*) (*cross-listed with KIN 506*) Measurement and Statistical Analysis. (3) The application of techniques used to organize, analyze, and interpret statistical data for health and behavioral sciences. Topics include measures of central tendency, measures of variability, percentiles, sampling, correlation, standard scores, and tests of significance.

510 Environmental Public Health. (3) The study and analysis of a variety of environmental problems and issues emphasizing the interrelationship between humans and the myriad environmental concerns.

511 Health Education and Promotion in the Community. (3) Overview of the key concepts, roles, settings, and practices of health education and promotion. Community health education and promotion programs and their current trends and challenges, including an analysis of behavioral health theories, social, political, and economic factors affecting their utilization by the public, will be explored.

512 Planning and Evaluation of Health Education Programs. (3) An analysis of program planning: from a behavioral health lens, this will include examination of consumer participation, consulting skills, negotiation skills, training, budgeting, implementation, data collection, evaluation, and writing program reports.

513 Methods in Health Education and Promotion. (3) Using behavioral health theories as its foundation, this course provides experiential opportunities in the techniques, procedures, and pedagogy of communication,

advocacy, and instruction as they apply to the school, community, and public health education professional. *Prerequisite: HLTH 511 or 512, or permission of the instructor*.

520 Contemporary Concepts in Death and Dying. (3) This course concentrates on study of facts and values of Americans concerning dying and death. Discussion focuses on living an effective and meaningful life, the stages of dying and emotions surrounding loss, means of working with and relating to the dying person, the causes of death, and clarifying death.

521 International Health. (3) Overview and application of the international elements of health. Topics include, but are not limited to, global dimensions of chronic and infectious diseases, determinants and distributions of health and disease in populations, and global cooperation in international public health.

525 Health Aspects of Aging. (3) An exploration of health problems and the effects of medical crises on the aged and the means for dealing with these problems and crises will be covered. An investigation of the development of health problems during the aging years and a look at the major health problems of various age groups will be included.

530 Health Behavior Theories. (3) Examination of behavioral science theories and models that provide a framework for public health education, promotion, and research, along with application of these models/theories for program planning, implementation, and evaluation.

551 Public Health Epidemiology. (3) Overview of the basic principles of epidemiology and the measures used in epidemiology. Discusses epidemiologic study design and analysis, as well as outbreak investigations, screening, surveillance, and the role of epidemiology in public health. *Prerequisites: HLTH 505 and HLTH 506, or permission of the instructor.*

590 Professional Internship. (3–6) Intended to give the student practical experience in behavioral sciences and community health education. The internship is spent in appropriate programs, under the preceptorship of an administrator qualified by education and/or experience, and supervision of a health sciences faculty member. Development and utilization of original activities is stressed. Periodic progress reports are required. Graded S/U. *Prerequisite: Permission of internship coordinator to enroll and to select an internship site.*

599 Independent Study in Public Health. (1–3, repeatable to 6 with change in topic) Independent research study of an approved topic. Specific department guidelines must be followed. Minimum 50 work hours per 1 hour of credit.

601 Thesis. (1–3, repeatable to 4) Direction by a major professor of a student research project. To receive credit, the student will be required to complete and receive approval of his/her study. Graded S/U.

602 Professional Portfolio. (1) The student will demonstrate proficiency in Core and Public Health or School Health Option. The portfolio will be planned and carried out under graduate faculty approval and supervision. An oral presentation is required. Graded S/U. *Prerequisite: Approval of the Program Graduate Coordinator*.

603 Comprehensive Examination. (0) The student will complete a written comprehensive examination covering the content of courses which comprise his/her program of study. The examination will be graded S/U and will be administered once each semester. The student may take the examination a maximum of three times. *Prerequisite: Approval of the Program Graduate Coordinator.*

Health Services Management (HSM)

514 Health Service Administration. (3) Overview of the U.S. health system and its structure and functions. Discusses the interface between public health and health care, delivery structures, workforce issues, health resources, health services, financing, meeting needs of special populations, global health, and critical issues in health services and behavioral sciences. *Prerequisites: Permission of the instructor.*

515 Legal Aspects of Health Services Management. (3) The course offers a practical and comprehensive examination of U.S. healthcare laws and improves the understanding of complex workings and legal principles of the healthcare system by analyzing and applying laws to interpret and develop management policies and procedures.

516 Introduction to Health Policy. (3) The course equips health professionals with a working knowledge of health policy formulation, implementation and evaluation. It applies health policy analysis, examines current issues, and compares health systems in various countries on health policy concepts, issues, practices and consequences.

517 Health Services Organizational Behavior and Leadership. (3) Provides an overview of the principles of organization behavior including the management of individuals, teams, and organizations with special emphasis on leadership, and introduces the skills and capabilities of professional managers essential for all health services management positions.

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Professors
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Todd Lough, Ph.D., Loyola University
Barry S. McCrary, Ed.D., Duquesne University
John Schafer, Ph.D., The Fielding Institute

Associate Professors
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Niyazi Ekici, Ph.D., Rutgers University-Camden

Associate Graduate Faculty

Professors
Dean C. Alexander, L.L.M., Georgetown University
Vladimir A. Sergevnin, Ph.D., Moscow Institute of National Economy

Associate Professors
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Thomas Meloni, Ph.D., Northern Illinois University

Assistant Professors
Gary Baum, M.S., Northern Illinois University
Glenn Daugherty, Ed.D., University of Phoenix
Robert Kelly, J.D., Widener University
Patricia Walton, J.D., Valparaiso University
David Young, J.D., University of Illinois-Urbana/Champaign

Learning Outcomes

For student learning outcomes, please see wiu.edu/provost/learningoutcomes.

Program Description

The School of Law Enforcement and Justice Administration offers a Master of Arts in Public Safety Administration. The public safety administration (PSA) graduate program is internationally known for academic excellence. It provides students with a rich blend of theoretical, administrative, and practical knowledge as well as research skills. Those who have earned the degree occupy positions of leadership across the United States and in several foreign countries.

The program is designed to provide a balanced, interdisciplinary course of study for those currently employed in criminal justice and related fields, as well as for those wishing to pursue careers in these fields of academia. Courses provide students with current information in the areas of administrative/organizational behavior; law; research and quantitative skills; and specialized areas such as policing,

emergency management, fire administration, social justice, corrections, security, and multiculturalism/diversity in criminal justice.

Graduates of the program are educationally well-rounded students who possess the skills needed to manage and lead in the increasingly complex field of criminal justice. Additionally, students are academically prepared to pursue advanced degrees in respected doctoral programs.

Integrated Baccalaureate and Master's Degree Programs

Please refer to the appropriate section at the back of the catalog for details and program offerings.

Admission Requirements

- A minimum cumulative GPA of 3.0 OR 3.0 or higher GPA for the last two years (60 s.h.) of undergraduate work
- Applicants with a GPA below 3.0 would be considered for probationary admission if their prior professional training and work experience indicate their undergraduate GPA is an inaccurate reflection of their academic abilities
- Current resume/vita
- A personal statement of 1000-1500 words in length emphasizing academic, nonacademic, and employment experiences relevant to the degree

Only those files completed with all required documents listed above will be forwarded to the school's graduate committee for consideration for admission into the program. All documents should be sent to (and any contact regarding status of receipt of those documents should be directed to) the School of Graduate Studies.

Undergraduate work should include 18 semester hours in criminal justice, law enforcement, or closely related areas. Students may not enroll in LEJA graduate courses unless admitted to the LEJA degree program or unless they receive special permission from the LEJA graduate coordinator or school's director. Undergraduate courses in statistics or research methods are required or waived.

Degree Requirements

The Master of Arts degree in Public Safety Administration may be earned by satisfying requirements of either the Thesis or NonThesis Plan of study.

I. Core Courses ..... 15 s.h.

LEJA 500 Advanced Quantitative Techniques in Public Safety (3)
LEJA 502 Management Issues in Public Safety Administration (3)
LEJA 503 Research Methodology in Public Safety (3)
LEJA 504 Civil and Criminal Liability (3)

LEJA 501 Theory in Criminal Justice (3)
or
FS 481G Fire and Emergency Administration (3)

II. Select one of the following plans:

A. Thesis ..... 18 s.h.

LEJA 600 Thesis Research (3)
LEJA 601 Thesis (3)

Electives in one of the following departments (12):
educational administration, law enforcement and justice administration, management sciences, political science, psychology, or sociology; or in any other department with

approval of the LEJA Graduate Committee and Chair. Courses should be geared toward career objectives.
A final oral presentation and defense of the thesis.
Thesis proposal must be approved before research is undertaken.
TOTAL PROGRAM.....33 s.h.

B. NonThesis.....24 s.h.

LEJA 518 Comprehensive Seminar in Law Enforcement and Justice Administration (3)
or
*FS 519 Comprehensive Seminar in Public Safety (3)
Electives in one of the following departments (21)**:
educational leadership, law enforcement and justice administration, management sciences, political science, psychology, or sociology; or in any other department with approval of the LEJA Graduate Committee and Chair. Courses should be geared toward career objectives.
*Only if FS 481G was taken as a core course

**No more than 12 s.h. of electives may come from departments outside of LEJA.
TOTAL PROGRAM.....39 s.h.

In either option, no more than 9 semester hours of 400G level courses will be counted toward fulfillment of the degree requirements without permission of the LEJA Graduate Committee.

Post-Baccalaureate Certificate Program

The School of Law Enforcement and Justice Administration offers post-baccalaureate certificates in Community Engagement and Public Safety Leadership, Emergency Management, and Police Executive Administration. For program details, please refer to the post-baccalaureate section of the catalog.

Course Descriptions

Emergency Management (EM)

460G Weapons of Mass Destruction in Public Health. (3) Provides an overview of weapons of mass destruction from the public health 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 are included. *Prerequisites: CHEM 101 and EM 304.*

521 Search and Rescue. (3) Overview of basic and advance principles of search and rescue techniques. Discusses team development, search primers, signaling, tracking skills, plan development for emergency management and first responders. The course covers SAR protocols for land, wilderness, urban and water operations. *Prerequisite: Graduate standing.*

522 Advanced Mitigation and Community Recovery Techniques. (3) Overview of the basic and advance principles of community mitigation and recovery techniques for businesses, organizations, hospitals, and communities after manmade and natural disasters. This course focuses on first responders preparedness and mitigation principles and adaption strategies. *Prerequisite: Graduate standing.*

561 Foundations of Emergency Management. (3) Provides an overview of emergency management and disaster sciences for application in public health, education, health care, and other settings. Topics will include basic emergency management concepts, the four phases of the disaster cycle, specific operational and policy frameworks for disaster management, roles of public health, schools and health care in disaster, and special topics in health and emergency management.

565 Evacuation Planning and Response. (3) Focuses on emergency evacuation issues resulting from natural disasters and human intentional injuries. Students will learn to develop proper evacuation techniques for a wide range of areas, such as public schools, colleges and universities, as well as private buildings, and governmental institutions.

Fire Science (FS)

481G 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: FS 210 or permission of Instructor, School Director, or Program Director. Permission of Instructor is required for all online sections of this course.*

488G *(cross-listed with PSY 488G)* 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. *Not open to students with credit in PSY 488G. Prerequisites: FS 210 or permission of Instructor, School Director, or Program Director.*

519 Comprehensive Seminar in Fire Protection. (3) A capstone course intended to reinforce the analysis of theories and models as they pertain to public safety administration. Emphasis on current trends research, analytics and civil liability. *Prerequisites: FS 481G, LEJA 500, 502, 503, and 504 or by permission of the School Director or Program Director.*

Law Enforcement and Justice Administration (LEJA)

414G 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. *Prerequisites: LEJA 231 or permission of the instructor.*

416G 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: LEJA 230 or permission of the instructor.*

431G 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: Permission of the instructor/School Director.*

500 Advanced Quantitative Techniques in Public Safety. (3) A consideration of advanced statistical methods and computer techniques that are applicable to public safety. Particular attention will be given to multivariate analysis. *Prerequisite: LEJA 303 or equivalent undergraduate statistics course, or permission of the instructor/ School Director.*

501 Theory in Criminal Justice. (3) Analysis and comparison of various theories and models, with emphasis on the understanding of theoretical principles as they influence issues in criminal justice.

502 Management Issues in Public Safety Administration. (3) Focus on the public safety agency from the standpoint of top and middle management, including (but not limited to) labor relations, personnel management, fiscal administration, and the integration of internal and external operations. *Prerequisite: LEJA 501 or FS 481G or permission of the instructor/School Director.*

503 Research Methodology in Public Safety. (3) Critical examination of current research in public safety with regard to methodological adequacy, significance and importance; problems in the design and execution of public safety research. *Prerequisite: An undergraduate course in statistics or methods, or permission of the instructor/School Director.*

504 Civil and Criminal Liability. (3) The study of public safety administration policy and practice as impacted by principles of civil and criminal responsibility. *Prerequisite: Six hours of undergraduate law courses or permission of the instructor/School Director.*

505 Independent Study. (1–3, repeatable to 6 under different topics) Special topics selected in consultation with a member of the graduate faculty. *Prerequisites: Twelve graduate credits and permission of the instructor/School Director.*

506 Police: Theory and Practice. (3) An examination of theoretical and philosophical bases of the police and the ways in which theory and philosophy are translated into practice. Analysis of problems arising as a result of the translation, theory and/or philosophy. *Prerequisite: LEJA 501 or permission of the instructor/School Director.*

507 Courts: Theory and Practice. (3) An indepth examination of current and key issues in courts, with emphasis on those which affect adjudicatory administration. *Prerequisite: LEJA 501 or permission of the instructor/School Director.*

508 Corrections: Theory and Practice. (3) Course focuses on major administrative, inmate, and societal issues. Examines historical, philosophical, and legal issues related to corrections. The course discusses correctional objectives and principles in the context of prevailing practices. *Prerequisite: LEJA 501 or permission of the instructor/School Director.*

509 Security: Theory and Practice. (3) Intensive analysis of the operative principles underlying security and loss prevention procedures in business and industry. Case studies and projects will integrate security management theory with the solution of practical security problems involving computer security, executive personnel protection, transportation systems, bank security, and the protection of proprietary information. *Prerequisite: LEJA 501 or permission of the instructor/School Director.*

510 Public Personnel Law. (3) The study of the law and policy of public sector collective bargaining, employment discrimination and employee/employer rights and responsibilities within a public safety context. *Prerequisite: LEJA 501 or 502 or permission of the instructor/School Director.*

511 Diversity in Public Safety. (3) This course examines the relationship between public safety personnel and the minority citizens they are to serve. Community relations are discussed as the basis for successful programs, as well as attracting and hiring minority public safety employees. *Prerequisite: Graduate standing.*

512 Ethics in Public Safety. (3) This course focuses on a variety of ethical/moral issues confronting public safety practitioners. Ethical choices, their consequences, and the relationships among law, morality, and ethics are discussed. *Prerequisite: Permission of the instructor/School Director.*

513 Public Policy Issues in Criminal Justice. (3) This course addresses the development and impact of public policy with respect to specific

criminal justice and security matters facing the American society. *Prerequisite: Graduate standing.*

514 Executive Management Seminar. (3) The Executive Management Seminar is designed to meet the needs and challenges of top-level public safety personnel. Topics of instruction include a variety of traditional management subjects as they relate to the management of public safety agencies. *Prerequisite: Prior management courses or relevant experience, or permission of the instructor/School Director.*

515 Terrorists' Use of the Internet. (3) This course provides insights into how terrorists use the Internet and social media to recruit new members, propagate their ideologies, communicate with each other, fund operations, and prepare for future attacks. Law enforcement responses to this threat are addressed. *Prerequisite: Graduate standing.*

516 Hate Crime Investigations and Prosecutions. (3) This course provides insights into investigating and prosecuting hate crimes in the United States and abroad. Also, a discussion of hate groups and police tactics in combating hate groups and hate crimes are addressed. *Prerequisite: Graduate standing.*

518 Comprehensive Seminar in Law Enforcement and Justice Administration. (3) A capstone course (part of the non-thesis 39 semester hour option) intended to reinforce the analysis and comparison of various theories and models as they pertain to criminal justice issues in a dynamic society. Emphasis is on critical examination of current trends and research in criminal justice as well as design and implementation of criminal justice research. The course is developed to meet the needs and challenges of criminal justice administrators. *Prerequisites: LEJA 500, 501, 502, 503, and 504 (must have all core courses completed), or by permission of the School Director or Program Director.*

520 Restorative Justice: Principles, Practices, and Implementation. (3) This course reviews the evolution and development of what has come to be known as Restorative Justice. The learning experience will address a variety of topics including restorative justice principles, community engagement, victim issues, and restorative practices and change. *Prerequisite: Graduate standing.*

598 Seminar in Social and Legal Problems. (3, repeatable to 9 with different topics) A seminar in administrative, social and legal problems in public safety. *Prerequisite: Nine graduate credits or permission of the instructor.*

600 Thesis Research. (3) *Prerequisites: LEJA 500, 501, 502, 503, and 504 (must have all core courses completed), or by permission of the School Director or Program Director.*

601 Thesis. (3) *Prerequisites: LEJA 500, 501, 502, 503, and 504 (must have all courses completed), or by permission of the School Director or Program Director.*

Reading

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Graduate Program Coordinator: Michelle Lee
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Program Coordinator E-mail: mr-lee3@wiu.edu
Website: wiu.edu/coehs/education/grad/msread
Location of Program Offering: Online

Graduate Faculty

Faculty teaching in the Master of Science in Education in Reading program are full or associate members of the graduate faculty from the College of Humanities, Arts, Sciences, and Education.

Learning Outcomes

For student learning outcomes, please see wiu.edu/provost/learningoutcomes.

Program Description

The School of Education offers coursework leading to the Master of Science in Education degree in Reading. The objective of the program is to provide elementary and secondary teachers with opportunities to increase their professional competency. The focus is on acquiring an in-depth understanding of both developmental and remedial reading theory and evidence-based instructional practices. The goal is to prepare teachers for a variety of professional positions: as effective elementary and secondary classroom teachers, as reading specialists endorsed to teach in specialized reading programs such as Title I at either the elementary or secondary level, and as K-12 reading specialists and literacy coaches.

Admission Requirements

- A minimum cumulative GPA of 2.75 OR 3.0 or higher GPA for the last two years (60 s.h.) of undergraduate work
- Acceptance by the Reading Program Committee
- A valid U.S. teaching license
- Teaching experience (preferred)

Degree Requirements

The Master of Science in Education degree in Reading requires a minimum of 33 semester hours of coursework.

I. Core Courses ..... 15 s.h.
- EDS 500 Methods of Research (3)
- RDG 525 Literature and the Reader (3)
- RDG 570 Foundations of Literacy in Elementary Education (3)
- RDG 576 Psychology of Reading (3)
- RDG 588 Leadership in Reading (3)

II. Select an area of emphasis ..... 18 s.h.
- A. Reading Specialist emphasis
  - RDG 568 Foundations of Literacy in Middle and Secondary Education (3)
  - RDG 571 Literacy Assessment and Interventions for Diverse Learners, K-5 (3)
  - RDG 573 Literacy Assessment and Interventions for Diverse Learners, 6-12 (3)
  - RDG 587 Practicum in Reading K-5 (3)

RDG 589 Practicum in Reading 6-12 (3)
RDG 590 Effective Practices of Literacy Coaching (3)

B. Reading Teacher emphasis
RDG 568 Foundations of Literacy in Middle and Secondary Education (3)
or
RDG 569 Foundations of Literacy in Early Childhood Education (3)
or
RDG 580 Reading in the Content Area (3) *(required for endorsement)*

RDG 571 Literacy Assessment and Interventions for Diverse Learners, K-5 (3)
or
RDG 573 Literacy Assessment and Interventions for Diverse Learners, 6-12 (3)

RDG 587 Practicum in Reading K-5 (3)
or
RDG 589 Practicum in Reading 6-12 (3)
Approved electives (9)

TOTAL PROGRAM.....33 s.h.

The student may need to take other courses to meet licensure requirements in the state in which they reside.

Course Descriptions

Reading (RDG)

508 Phonics for Decoding and Spelling. (3) From an approach that focuses on environmental print and authentic literature experiences, this course examines a variety of aspects of phonological processing: (1) phonological/phonemic awareness, (2) phonics and other word identification strategies, and (3) spelling.

525 Literature and the Reader. (3) This course explores literature for readers, preschool through secondary. The focus on all genres includes recognition of the major awards in the field of children's and young adult literature. Emphasis is placed on the evaluation and selection of quality fiction and nonfiction, together with the analysis of literary elements. Pedagogical aspects of the course emphasize the use of literature across content areas, varied responses to literature, strategies for connecting children with books, and motivating the reluctant reader.

550 Professional Workshop in Reading. (1–3, repeatable) Workshops are usually organized around a particular theme based upon student demand.

553 Integrating Reading and Writing Through Inquiry. (3) This K12 course explores relationships between reading and the use of collaborative, authentic reading and writing learning experiences within an inquiry-oriented curriculum.

565 Introduction to Science of Reading. (3) The Science of Reading is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing. Topics include: National Reading Panel, the reading brain, phonological processing, language, fluency, vocabulary, comprehension, psychology, dyslexia, and writing. *Prerequisite: Graduate standing.*

568 Foundations of Literacy in Middle and Secondary Education. (3) Study of literacy instruction, materials, and literate environments in middle and secondary classrooms, emphasizing development of disciplinary literacy, critical reading, writing, and communication across diverse texts and contexts.

569 Foundations of Literacy in Early Childhood Education. (3) Study of literacy instruction, materials, and literate environments in early childhood settings, emphasizing developmentally appropriate practices that support language development across listening, speaking, reading, and writing.

570 Foundations of Literacy in Elementary Education. (3) Study of literacy instruction, materials, and literate environments in elementary classrooms, emphasizing development of reading, writing, speaking, and comprehension across a range of texts and learning contexts.

571 Literacy Assessment and Interventions for Diverse Learners, K-5. (3) A K-5 course focusing on the selection, interpretation, and implementation of literacy assessment measures and the use of appropriate and varied instructional and intervention techniques, materials, and resources for diverse readers in individual, small group, and classroom settings. *Prerequisite: RDG 569 or RDG 570.*

573 Literacy Assessment and Interventions for Diverse Learners, 6-12. (3) A 6-12 course focusing on the selection, interpretation, and implementation of literacy assessment measures and the use of appropriate and varied instructional and intervention techniques, materials, and resources for diverse readers in individual, small group, and classroom settings. *Prerequisite: RDG 568 or RDG 570.*

576 Psychology of Reading. (3) A study of cognitive, linguistic, motivational and sociocultural factors that affect reading and

writing processes and development, including culture, native language, human development, language learning, reading disabilities, and the influence of these theoretical perspectives on literacy instruction. *Prerequisites: RDG 568, RDG 569, or RDG 570.*

580 Reading in the Content Areas. (3) An individually designed course for elementary and secondary reading majors and nonmajors, this introductory course helps enrollees become familiar with concepts and teaching strategies needed to assist students to learn from textbooks and nontextbook materials.

584 Vocabulary Development K–12. (3) This course explores elementary, middle, and high school students' vocabulary development and appropriate strategies for teaching and assessing vocabulary.

586 Language Development and Reading. (3) This pre K-12 course explores theories of language development and the relationship between language development and learning to read. Of special interest are populations (such as second language learners, those with a learning disability with respect to oral communication, and hearing impaired students) who find learning to read difficult because of language barriers. *Prerequisites: RDG 568, RDG 569, or RDG 570.*

587 Practicum in Reading, K-5. (3) An advanced course where knowledge of diagnosis and instruction is refined, applied, and extended as graduate students work individually with small groups of students in grades K-5 in a closely supervised instructional setting. *Prerequisites: RDG 570 and RDG 571.*

588 Leadership in Reading. (3) Designed for the reading specialist in the classroom or remedial program and for the administrator responsible for the reading program, this course prepares participants to act as change agents within the schoolbased reading program in areas of curriculum/methodology, organization, administration, and staff development. *Prerequisites: Twenty-one hours in reading to include RDG 568 or RDG 570, RDG 571 or RDG 573, RDG 576, and RDG 587 or RDG 589.*

589 Practicum in Reading 6-12. (3) An advanced course where knowledge of diagnosis and instruction is refined, applied, and extended as graduate students work individually with small groups of students in grades 6-12 in a closely supervised instructional setting. *Prerequisites: RDG 568 and RDG 573.*

590 Effective Practices of Literacy Coaching. (3) This course will provide in-depth, intensive experiences focused on coaching principles and strategies designed toward innovation and improvement in literacy instruction, leading to enhanced K-12 student growth and achievement. Topics will include providing leadership for a school's literacy program, advocacy for effective literacy instruction, and collaboration with teachers, school personnel, and other stakeholders. Emphasis is placed on modeling, observation, demonstration, and data analysis with teachers in authentic and diverse instructional settings. *Prerequisite: RDG 588.*

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Graduate Program Coordinator: Jeremy Robinett
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E-mail: RPTH@wiu.edu
Website: wiu.edu/RPTH
Location of Program Offering: Macomb

Graduate Faculty

Professors
Minsun Doh, Ph.D., Texas A&M University
Michael Lukkarinen, Ph.D., University of Illinois-Urbana/Champaign
Jeremy Robinett, Ph.D., University of Illinois-Urbana/Champaign

Associate Graduate Faculty

Associate Professor
Jiyoung Park, Ph.D., University of Northern Colorado

Learning Outcomes

For student learning outcomes, please see wiu.edu/provost/learningoutcomes.

Program Description

The Recreation, Sport, and Tourism Administration program offers Master's of Science degrees in Recreation, Park and Tourism Administration and Sport Management. These programs train leaders in public recreation, nonprofit administration, community engagement, travel and tourism, event planning, and college and professional sport industries. Through coursework, experiential learning, and mentorship opportunities, students will be prepared in strategic analysis and problem solving, research, evaluation, and evidence informed decision-making, professional communication and engagement, and ethical and inclusive professional practice.

Traditional Option
This program is designed to meet the needs of future leisure service practitioners. Courses are delivered using more traditional methods. Core courses are delivered via livestream so students can attend in person in Macomb or join via Zoom remotely.

Practitioners' Option
This program is designed to meet the needs of practitioners with at least two years of full-time experience in public recreation and/or non-profit administration. The courses are delivered primarily synchronously online (Zoom) during evenings. Assessments and discussions in the Practitioners' Option are designed for students with professional experiences they can share in the collaborative learning environment.

Graduate Assistantships are available for students who meet specific requirements.

Integrated Baccalaureate and Master's Degree Programs

The RPTA Integrated Baccalaureate and Master's Degree Program allows exceptional RPTH undergraduate students from Western Illinois University to take up to nine hours of 400-G level classes that apply to the requirements for the Bachelor's Degree in Recreation, Park and Tourism Administration and the Master of Science Degree in Recreation, Park and Tourism Administration. This program will allow outstanding undergraduates to earn both degrees in five years. Please refer to the appropriate section at the back of the catalog for details and program offerings.

Admission Requirements

- A minimum cumulative GPA of 2.75 OR 3.0 or higher GPA for the last two years (60 s.h.) of undergraduate work
- Current résumé
- Statement of Intent (a minimum of 500 words and a maximum of 1000 words, double-spaced) that explains: why the student wants to attend Western Illinois University; what previous experiences they have the will contribute to their success in graduate studies; and, how they believe graduate studies in Recreation, Park and Tourism Administration is consistent with their academic emphasis, career aspirations, and/or long-term academic/professional goals.
- Name, title, and contact information for three professional references (these can be included at the end of the Statement of Intent).

Degree Requirements

The program requires a minimum of 30 semester hours including a minimum six semester hour culmination option.

Traditional Option

I. Core Courses (or their equivalent competency)..... 12 s.h.
RSTA 515 Leisure Services Ethics (3)
RSTA 522 Planning in Leisure Service Industries (3)
RSTA 526 Fiscal Management in Leisure Services (3)
RSTA 599 Experience Studies in Leisure Services (3)
II. Directed Electives ..... 12 s.h.
III. Select one of the following exit options:..... 6 s.h.
A. Thesis
RSTA 601 Thesis (6)
B. Graduate Research Project
RSTA 602 Graduate Research Project (6)
C. Internship
RSTA 603 Professional Internship (6)
TOTAL PROGRAM..... 30 s.h.

Master's Practitioners' Option

I. Core Courses (or their equivalent competency)..... 12 s.h.
RSTA 515 Leisure Services Ethics (3)
RSTA 522 Planning in Leisure Service Industries (3)
RSTA 526 Fiscal Management in Leisure Services (3)
RSTA 599 Experience Studies in Leisure Services (3)
II. Practitioner Requirements ..... 6 s.h.
RSTA 424G Fund Raising and Volunteerism in Leisure Services (3)
RSTA 482G Facility Management (3)

III. Directed Electives..... 6 s.h.
IV. Select one of the following exit options: ..... 6 s.h.
RSTA 602 Graduate Research Project (6)
TOTAL PROGRAM..... 30 s.h.

Course Descriptions

Recreation, Sport, and Tourism Administration (RSTA)

422G 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 resources. *Prerequisite: RSTA 322 or permission of the instructor.*

424G Fund Raising and Volunteerism in Leisure Services. (3) A study of the principles and practices associated with fund raising and utilization of volunteers in public as well as private nonprofit leisure service organizations. *Prerequisite: Permission of the instructor.*

428G 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. Fieldwork observations required. *Prerequisites: Permission of the instructor.*

448G Interpretation of Cultural and Environmental Resources. (3) Develops a basic understanding for interpretation of natural, environmental and cultural resources. Includes philosophy and techniques. Field trip and laboratory charge. *Prerequisite: Permission of the instructor.*

450G Travel 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. Laboratory charge and field trip required. *Prerequisite: Permission of the instructor.*

452G Leisure Services for Older Adults. (3) Examines theories and concepts related to leisure and aging; includes field experiences with the elderly.

455G 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. Activities outside of class and field trips are required. *Prerequisites: 21 years of age or permission of the instructor.*

460G Sustainable Tourism Development. (3) Provides essentials for successful development of a local tourism economy including organizing, planning, developing, and operation. *Prerequisite: Permission of the instructor.*

461G 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. Graduate students will be expected to plan and carry out a conference. *Prerequisite: Permission of the instructor.*

462G International Tourism. (3) Analysis of contemporary leisure travel behavior emphasizing world tourism markets, products, attractions, sales and industry trends. *Prerequisite: Permission of the instructor.*

464G Group Tour Planning and Management. (3) Examines the history, structure, and mechanics of creating and selling packaged tours and the role of the group tour designer in an expanding travel and tourism industry. *Prerequisite: Permission of the instructor.*

466G Resort and Country Club Management. (3) Principles and practices to plan, develop, manage and operate leisure-based facilities and services in resorts and country clubs. *Prerequisite: RSTA 362 or permission of the instructor.*

467G 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 themes and coordination of set up, staff, finance, promotion, partnerships, operations and evaluation. *Prerequisite: RSTA 235 or RSTA 367.*

478G Great Smoky Mountains Outdoor Recreation Consortium. (3) Great Smoky Mountains Consortium involves students from several major universities in developing knowledge, understanding, and appreciation of and for natural resource management agencies, managers, and resources in a major national park onsite experience at Great Smoky Mountains Institute at Tremont. Trip fee required. *Prerequisites: Upper division or graduate student status or permission of the instructor.*

482G Facility Management. (3) Explores problems, principles, and techniques of acquisition, management, design, and operation of facilities (e.g., parks, community centers, event venues, etc.) commonly used in leisure industries. Consideration given to factors affecting energy conservation and reducing operational costs. Field trip charge for course. *Prerequisite: Permission of the instructor.*

490G 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. *Prerequisite: Written description of proposal including justification, objectives, and procedures must be submitted to the School Director or Program Coordinator prior to enrollment; permission of the School Director or Program Coordinator required.*

500 *(cross-listed with MST 500)* Museum Origins. (3) History of museums; origin, character, and evolutions into content-specific institutions; anecdotes and personalities; how museums influenced society and their continuing relevance.

515 Leisure Services Ethics. (3) Examination of professional ethics in leisure service delivery based upon exploration of classical and contemporary methods of moral reasoning and justification.

522 Planning in Leisure Service Industries. (3) An indepth study of the strategies and plans used across the leisure services industry to manage organizational resources and address customer experiences. Students will demonstrate strategic assessment, planning, and implementation competencies through case analysis and application to organization.

526 Fiscal Management in Leisure Services. (3) This course examines the fiscal process in leisure service organizations, analyzes revenue production and expenditure alternatives, and identifies internal and external control mechanisms.

530 Program Development and Supervision. (3) A seminar in the administration and management of leisure programs in a variety of agency and organizational settings. Techniques in needs assessment; as well as development, implementation, and evaluation of leisure programs are studied.

563 Event Protocol and Promotion. (3) Best practices and industry standards related to protocol and promotion for events in commercial, public and non-profit environments. Students will demonstrate protocol, promotion and technological competencies by developing a protocol and promotion plan incorporating market research, universal design and technology. *Prerequisite: Graduate standing.*

567 Best Practices in Event Planning and Management. (3) Best practices and industry standards for planning, implementing and evaluating events in commercial, public and non-profit environments. Students will be introduced to concepts for program design and strategic management strategies for the implementation and evaluation of events. *Prerequisites: Graduate standing.*

590 Research in Leisure Services. (1–3, repeatable)

599 Experience Studies in Leisure Services. (3) Exposure to and application of strategies and practices to analyze experiences in leisure services such as customer relationship management, visitor studies and experience studies. Students will apply methodologies consistent with these frameworks to design and analyze evaluations of leisure experiences.

600 Seminar in Leisure Services. (1–3, repeatable) Course content in response to needs and approved programs of graduate students. Utilization of specialists, consultants, visiting professors. Course may be repeated with permission.

601 Thesis. (6)

602 Graduate Research Project. (6) Draws upon and demonstrates skills and knowledge acquired in previous graduate level classes. Involves planning, execution, and reporting of findings of an applied research project. The student's graduate committee will approve, oversee and evaluate the applied research project. *Prerequisite: Graduate committee approval.*

603 Professional Internship. (6) Direct assignment on a threemonth to 12month basis to a leisure services agency or organization under the specific direction of a qualified agency administrator and supervision of a recreation faculty member. Involvements focus on practical and uniquely necessary competencies best developed in the work setting. *Prerequisite: Graduate Committee approval.*

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Website: wiu.edu/cas/sociology_and_anthropology
Location of Program Offering: Macomb, Online

Graduate Faculty

Professors
Tawnya Adkins Covert, Ph.D., Purdue University
Davison Bideshi, Ph.D., University of California-Riverside
Gordon Chang, Ph.D., University of California-San Diego
Christina Davis, Ph.D., University of Michigan-Ann Arbor
Elgin Mannion, Ph.D., University of Kentucky
Heather McIlvaine-Newsad, Ph.D., University of Florida
Patrick McGinty, Ph.D., University of Missouri-Columbia
Lora Ebert Wallace, Ph.D., Iowa State University

Associate Professor
Andrea Alveshere, Ph.D., University of Minnesota-Twin City

Assistant Professor
William Gblerkpor, Ph.D., University of Texas-Austin

Learning Outcomes

For student learning outcomes, please see wiu.edu/provost/learningoutcomes.

Program Description

The Master of Arts degree program in sociology is designed to meet the needs of students having interests in several substantive areas including criminology and deviance, modernization and demography, social change and collective behavior, the family, organizations, stratification, and race and ethnicity. The Master of Arts degree in sociology qualifies individuals for jobs in government, human service agencies, and businesses which require a social science or behavioral science master's degree. Community colleges employ master's graduates as teachers, and some universities employ them as entry level, temporary teachers. The Master of Arts degree also serves as preparation toward a Ph.D. degree in sociology.

Integrated Baccalaureate and Master's Degree Program

Please refer to the appropriate section of the catalog for details and program offerings.

Admission Requirements

- A minimum cumulative GPA of 2.75 OR 3.0 or higher GPA for the last two years (60 s.h.) of undergraduate work
- Clear statement of purpose (2-3 pages)
- Three academic letters of recommendation
- Writing sample (7-10 pages)

Sociology

Degree Requirements

The Master of Arts degree in sociology may be earned by satisfying the requirements of the thesis, general sociology (nonthesis), or internship exit options. Regardless of exit option, a degree plan must be submitted and approved by the graduate committee before the thesis proposal, non-thesis paper, or internship report is presented. No more than three semester hours outside the department (six semester hours for Peace Corps Fellows), three semester hours for SOC 501, and nine semester hours for 400-G level courses may be included on the degree plan.

I. Thesis Plan

SOC 518 Classical Theory (3)
SOC 519 Contemporary Sociological Theory (3)
SOC 530 Statistical Methods (3)
SOC 531 Quantitative Methods (3)
SOC 600 Thesis Research (3)
SOC 601 Thesis in Sociology (3)
Directed Electives (12)

TOTAL PROGRAM.....30 s.h.

A thesis proposal must be approved by the student's thesis committee before research for the thesis is undertaken. A final oral defense of the thesis is required.

II. General Sociology Non-Thesis Plan

SOC 518 Classical Theory (3)
SOC 519 Contemporary Sociological Theory (3)
SOC 530 Statistical Methods (3)
SOC 531 Quantitative Methods (3)
SOC 699 Sociology Non-Thesis Paper (3)
Directed Electives (15)

TOTAL PROGRAM.....30 s.h.

An oral presentation of a paper, which can be based on an area of the student's course work, will be given to the departmental faculty. The paper must be approved by the student's exit option committee, and the paper is to be kept on file in the Department.

III. General Sociology Internship Plan

SOC 518 Classical Theory (3)
SOC 519 Contemporary Sociological Theory (3)
SOC 530 Statistical Methods (3)
SOC 531 Quantitative Methods (3)
SOC 694 Graduate Internship (6)
SOC 698 Internship Presentation (0)
Directed Electives (12)

TOTAL PROGRAM.....30 s.h.

The internship site must be approved by the student's advisor. A written internship report must be approved by the student's exit option committee, and the report is to be kept on file in the Department.

Course Descriptions

Sociology (SOC)

405G 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 socialpsychological dimensions of aging. *Prerequisite: SOC 100 or permission of the instructor.*

410G *(cross-listed with WS 410G)* 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. *Prerequisite: WS 190 or SOC 100 or permission of the instructor.*

414G Population. (3) The distribution, growth, and characteristics of human population and its

relationship to social organization. *Prerequisites: Two courses in Sociology including SOC 100 or 510.*

420G *(cross-listed with AAS 420G and WS 420G)* Race, Class and Gender. (3) The course will examine issues of race, class, and gender in historical, cultural, and contemporary societal contexts. *Prerequisites: WS 190 or AAS 100 or SOC 100; or permission of the instructor.*

424G Sociology of Mental Health. (3) A survey of the history, causes, treatment, and effects of mental illness in the United States with emphasis on sociological factors such as social class, race, definitional process, etc. *Prerequisites: SOC 100 or 510, SOC 200, or permission of the instructor.*

425G Juvenile Delinquency. (3) A survey of theories of causation relating to juvenile delinquency and an analysis of the development of history of the juvenile court in America and the relationship of that system to rehabilitation prospects, detention facilities, police behavior, and various social institutions. *Prerequisites: SOC 100 or 510, SOC 200, or permission of the instructor.*

427G Sociology of Sexual Orientation. (3) Overview of how sociologists approach the study of sexual orientation and of recent sociological research related to sexual orientation, with an emphasis on heterosexism and collective responses to heterosexism.

430G *(cross-listed with WS 430G)* 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.

435G 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. *Prerequisite: SOC 100 or 510, or permission of the instructor.*

445G Sociology of Corporate Crime. (3) A sociological analysis of theories and research concerning the nature, extent, costs, and control of crimes committed by corporations. *Prerequisites: SOC 100 or 510, SOC 355, or permission of the instructor.*

455G Sociology of Corrections. (3) An examination of the sociocultural and socioeconomic causes and functions of correctional institutions. An analysis of the social organization of both the inmate social system and the administrative treatment and custodial personnel, and an examination of the facilitators and impediments to rehabilitation generated by the social organization. *Prerequisites: SOC 100 or 510 and SOC 355, or permission of the instructor.*

460G The Family. (3) Institutions and systems of kinship, marriage, family grouping, child rearing, personal maintenance, and status placement. *Prerequisite: SOC 100 or 510, or permission of the instructor.*

462G Political Sociology. (3) An analysis of power structures, decision-making systems, conflict, conflict resolution, and various theories of power.

463G Sociology of Law. (3) An analysis of the social origin of law, the effects of law on human behavior, inter-relations between law and other social institutions, and of the relationship between law and social change. *Prerequisite: SOC 100 or 510.*

465G Deviance, Crime, and Control in Socio-Historical Perspective. (3) Historical conceptions of deviance; origin of prisons, asylums; emergence of police; rates and types of deviance and varieties of social control in particular historical periods. *Prerequisites: SOC 100 or 510 and two additional sociology and anthropology courses.*

471G 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 permission of the instructor.*

501 Individual Readings in Sociology and Anthropology. (1–3) Special topics selected in consultation with the instructor. Repeatable to a total of six semester hours. *Prerequisite: Permission of the instructor.*

508 *(cross-listed with ANTH 508 and WS 508)* Women and Social Movements. (3) This course covers women in social movements. Sociological, anthropological, and feminist theories are used to study women's movements and social change. Topics include, but are not limited to: suffrage, birth control, environmental, peace, child protection, and international human rights movements. *Prerequisites: One previous undergraduate course in women's studies, anthropology, or sociology, or permission of the instructor.*

515 Advanced Criminology. (3) Survey seminar in crime. Sociological examination of measurement of crime, types of crime, major crime theories, recent empirical research, and topical issues in criminology.

518 Classical Theory. (3) Detailed examination, analysis, and critiques of classical theorists and theories in Sociology. Emphasis on analysis of the foundations of sociological theory including Comte, Spencer, Marx, Weber, Durkheim and Parsons among others will be discussed.

519 Contemporary Sociological Theory. (3) Detailed examination, analysis, and evaluation of selected modern sociological theories. Emphasis on critical analysis and interpretation of major developments from WW II to present. Parsons, Mills, Dahrendorf, Rex, Shütz, Bourdieu, Habermas, Luhmann, Giddens, Münch, and Baumann, among others, are included.

525 Advanced Studies in Social Inequality. (3) Critical examination of theoretical and empirical writings on the distribution of wealth, power and prestige in society. Overview of role of social institutions and social and personal values on the construction of inequality and its impact on both individuals and society.

530 Statistical Methods. (3) Modern statistical techniques and methods of data analysis in the social sciences. Data reporting, random variation and sampling procedures, interviewing, secondary data sources, the search of unobtrusive measurements, and techniques of data processing.

531 Quantitative Methods. (3) A detailed examination of data-gathering techniques, including scaling, questionnaire construction, sampling procedures, interviewing, secondary data sources, the search for unobtrusive measurements, and techniques of data processing.

535 *(cross-listed with ANTH 535)* Qualitative Research Methods. (3) This course is designed to expose students to several qualitative research methods used in the social sciences. In this course, students will learn how to select the appropriate qualitative method based on the strengths, limitations and ethical dilemmas each method poses. Students will also learn how to conduct research, analyze data, and write qualitative research findings.

546 Social Conflict. (3) Minority struggles, violence, deviance, hostile actions and counter-measures are examined in the context of reorganization of systems of interaction and of changing values; functions of conflict, social conditions of conflict and alternatives to conflict in group relations.

550 Advanced Studies in Marriage and Family. (3) An advanced and critical treatment of the current issues, research and theoretical formulations of contemporary marriage and family life styles, emphasizing major demographic, economic, cultural, gender role and value system changes leading to personal and social consequences.

561 Family and Work Roles. (3) A comprehensive review of the changing pattern of family and work roles in the United States and in other societies. The review includes a new pattern of married couples' sex role division, employment, and career experience.

562 Complex Organization. (3) Nature of systems of interaction; relationship of individuals to systems, boundaries, goals, statuses, communications; comparisons of organizational models; organizational change, conflicts and disparities within organizations, relationships between organizations.

599 Seminar in Sociology. (1–3, repeatable under different special topics) Special topics in sociology to be announced.

600 Thesis Research. (3) *Prerequisites: Approval of the School Director and completion of at least 15 semester hours of graduate coursework.*

601 Thesis in Sociology. (3) *Prerequisites: Approval of the School Director and SOC 600 (concurrent enrollment with SOC 600 is acceptable).*

612 Seminar in the Instruction of Introductory Sociology. (3) Designed to prepare students for teaching introductory sociology courses at the high school, community college, and four-year college levels. Covers syllabus preparation, objectives development, topics selection, content delivery, and use of innovative teaching techniques to enhance learning outcomes. *Prerequisite: Sixteen graduate hours or enrollment in the MAT Sociology Licensure Option.*

694 Graduate Internship. (3-6, repeatable to 6) Supervised applied experience in sociologically related areas such as social services, law enforcement, or research. Written report required. *Prerequisites: Approval of the School Director or Program Director and completion of at least 15 semester hours of graduate coursework.*

698 Internship Presentation. (0) Students in the internship degree option present a paper on their internship integrating sociology to their internship. The paper will be approved by a committee of two faculty members and the Chairperson of the Departmental Graduate Committee.

699 Sociology Non-thesis Paper. (3) Students in the non-thesis degree option will write and present a paper on a topic approved by a committee of two faculty members selected by the student and approved by the Chair of the Departmental Graduate Committee. Graded S/U. *Prerequisite: Permission of the School Director or Program Director.*

Anthropology (ANTH)

404G 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 permission of the instructor.*

405G 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 permission of the instructor.*

410G 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 permission of instructor. Successful completion of a course in research methods is highly recommended.*

417G *(cross-listed with ZOOL 417G)* 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 ZOOL 417. *Prerequisites: ANTH 111 or ZOOL 200 (C grade or better) or permission of instructor.*

419G Anthropological Theory. (3) Study of intellectual currents which led to the establishment of anthropology as a discipline. *Prerequisites: 12 s.h. of anthropology coursework including ANTH 110 and 111, or permission of the instructor.*

420G 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.*

424G Laboratory Analysis of Archaeological Material. (1-3, repeatable to 6) 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. *Prerequisite: Permission of the instructor.*

425G 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.*

426G Archaeological Field Methods. (1-6, repeatable to 12) 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. *Prerequisite: permission of the instructor.*

463G *(cross-listed with BIOL 463G)* Ethnobotany. (4) 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 with travel at student expense. *Prerequisites: BIOL 100 and 101; BOT 200 (C grade or better); ZOOL 200 (C grade or better); ANTH 110 or SOC 100; or permission of the instructor.*

508 *(cross-listed with SOC 508 and WS 508)* Women and Social Movements. (3) This course covers women in social movements. Sociological, anthropological, and feminist theories are used to study women's movements and social change. Topics include, but are not limited to: suffrage, birth control, environmental, peace, child protection, and international human rights movements. *Prerequisites: One previous undergraduate course in women's studies, anthropology, or sociology and graduate standing, or permission of the instructor.*

535 *(cross-listed with SOC 535)* Qualitative Research Methods. (3) This course is designed to expose students to several qualitative research methods used in the social sciences. In this course, students will learn how to select the appropriate qualitative method based on the strengths, limitations and ethical dilemmas each method poses. Students will also learn how to conduct research, analyze data, and write qualitative research findings. *Prerequisite: Six semester hours of sociology graduate work.*

Special Education

Director: James LaPrad
Graduate Program Coordinator: Jennifer McKenzie
Office: Horrabin Hall 115
Telephone: (309) 298-1690
E-mail: education@wiu.edu
Program Coordinator E-mail: jm-mckenzie@wiu.edu
Website: wiu.edu/coehs/education/grad/mssped/
Location of Program Offering: Online

Associate Graduate Faculty

Assistant Professors
Hollie Mason, M.Ed., University of North Carolina-Greensboro
Jennifer McKenzie, Ph.D., University of Missouri

Learning Outcomes

For student learning outcomes, please see wiu.edu/provost/learningoutcomes.

Program Description

The School of Education offers coursework leading to a Master of Science in Education in Special Education. Students completing the master's degree usually assume positions as classroom, consultant, or inclusion teachers of children and adolescents with varying disabilities in schools, clinics, and residential facilities. The Special Education graduate program provides opportunities for two groups of students: (1) those with general education licensure who wish to also earn special education endorsement and (2) those with special education licensure who wish to increase their skills through advanced study. The program integrates the needs of Illinois and Iowa certification requirements. Alignment with other states will be done on a case-by-case basis. The goal of the Special Education Graduate Program is to prepare graduates to impact students' learning, classrooms, and schools.

Admission Requirements

- A minimum cumulative GPA of 2.75 OR 3.0 or higher GPA for the last two years (60 s.h.) of undergraduate work
- A valid U.S. teaching license
- Acceptance by the Special Education Program Committee
- Teaching experience required
- Access to a classroom and students with disabilities preferred (required for field work/action research project)

Students will need to complete the following course requirements if they were not included in their undergraduate program that led to the teaching license:
1. A survey course in exceptional individuals
2. A course in the teaching of reading
3. A course in the teaching of mathematics
4. A course in the use of computer technology in the classroom

Track I

This track is designed for individuals with an Elementary or Secondary General Education teaching license or endorsement, but no endorsement in special education, who are seeking either professional development or a special education endorsement in Illinois or Iowa. Alignment with other states will be accommodated on a case-by-case basis.

Track II

This track is designed for teachers with one or more certifications/endorsements in special education who are seeking professional advancement or additional endorsements.

Degree Requirements

I. Core Courses for Track I and Track II.....27 s.h.

SPED 515 Diagnostic Assessment for Individuals with Exceptionalities (3)
SPED 518 Self-Determination and Independence (3)
SPED 571 Differentiated Behavior Intervention (3)
SPED 580 Graduate Field Work in Special Education (3)
SPED 622 Action Research in Education (3)
SPED 624 Action Research Project (3)
EDL 520 Leadership in Special Education Law (3)
EDS 500 Methods of Research (3)
EDS 507 Equity and the Socio-Cultural Contexts of Education (3)

II. Choose one of the following tracks:

A. TRACK I..... 9 s.h.

For elementary or secondary teachers seeking education or endorsement in special education.

SPED 551 Characteristics and Needs of Learners with Mild/Moderate Disabilities (3)

Two of the following Methods courses:
SPED 536 Instructional Methods: Individuals with Emotional/Behavioral Disorders (3)
SPED 546 Instructional Methods: Individuals with Learning Disabilities (3)
*SPED 552 Instructional Methods for K–6 Learners with Disabilities (3)
*SPED 553 Instructional Methods for Secondary Learners with Disabilities (3)
SPED 556 Methods in Autism and Language Disorders (3)

TOTAL PROGRAM TRACK I.....36 s.h.

**LBS1 endorsements must include one of these two courses.*

B. TRACK II..... 9 s.h.

For special education teachers seeking advanced education.

Two of the following special education methods courses:
SPED 536 Instructional Methods: Individuals with Emotional/Behavioral Disorders (3)
SPED 546 Instructional Methods: Individuals with Learning Disabilities (3)
SPED 552 Instructional Methods for K–6 Learners with Disabilities (3)
SPED 553 Instructional Methods for Secondary Learners with Disabilities (3)
SPED 556 Methods in Autism and Language Disorders (3)
Choose one graduate-level elective (3)

TOTAL PROGRAM TRACK II.....36 s.h.

Course Descriptions

Special Education (SPED)

505 Diagnostic Assessment for Program Planning. (3) Diagnostic assessment for IEP planning is mastered, along with progress monitoring approaches such as curriculum-based measurement and portfolios with rubrics. *Prerequisite: SPED 519 or an equivalent norm-referenced testing course.*

510 The Exceptional Individual. (3) An introduction to special education focused on principles that are the foundation of special education: respect for diversity, student progress, research-based practices, inclusion, self-determination, family partnership, and high expectations. All disabilities will be discussed specific to educational services.

515 Diagnostic Assessment for Individuals with Exceptionalities. (3) Measurement concepts, progress monitoring, norm-referenced and diagnostic assessment will align instruction for individual needs of diverse learners. Course content will be differentiated to address specific student disabilities and differentiated for multiple education careers (teacher, administrator, counselor). *Prerequisite: SPED 551 or equivalent.*

517 Behavior Intervention. (3) Strategies for providing positive behavioral supports to students on a classroom and individual basis are mastered. *Prerequisite: A survey of exceptionalities course.*

518 Self-Determination and Independence. (3) This course will provide teachers with the content and skills needed to build self-determination and independence in students with disabilities. Content will include curriculum, instructional strategies, and philosophies related to career education, transition, assistive technology, and specialized equipment. This course is open to all graduate students in education and related fields. *Prerequisite: A survey of exceptionalities course.*

519 Psychoeducational Assessment. (4) Measurement concepts and norm-referenced assessment are explored, and the application of the comprehensive special education evaluation process is mastered. *Prerequisite: SPED 551 or equivalent.*

533 Special Problems in Special Education. (1–4, repeatable) Content-specific offerings aimed at professional development of general and special education teachers. (Degree candidates may receive credit on degree program only with the permission of the Departmental Graduate Committee and the student's advisor.) Graded S/U.

536 Instructional Methods: Individuals with Emotional/Behavioral Disorders. (3) Teaching methodologies, instructional strategies, and instructional materials for use in developing educational programs for students aged 0–21 with emotional/behavioral disorders. Includes a clinical experience requirement. *Prerequisites: SPED 510 and SPED 551 or equivalent courses or permission of the instructor.*

546 Instructional Methods: Individuals with Learning Disabilities. (3) Teaching methodologies, instructional strategies, and materials for use in developing educational programs for students aged 0-21 with learning disabilities. Includes a clinical experience requirement. *Prerequisites: SPED 510 and SPED 551 or equivalent courses or permission of the instructor.*

551 Characteristics and Needs of Learners with Disabilities. (3) The unique characteristics of a wide variety of learners with mild and moderate disabilities will be examined, along with their broad educational, behavioral, and emotional needs related to educational programming. Includes an introduction to effective teaching methodologies and instructional adaptations.

552 Instructional Methods for K–6 Learners with Disabilities. (3) Effective teaching methodologies, instructional adaptations, and program delivery options for students with mild/moderate disabilities, K–6. Includes a clinical experience requirement. *Corequisite: SPED 580 as needed. Prerequisites: SPED 510 and SPED 551 or equivalent courses or permission of the instructor.*

553 Instructional Methods for Secondary Learners with Disabilities. (3) Effective teaching methodologies, instructional adaptions, and program delivery options for students with mild/moderate disabilities, K-6. Includes a clinical experience requirement. *Corequisite: SPED 580 as needed. Prerequisites: SPED 510 and SPED 551 or equivalent courses or permission of the instructor.*

556 Methods in Autism and Language Disorders. (3) Effective methods for building social, communication, and academic skills for students with high functioning autism spectrum disorder and language disorders. Includes a clinical experience requirement. *Prerequisites: SPED 510 and SPED 551 or equivalent courses or permission of the instructor.*

571 Differentiated Behavior Intervention. (3) Research-based approaches will be examined and participants will receive differentiated instruction on the basic skills or advanced leadership related to positive behavioral supports for students. Instruction will be individualized for multiple environments: Student, class, and district for all learners. *Prerequisite: SPED 551 or equivalent.*

580 Graduate Field Work in Special Education. (1–12, repeatable to 12) Practicum experiences are provided under the supervision of an appropriately certified teacher in a setting providing instructional services to students with disabilities. *Prerequisite: Prior departmental approval which calls for completion or concurrent enrollment in an appropriate methods course.*

581 Special Education Law and Supervision. (3) Federal and state laws, along with case law, that direct the delivery of special education services will be examined. Elements of supervision will also be outlined. *Prerequisite: SPED 551 or an equivalent.*

613 Leadership in Collaboration. (3) Research-based collaborative programs and practices to address diversity and social issues of special and at-risk populations will be studied. Course activities will build students' skills in developing, implementing, and evaluating collaborative programs across educational, family, and community contexts. *Prerequisite: SPED 551 or equivalent, or permission of the instructor.*

622 Action Research in Education (3). Students master the principles of and strategies involved in conducting action research in school settings. *Prerequisite: EDS 500 or evidence of appropriate course work in methods of research, and accepted into the Special Education graduate program.*

624 Action Research Project. (3) Students design, conduct, analyze, and report the results of an action research project related to their area of expertise. *Prerequisites: SPED 622 and Graduate Committee approval.*

Speech Pathology

Director: Amanda Silberer
Graduate Committee Chairperson: Julie Cox
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E-mail: spa@wiu.edu
Website: wiu.edu/spa
Location of Program Offering: Macomb

Graduate Faculty

Professor
Amanda B. Silberer, Ph.D., Au.D., CCC-A, University of Iowa

Associate Professor
Julie L. Cox, Ph.D., CCC-SLP, Western Michigan University

Associate Graduate Faculty

Assistant Professor
Angi Martin, Ed.D., CCC-SLP/A, Illinois State University
Nicole M. Pierson, Ed.D., Western Illinois University

Learning Outcomes

For student learning outcomes, please see wiu.edu/provost/learningoutcomes.

Program Description

The Master of Science in Speech Pathology degree program at Western Illinois University is accredited by the Council on Academic Accreditation in Audiology and Speech–Language Pathology of the American Speech–Language–Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700.

At the completion of the program, graduates will have completed the necessary coursework and clinical practicum experiences to be eligible for the American Speech–Language–Hearing Association Certificate of Clinical Competence in Speech–Language Pathology (CCC–SLP). Graduates are also eligible for Illinois state licensure in speech–language pathology. Students who wish to earn licensure to work in the public schools in Illinois must complete all teacher licensure requirements established by the state of Illinois and Western Illinois University. There are additional clinical practicum experiences and a standardized examination requirement for certification and licensure.

Admission Requirements

- A minimum cumulative GPA of 3.0 OR 3.25 or higher GPA for the last two years (60 s.h.) of undergraduate work
- Three letters of recommendation from individuals who can attest to the applicant's academic and clinical potential at the graduate level
- A personal statement describing the applicant's interest in a career in speech-language pathology and why the applicant is interested in attending WIU
- A completed application via CSDCAS in addition to submission of an application to the WIU School of Graduate Studies

Application deadline of January 15 for fall matriculation.

Students are expected to have a background in speech pathology and audiology including undergraduate coursework in the following areas: speech and hearing anatomy, phonetics, speech and language development, audiometry, and introductory courses in characteristics, assessment, and treatment of communication disorders. Undergraduate coursework is also required in biology, physical sciences, statistics, and social sciences. Students who are deficient in any of these areas will be required to take undergraduate courses to make up these deficiencies to meet prerequisite knowledge for graduate classes and to meet requirements for certification by the American Speech-Language-Hearing Association.

Students admitted probationally are required to complete at least 12 semester hours of graduate coursework with a B or better before becoming eligible for regular admission.

Degree Requirements

The Master of Science in Speech Pathology degree program requires a minimum of 71 hours. The Speech Pathology program allows no more than six semester hours of C grades or lower.

I. Core Courses ..... 39 s.h.
- SPA 501 Introduction to Research Methods in Communication Sciences and Disorders (3)
- SPA 503 Seminar in Professional Affairs (2)
- SPA 510 Motor Speech Disorders (3)
- SPA 514 Assessment and Treatment of Child Language Disorders (3)
- SPA 515 Autism and Special Populations (3)
- SPA 521 Methods in Public Schools (3)
- SPA 523 Neurological Disorders I: Aphasia (3)
- SPA 524 Neurological Disorders II: Cognitive and Degenerative Disorders (3)
- SPA 525 Dysphagia: Assessment and Intervention (3)
- SPA 535 Voice Disorders (3)
- SPA 547 Fluency and Fluency Disorders (2)
- SPA 548 Articulation and Phonological Disorders (3)
- SPA 549 Augmentative and Alternative Communication (3)
- SPA 550 Audiology for the Speech-Language Pathologist (2)
- SPA 604 Graduate Portfolio (0)

II. Core Clinical Courses ..... 12-17 s.h.
- SPA 587 Clinical Practicum in Speech-Language Evaluation (4)
- SPA 588 Clinical Practicum in Speech-Language Pathology (7-10)
- SPA 590 Speech-Language Group Practicum (1-3)

III. Select one of the following internship options:
- A. Internship ..... 16 s.h.
  - SPA 600 Internship in Communication Disorders (16)
- B. Public School Internship ..... 16 s.h.
  - SPA 522 Internship in the Public School (8)
  - SPA 600 Internship in Communication Disorders (8)

TOTAL PROGRAM ..... 67-72 s.h.

In addition to the coursework above, all students must complete all clinical clock hours required for the American Speech-Language-Hearing Association Certificate of Clinical Competence (CCC) before the master's degree will be awarded.

Course Descriptions

Speech Pathology and Audiology (SPA)

481G 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. *Prerequisites: ENG 180 and 280; SPA 390, or permission of the instructor.*

494G Aural Rehabilitation I. (3) Focus on changing modes of communication in the pediatric deaf/hard of hearing (DHH) population. Topics include communication with ASL, total communication, listening and spoken language, provision of holistic therapy, and management of amplification devices for facilitating optimal communication. *Prerequisite: ENG 180 and 280, or permission of the instructor.*

501 Introduction to Research Methods in Communication Sciences and Disorders. (3) Explores clinician's role as researcher and need for science to inform our clinical practice. Students read and critically analyze existing research within the communication sciences and disorders, and review common research designs and data analysis techniques. Students are required to complete a formal project.

503 Seminar in Professional Affairs. (2) The study of current problems, issues and legislation in the communication disorders profession. Discussions will be organized to accommodate both student and instructor interests and concerns. *Prerequisite: Graduate standing in SPA.*

510 Motor Speech Disorders. (3) Study of assessment and intervention methods for apraxia of speech and the dysarthrias across the lifespan. Includes study of the etiology and characteristics of motor speech disorders as well as relevant anatomical, physiological, developmental, cultural, and psychological correlates. *Prerequisites: Graduate standing in SPA or permission of the instructor.*

514 Assessment and Treatment of Child Language Disorders. (3) Study of assessment and intervention methods for child language disorders. Principles of evidence based practice will be emphasized. Issues related to English language learners and literacy will be discussed. *Prerequisites: Graduate standing in SPA or permission of the instructor.*

515 Autism and Special Populations. (3) The study of assessment and intervention methods for children with Autism Spectrum Disorder and other special populations including cognitive impairments, sensory processing disorders, ADHD, emotional/behavioral disorders, low incidence populations and multiply disabled children. *Prerequisite: Graduate standing in SPA of permission of the instructor.*

521 Methods in Public Schools. (3) The study of general program considerations for the speech-language pathologist in the public school setting including case management and state and federal legislation.

522 Internship in the Public School. (8, repeatable to 16) Supervised clinical practice in speech–language and/or hearing in the public school setting. Graded S/U. *Prerequisites: SPA 521, completion of required SPA coursework, no more than one C grade in SPA 587/588, and approval of faculty.*

523 Neurological Disorders I: Aphasia. (3) Assessment and management of fluent, nonfluent, mixed, and global aphasia, with emphasis on the nature and cause of acquired language disorders in adults, including right hemisphere disorder. *Prerequisite: Graduate standing in SPA or permission of the instructor.*

524 Neurological Disorders II: Cognitive and Degenerative Disorders. (3) Identification, classification, and treatment of degenerative disorders and cognitive/memory disorders that affect speech and language, with emphasis on intervention across the continuum of care. *Prerequisite: Graduate standing in SPA or permission of the instructor.*

525 Dysphagia: Assessment and Intervention. (3) The study of swallowing and deglutition across the age span, with concentration on the methods of assessment and intervention in disorders of swallowing. *Prerequisites: Graduate standing in SPA or permission of the instructor.*

535 Voice Disorders. (3) Voice production, including vocal development and life–span changes. Pathophysiology of voice disorders, their assessment, management and treatment. *Prerequisites: Graduate standing in SPA or permission of the instructor.*

547 Fluency and Fluency Disorders. (2) Theory, research and clinical applications in fluency disorders. Emphasis on assessment and treatment of behavioral, affective, and cognitive features of developmental stuttering across the lifespan. Consideration of cluttering, neurogenic stuttering, psychogenic stuttering. *Prerequisite: Graduate standing in SPA or permission of the instructor.*

548 Articulation and Phonological Disorders. (3) The study of assessment and intervention methods for children with articulation and phonological disorders. Includes study of etiology and characteristics as well as relevant anatomical, physiological, developmental, linguistic, cultural, and psychological correlates. *Prerequisites: Graduate standing in SPA or permission of the instructor.*

549 Augmentative and Alternative Communication. (3) Study of the various alternative and augmentative communication techniques and assistive technologies including the assessment and intervention strategies utilized to implement them. *Prerequisites: Graduate standing in SPA or permission of the instructor.*

550 Audiology for the Speech-Language Pathologist. (2) Study of selected auditory disorders, screening procedures, and habilitation/rehabilitation approaches from a speech-language pathology perspective based upon current scope of practice and research. *Prerequisites: Graduate standing in SPA or permission of the instructor.*

587 Clinical Practicum in Speech Language Evaluation. (1, repeatable to 4) Supervised practicum in speech-language evaluation procedures in the Speech-Language-Hearing Clinic. *Prerequisite: Graduate standing in SPA or permission of the instructor.*

588 Clinical Practicum in Speech Language Pathology. (1–6, repeatable to 12) Supervised clinical experience in on–campus and off–campus clinical facilities while working with children and adults having speech and language disorders. A minimum of 15 contact clock hours must be obtained for each credit hour. *Prerequisite: Permission of the instructor. Additional charge for this course.*

590 Speech-Language Group Practicum. (1-3) Supervised clinical experience working with children receiving speech, language, and pragmatic disorders in organized group settings. *Prerequisite: Graduate standing.*

599 Graduate Clinical Practicum in Audiology. (1–3, repeatable to 8) Supervised clinical experience in on–campus and/or off–campus clinical facilities while working with children and adults having hearing impairments. *Prerequisite: Permission of the instructor.*

600 Internship in Communication Disorders. (8, repeatable to 16) Supervised applied experience in an occupationally related area in line with the students' career objectives and approved by faculty. A minimum of eight weeks will be required for this experience. Graded S/U. *Prerequisites: Completion of required SPA coursework, no more than one C grade in SPA 587/588, and approval of faculty.*

601 Thesis. (3)

604 Graduate Portfolio. (0, repeatable to 5) Students will use our electronic tracking system to submit progress of academic and clinical standards each semester for meeting requirements for Clinical Competence in Speech-Language Pathology (CCC-SLP). Graded S/U. *Prerequisite: Graduate standing in SPA or permission of the graduate advisor.*

Sport Management

Director: Jeremy Robinett
Graduate Program Coordinator: Jeremy Robinett
Office: Knoblauch Hall 140
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Location of Program Offering: Macomb

Graduate Faculty

Professors
Minsun Doh, Ph.D., Texas A&M University
Michael Lukkarinen, Ph.D., University of Illinois-Urbana/Champaign
Jeremy Robinett, Ph.D., University of Illinois-Urbana/Champaign

Associate Graduate Faculty

Associate Professor
Jiyoung Park, Ph.D., University of Northern Colorado

Learning Outcomes

For student learning outcomes, please see wiu.edu/provost/learningoutcomes.

Program Description

The Recreation, Sport, and Tourism Administration program offers Master's of Science degrees in Recreation, Park and Tourism Administration and Sport Management. These programs train leaders in public recreation, nonprofit administration, community engagement, travel and tourism, event planning, and college and professional sport industries. Through coursework, experiential learning, and mentorship opportunities, students will be prepared in strategic analysis and problem solving, research, evaluation, and evidence informed decision-making, professional communication and engagement, and ethical and inclusive professional practice.

Integrated Baccalaureate and Master's Degree Program

Please refer to the appropriate section at the back of the catalog for details and program offerings.

Admission Requirements

- A minimum cumulative GPA of 3.0 OR 3.2 or higher GPA for the last two years (60 s.h.) of undergraduate work
- Probationary admission status – 2.75-2.99. Probationary students will earn full admission status after completion of nine graduate hours with a minimum of a 3.0 GPA
- Statement of intent:
    - Applicants should indicate why they want to attend graduate school, why they chose to apply at Western Illinois University, and what contributions they can make to the program
    - Applicants should discuss proposed area of academic emphasis, career aspirations, short- and long-term academic/professional goals, previous academic and work experiences, and interest in physical activity and sport

- A current resume
- Three letters of recommendation (only required if applying for a graduate or teaching assistantship position) – two must be written from an advisor and/or professor addressing applicant's academic performance and/or potential for graduate school
- International students whose native language is not English must have an overall TOEFL score of 73 or greater (internet based)

Those applicants not meeting the above stated undergraduate GPA (less than 2.75), but who document exceptional post-graduate work experiences, a successful graduate record, and provide examples of written academic work to support the potential to be successful in this program, may be considered for probationary admission on an individual case.

A maximum of 9 hours of graduate course work completed before a student is admitted to the Sport Management program may count toward meeting the requirements of the master's degree.

Degree Requirements

For specific course recommendations, students should consult with the graduate coordinator of the program.

The following requirements must be completed:

I. Core Courses ..... 18 s.h.
- SM 512 Research Methods in Sport Management (3)
- SM 547 Financial Issues in Sport (3)
- SM 548 Sport and Cultural Identities (3)
- SM 555 Sport Marketing (3)
- SM 558 Organizational Theory in Sport (3)
- SM 561 Public and Media Relations in Sport (3)

II. Approved Electives ..... 9 s.h.

III. Exit Options (select one of the following exit options) ..... 6 s.h.
- RSTA 601 Thesis (6)
- RSTA 602 Graduate Research Project (6)
- RSTA 603 Professional Internship (6)

TOTAL PROGRAM ..... 33 s.h.

Graduate students may transfer in up to nine semester hours of credit earned in a related field with departmental graduate committee approval.

Course Descriptions

Recreation, Sport, and Tourism Administration (RSTA)

601 Thesis. (6)

602 Graduate Research Project. (6) Draws upon and demonstrates skills and knowledge acquired in previous graduate level classes. Involves planning, execution, and reporting of findings of an applied research project. The student's graduate committee will approve, oversee and evaluate the applied research project. *Prerequisite: Graduate committee approval.*

603 Professional Internship. (6) Direct assignment on a threemonth to 12month basis to a leisure services agency or organization under the specific direction of a qualified agency administrator and supervision of a recreation faculty member. Involvements focus on practical and uniquely necessary competencies best developed in the work setting. *Prerequisite: Graduate Committee approval.*

Sport Management (SM)

512 Research Methods in Sport Management. (3) Research techniques employed in graduate work. Methods used in solving problems common to kinesiology and evaluating research projects in these fields.

545 Sport Facility and Event Management. (3) A comprehensive review and analysis of the management of sport facilities and the process of managing events held at these facilities.

546 Sport Governance and Policy. (3) An examination of the power and authority

of governing bodies as they determine the mission, policy, membership, and structure of their respective amateur or professional sport organizations.

547 Financial Issues in Sport. (3) An examination of the financial status of intercollegiate athletics and professional sports leagues in today's marketplace. Topics such as budgeting, resource utilization, and potential sources of revenue will be addressed through financial analyses. *Prerequisite: Graduate standing.*

548 Sport and Cultural Identities. (3) Investigate the production of cultural identities through interactions of popular culture and media, sport, and sporting institutions.

555 Sport Marketing. (3) This course is designed to give sport management students an overview of marketing principles and procedures from a managerial perspective. The course is designed to help students develop an awareness of the terminology, concepts, and techniques which are part of the work of sport marketing. The course relies upon lectures, class and group projects and discussions, and resource personnel to facilitate the learning process. *Prerequisite: Graduate standing.*

558 Organizational Theory in Sport. (3) A comprehensive study focusing on organizational behavior and processes relating to amateur, interscholastic, intercollegiate, and professional sports.

561 Public and Media Relations in Sport. (3) A comprehensive study of the principles, concepts, and problems for managing public and media relations in sport organizations.

564 Legal Issues in Sport. (3) An examination of the function of the legal system and risk management in sport, including potential legal problems and possible solutions faced by personnel involved with sport and physical education.

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Graduate Coordinator: Feridun Tasdan
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Location of Program Offering: Online

Graduate Faculty

Professors
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Victoria Baramidze, Ph.D., University of Georgia–Athens
Amy Ekanayake, Ph.D., Texas Tech University
Dinesh Ekanayake, Ph.D., Texas Tech University
Douglas LaFountain, Ph.D., University at Buffalo, The State University of New York

Associate Professors
Robert Mann, Ph.D., University of Nebraska-Lincoln
Seyfi Turkelli, Ph.D., University of Wisconsin-Madison

Associate Graduate Faculty

Professors
Rumen Dimitrov, Ph.D., George Washington University
Clifton Ealy, Ph.D., University of California-Berkeley
Kimberly Hartweg, Ph.D., University of Iowa
Feridun Tasdan, Ph.D., Western Michigan University

Associate Professors
Elizabeth Hansen, Ph.D., University of Iowa
Boris Petracovici, Ph.D., University of Illinois
Lia Petracovici, Ph.D., University of Illinois

Assistant Professor
Elahe Allahyari, Ph.D., Western Michigan University

Learning Outcomes

For student learning outcomes, please see wiu.edu/provost/learningoutcomes.

Program Description

The fully online Master of Science in Teaching Mathematics prepares students for career advancement in Mathematics Education, such as obtaining dual-credit endorsement in mathematics and/or teaching mathematics courses at community colleges. The degree is designed to primarily serve current secondary teachers who already have both their Bachelors in Mathematics and their Secondary Teaching License. The program provides coursework in mathematics content that includes topics from and advanced perspectives of Statistics, Analysis, Algebra, and Geometry. The program includes a capstone sequence of courses that allows students to research topics from mathematics education, conduct action research in their classrooms, and generate research papers, projects, or a thesis. To provide flexible pathways to the MSTM the program combines core content with a mixture of graduate courses from various topics and disciplines.

Teaching Mathematics

Admission Requirements

- A minimum cumulative GPA of 2.75 OR 3.0 or higher GPA for the last two years (60 s.h.) of undergraduate work
- Undergraduate coursework should include courses equivalent to a major in Mathematics – Teacher Education. Students who do not fulfill the coursework requirements may be admitted at the discretion of the Departmental Graduate Committee with admission usually conditional upon the student addressing specific deficiencies.

Students admitted on probationary status must complete six semester hours of mathematics or statistics graduate coursework with a B or better and must complete all undergraduate deficiency courses before eligible for regular admission.

Degree Requirements

I. Core Courses ..... 12 s.h.

MATH 552 Scientific Computing (3)
MATH 554 Symmetry, Algebra, Geometry, Topology (3)
MATH 656 Advanced Perspective of Secondary School Mathematics (3)
STAT 553 Applied Statistical Methods (3)

II. General Electives ..... 12 s.h.

Graduate coursework related to mathematics or teaching at the secondary college levels and must be approved by the graduate committee. Courses from mathematics, statistics, educational studies, or education leadership may be included. Courses may include:

MATH 406G Problem Solving and the History of Mathematics (3)
MATH 407G Number Theory Concepts in School Mathematics (3)
MATH 430G Multivariate Calculus (3)
STAT 471G Introduction to Mathematical Statistics I (3)
STAT 474G Regression and Time Series Analysis (3)

III. Capstone ..... 9 s.h.

A. MATH 504 Research in Mathematics Education (3)
MATH 607 Practicum in Mathematics Education (6)
B. MATH 504 Research in Mathematics Education (3)
MATH 607 Practicum in Mathematics Education (3)
Elective (3)

TOTAL PROGRAM ..... 33 s.h.

Course Descriptions

Mathematics (MATH)

402G Investigations in School Geometry. (3) Conceptual study of geometry through relationships, proofs, transformations, measurements, and coordinate methods, emphasizing elementary and middle school standards. Focus includes students' geometric reasoning, learning progressions, and mathematical practices, with opportunities to analyze student thinking for effective K-8 instruction. *Prerequisite: MATH 123 or MATH 128 or equivalent.*

406G 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. *Prerequisite: MATH 123 or MATH 128 or equivalent.*

407G Number Theory Concepts in School Mathematics. (3) Divisibility, prime and perfect numbers, modular arithmetic, Diophantine equations, and related topics. Coursework deepens understanding of number-theory ideas for grades K-8, emphasizing children's thinking, learning trajectories, and implications for instruction and assessment. *Prerequisite: MATH 123 or MATH 128 or equivalent.*

408G 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.*

421G Abstract Algebra. (3) An introduction to the basic properties of groups, rings, and fields. *Prerequisite: MATH 341.*

424G Advanced Linear Algebra. (3) Matrix algebra, vector spaces, linear independence, basis, linear transformations, canonical forms, inner product spaces. *Prerequisite: MATH 311 & MATH 341, or equivalent.*

430G Multivariable Calculus. (3) The algebra of functions, continuity, differentiation and integration of nplace functions, and related topics. *Prerequisites: MATH 231 and 311.*

435G 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 and differentiability, based on the epsilon-delta method. *Prerequisites: MATH 231 and MATH 341.*

439G 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. *Prerequisites: 2.5 GPA or higher in Mathematics; MATH 304, MATH 341, and co-registration in EDS 304; or permission of the school director.*

481G 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: CS 214 and MATH 311, or permission of the instructor.*

483G Biomathematics. (3) Mathematical modeling of biological systems, utilizing mathematical and statistical techniques for modeling, analysis, computational simulation, and applications. *Prerequisites: MATH 383; or MATH 133 and BIOL 501; or permission of the instructor.*

488G 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: CS 214, MATH 231 and 311; or permission of the instructor.*

489G Numerical Optimization. (3) Numerical methods for continuous multivariate optimization. Unconstrained optimization algorithms, linear programming, quadratic programming, constrained optimization algorithms, and applications. *Prerequisites: CS 214 or equivalent, and MATH 231 and MATH 311; or permission of the instructor.*

500 Teaching of Elementary Mathematics. (3) Study of current trends and challenges in teaching elementary mathematics, emphasizing research-based instruction, formative assessment, student thinking, and the Standards for Mathematical Practice. Candidates analyze student understanding and consider implications for grades 1-6 and related effective mathematics pedagogy and assessment. *Prerequisite: Permission of the instructor.*

502 Probability, Statistics, and Algebraic Models in School Mathematics. (3) A study of probability concepts; the representation, analysis, and interpretation of data; and algebraic, graphical, and numerical models. Students use probability, statistics, algebra, and technology to model, analyze, and solve real-world problems, with an emphasis on the K-8 curriculum.

503 Methods of Teaching School Mathematics. (3) A study of current trends and issues in the teaching and learning of K-12 mathematics. *Prerequisite: Permission of the instructor.*

504 Research in Mathematics Education. (3) A survey, evaluation, and application of recent research on teaching and learning mathematics. Topics include pedagogy, assessment, standards and policies, learning mindsets and building connections, testing and achievement, intervention strategies, and leadership practices relevant to effective mathematics instruction. *Prerequisite: Permission of the instructor.*

505 The Teaching of Mathematics in Middle Grades and Junior High. (3) A study of teaching strategies and current trends in mathematics as they apply to the curriculum of the middle school and the junior high school. *Prerequisite: Permission of the instructor.*

508 Special Topics in Elementary Mathematics. (3, repeatable to 15) Topics will be available on demand in the areas of probability, statistics, computer science, number theory, and history of math. *Prerequisite: Permission of the instructor.*

509 Leadership, Standards, and Assessment in School Mathematics. (3) Study of K-8 standards-based mathematics curricula, assessment practices, and leadership roles of elementary mathematics specialists. Topics include assessment, student work analysis, curriculum alignment, adult learning principles, and mathematics coaching. Applied tasks prepare candidates for leadership and instructional support responsibilities. *Prerequisites: Teacher certification.*

510 *(cross-listed with DS 510)* Foundations of Business Analytics. (3) A survey of topics in calculus, applied linear algebra, probability and statistics useful for business decision making. The main objective is to lay the foundation required for advanced studies in applied statistics and business analytics. *Prerequisite: STAT 276 with a grade of B or better and either MATH 133 with a grade of B or better or MATH 137 with a grade of B or better; or permission of the instructor.*

511 Modern Geometry. (3) Topics to be chosen to reflect current trends in geometry. *Prerequisite: Permission of the instructor.*

521 Algebra. (3) An introduction to higher algebra. Topics to be included are groups, homomorphisms, Sylow theorems, rings and ideals, fields, field extensions, and Galois theory. *Prerequisite: MATH 421 or permission of the instructor.*

533 Complex Variables. (3) Topics to be studied include the topology of the complex plane, analytic functions, complex integration, and singularities.

536 Ordinary Differential Equations. (3) The initial value problem, existence and uniqueness theorems, linear systems, asymptotic behavior of solutions, twodimensional systems. *Prerequisites: MATH 333 and 435, or permission of the instructor.*

550 Workshop in School Mathematics. (1–6, repeatable) (Degree candidates may receive credit toward program requirements only

with the permission of the student's Graduate Committee.) Workshops focusing on specific topics may be organized as required to meet the identified needs and interests of in-service teachers or specific school districts.

551 Methods of Classical Analysis. (3) Introduction to multivariable analysis with a lean toward applications. Topics include differential calculus in R^n, including inverse and implicit function theorems, and Taylor expansions; integral calculus in R^n, including change of variables; statistics and optimization applications. *Prerequisites: MATH 231 and MATH 311, or equivalents.*

552 Scientific Computing. (3) Design, analysis, and MATLAB or Mathematica implementation of algorithms for solving problems of continuous mathematics involving linear and nonlinear systems of equations, interpolation and approximation, numerical differentiation and integration, and ordinary differential equations with a significant lean toward applications. *Prerequisites: MATH 231 and MATH 311, or equivalents.*

554 Methods of Symmetry in Algebra, Geometry, and Topology. (3) A study of symmetry in algebra, geometry, and topology, using geometric group theory. Topics include finite and infinite group presentations, geometry of metric spaces, group actions on Cayley graphs and trees, quasi-isometries, and mapping class groups of topological surfaces. *Prerequisite: MATH 421 or permission of the instructor.*

560 Advanced Topology. (3) Product and quotient spaces, path-connectedness, local compactness, homotopy, fundamental group. Additional topics may include Baire category, function spaces, Brouwer Fixed Point Theorem. *Prerequisites: MATH 421 or permission of the instructor.*

581 Approximation Theory. (3) The theory behind numerical algorithms. Remainder theory, convergence theorems, best approximation in various norms, the theory of matrices in numerical analysis including the eigenvalue problem. *Prerequisites: MATH 435 and 481, or permission of the instructor.*

583 Nonlinear Optimization. (3) Unconstrained optimization; equality constrained optimization; convex optimization; optimality conditions; algorithms and applications using software such as Mathematica. *Prerequisites: MATH 231 and 311, or permission of the instructor.*

589 Mathematical Modeling. (3) Development and application of mathematical models in applied mathematics, numerical analysis, operations research, machine learning, and statistics to address real-world problems across disciplines. *Prerequisite: Permission of the instructor.*

590 Independent Study. (1–3, repeatable to 6) *Prerequisite: Approval of the school director.*

596 Project in Applied Mathematics. (3, repeatable to 6) A project in applied mathematics or statistics, or with a professional institution, which will be presented in a final paper or portfolio, demonstrating entry into an applied mathematics field. Graded S/U. *Prerequisite: Permission of the Graduate Committee.*

599 Special Topics. (1–3, repeatable to 6 under different titles) Special topics in mathematics or statistics with a lean towards application. May be repeated with a change in topic. *Prerequisite: Permission of the instructor.*

600 Thesis. (3) The thesis may be either expository, historical, critical, or original and must be approved by the student's advisory committee. The student must present his/her thesis to the mathematics department faculty in a colloquium. *Prerequisite: Permission of the graduate advisor.*

601 Advanced Project in Applied Mathematics. (3, repeatable to 6) Project in an advanced topic of mathematics or statistics, which will be presented in a final paper or portfolio, demonstrating advanced proficiency in an applied mathematics field. Graded S/U. *Prerequisite: Permission of the Graduate Committee.*

602 Internship in Applied Mathematics. (3, repeatable to 6) Mathematical work or training conducted at a professional institution, university or government organization, which will be presented in a final paper or portfolio, demonstrating advanced proficiency in an applied mathematics field. Graded S/U. *Prerequisite: Permission of the Graduate Committee.*

607 Practicum in Mathematics Education. (1-3, repeatable to 6) Direct internship experience for action research in mathematics education under guidance of qualified faculty. *Prerequisites: Permission of the instructor.*

651 Elements of Modern Analysis. (3) A study of elements of modern analysis with a significant lean toward developing theory. Topics include Riemann integrability; metric spaces; pointwise and uniform convergence; Hilbert and normed vector spaces; Banach fixed point theorem, Weierstrass approximation theorem; and applications. *Prerequisites: MATH 435 or equivalent.*

652 Computational Differential Equations. (3) A study of elements of computational mathematics of differential equations with a lean toward developing the theory. Topics include adaptive one-step and multi-step methods of ordinary differential equations, the method of lines for evolutionary problems, and direct and iterative methods for sparse linear systems. *Prerequisites: MATH 435 or MATH 551, and MATH 552 or MATH 481.*

654 Applications of Logic and Computability Theory. (3) A study of elements of modern logic and computability with a lean toward developing the theory. Topics include the mathematics of computability and incomputability, introduction to computational complexity, and additional applications of logic. *Prerequisite: Permission of the instructor.*

655 Technology and the Secondary School Mathematics Curriculum. (3) Strategies for using technology such as calculators, computers, and Internet resources for teaching algebra, geometry, probability, and statistics in the secondary mathematics curriculum, including research on the use of the technology for mathematics teaching and learning. *Prerequisites: Permission of the instructor.*

656 Advanced Perspective of Topics from Secondary School Mathematics. (3, repeatable to 6) An advanced study of the topics from the secondary school mathematics curriculum for developing deeper connection and representations for all students. Focus is on rigorous conceptual context knowledge, methods of inquiry, and investigative problem-solving. Topics include Algebra, Statistics, Geometry, and Calculus. *Prerequisites: Permission of the instructor.*

699 Advanced Special Topics. (3, repeatable to 6 under different titles) Advanced special topics in mathematics or statistics with a lean towards theory. May be repeated with change of topic. *Prerequisite: Permission of the instructor.*

Statistics (STAT)

471G Introduction to Mathematical Statistics I. (3) The mathematical foundations of probability and statistics, principals of probability, sampling, distribution, moments, and hypothesis testing. *Prerequisite: MATH 138 or MATH 231 or equivalent.*

473G Nonparametric Statistical Methods. (3) Systematic development of nonparametric statistical methods. Topics include order statistics, ranks, empirical distribution functions, point and interval estimations, hypothesis tests such as sign rank test, Mann-Whitney-Wilcoxen, Kruskal-Wallis, Kolmogorov-Smirnov, permutation and bootstrap methods. *Prerequisites: STAT 276 or STAT 471 or permission of the instructor.*

474G Regression and Time Series Analysis. (3) Simple and multiple linear regression, variable selection, model adequacy, interpreting regression results; time series modeling and forecasting with autoregressive and moving average models. *Prerequisite: STAT 276 or equivalent and MATH 311 or equivalent.*

478G Analysis of Variance. (3) A study of analysis of variance and covariance. Includes experimental design with applications. *Prerequisite: STAT 276 or equivalent.*

553 Applied Statistical Methods. (3) Introduction to probability and statistics with a significant lean toward applications. Topics include probability, probability distributions, Central Limit Theorem, sampling distributions (t, F, Chi-Square), parameter estimation, hypothesis testing, nonparametric statistics, ANOVA, and linear regression. *Prerequisites: MATH 231 and STAT 276, or equivalents.*

570 Probability Theory and Stochastic Processes. (3) Nature of probability theory, sample space, combinatorial analysis, fluctuations in random events, stochastic independence, random variables, generating functions, Markov chains, and simple timedependent stochastic processes. *Prerequisite: STAT 471 or equivalent.*

574 Linear Models and Experimental Designs. (3) General linear models, GaussMarkov Theorem, experimental design model confounding, and types of experimental designs and their analysis. *Prerequisite: STAT 472 or permission of the instructor.*

653 Elements of Statistical Inference. (3) A study of elements of statistical inference with a lean toward developing the theory. Topics include probability theory, random variables, probability distribution functions, limit theorems, estimation, testing, sufficiency, robust statistical methods, bootstrap, and linear models. *Prerequisites: STAT 471 or equivalent.*

Theatre

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Program Coordinator: Lysa Fox
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Website: wiu.edu/theatre/
Location of Program Offering: Macomb

Graduate Faculty

Professors
Tammy L. Killian, M.F.A., Florida Atlantic University
D. C. Wright, M.F.A., Boston University

Associate Professor
Steven House, M.F.A., Illinois State University

Associate Graduate Faculty

Associate Professors
Josh Wroblewski, M.F.A., University of Nevada-Las Vegas

Assistant Professors
Aaron Ames, D.M.A., University of Illinois
Lysa Fox, M.F.A., California State University-Long Beach
Donald Laney, M.F.A., University of California-Irvine
Hadley Kamminga-Peck, Ph.D., University of Colorado-Boulder
Rebel Mickelson, M.F.A., Southern Illinois University
Daniel Schmidt, M.F.A., University of Nevada-Las Vegas
Lisa Wipperling, M.F.A., Louisiana State University A&M

Learning Outcomes

For student learning outcomes, please see wiu.edu/provost/learningoutcomes.

Program Description

The School of Visual & Performing Arts offers a program of graduate study leading to the Master of Fine Arts degree in the following areas of concentration: acting, directing, costume design, lighting design, and scenic design. The M.F.A. is a 62-hour program that takes three years to complete. A professionally oriented, terminal degree, it is designed to be a transition between collegiate training and the professional theatre and related careers. The program offers rigorous study through an individualized curriculum approach aimed at developing the student's creative and intellectual growth. The program integrates the theoretical with the practical by combining technical preparation and intellectual endeavor with intensive application in designing, directing, and performing in theatre productions in the academic year.

Admission Requirements

- A minimum cumulative GPA of 2.75 OR 3.0 or higher GPA for the last two years (60 s.h.) of undergraduate work
- Either audition for or be interviewed by a committee of faculty members from the Department of Theatre and Dance.

As an audition/interview only graduate program, the M.F.A. program in Theatre and Dance requires remaining in "good standing" to enroll in Theatre and Dance courses. If, for any reason, you are no longer a candidate in the M.F.A. program you will be ineligible to enroll in further Theatre and Dance coursework. Undergraduate courses may be prescribed for individuals who are considered to have insufficient background in theatre. The Department of Theatre and Dance does not require the Graduate Record Examination.

Degree Requirements

If the student requires no remedial coursework in theatre, a minimum of 62 semester hours is required for the MFA. Specific programs of study will be designed for each individual, based on previous experience and expertise. All students must successfully complete selected required courses in their area of emphasis. Depending upon that expertise and knowledge, the student may be required to take additional coursework or demonstrated competencies may substitute for some courses.

Upon acceptance into the MFA program, students are assigned an advisor (the area head of Acting, Directing, or specific Design area). The student will undergo a Graduate Review at the end of each semester in residence and must demonstrate sustained progress in order to be retained in the program.

Select one of the following areas of emphasis: ..... 62-68 s.h.

A. Acting
- THEA 470G Stage Combat: Unarmed (4)
- THEA 472G Auditions (2)
- THEA 476G Advanced Techniques of Musical Theatre (3)
- or
- THEA 549 Grad Musical Theatre Studio (3)
- THEA 477G Dialects (3)
- THEA 544 Graduate Dance Study (3)
- THEA 545 Movement Lab: Warm Up (1)
- THEA 546 Physical Characterization (3)
- THEA 547 Advanced Movement I (3)
- THEA 548 Advanced Movement II (3)
- THEA 564 Grad Vocal Seminar (3)
- THEA 565 Advanced Voice Techniques (3)
- THEA 576 Acting Scene Study: Viewpoints (2)
- THEA 577 Scene Study: Period Texts (3)
- THEA 578 Acting Scene Study: Dream Roles (2)
- THEA 579 Professional Summer Semester (6)
- THEA 580 Theories of Acting and Directing (3)
- THEA 587 Acting Scene Study: The Score (2)
- THEA 590 Analysis (3)
- THEA 602 MFA Acting Project (4)
- Departmental Electives (12)

B. Design

1. Core Courses
   - THEA 451G Period Styles I (3)
   - THEA 534 Graduate Technical Theatre Practicum (1-3, repeatable to 18, minimum of 10 required)
   - THEA 590 Analysis (3)
   - THEA 602 MFA Project (4)
   - THEA 540 Visual Concepts for the Stage (3)
2. Primary Area of Emphasis
   - THEA 551 Graduate Scene Design (3, repeatable to 18)

or
THEA 552 Graduate Lighting Design (3, repeatable to 18)
or
THEA 553 Graduate Costume Design (3, repeatable to 18)

3. Secondary Area
THEA 551 Graduate Scene Design (3, repeatable to 18)
and/or
THEA 552 Graduate Lighting Design (3, repeatable to 18)
and/or
THEA 553 Graduate Costume Design (3, repeatable to 18)

4. Department and Directed Electives
ART 440G Studio Problems in Drawing (3)
THEA 496G Experiments and Topics in Theatre (1-3, repeatable to 6)
THEA 579 Professional Summer Semester (12)
THEA 600 Research and Projects in Theatre (1-6, repeatable to 6)

C. Directing
THEA 476G Advanced Techniques of Musical Theatre (3)
or
THEA 549 Grad Musical Theatre Studio (3)
THEA 481G Rehearsal Techniques (3)
THEA 496G Experiments and Topics in Theatre (3)
THEA 532 Directing Studio 1 (3)
THEA 540 Visual Concepts for the Stage (3)
THEA 542 Directing Studio 2 (3)
THEA 544 Graduate Dance Study (3)
THEA 545 Movement Lab: Warm Up (1)
THEA 551 Graduate Scenic Design Studio (3)
or
THEA 552 Graduate Costume Design Studio (3)
or
THEA 553 Graduate Lighting Design Studio (3)
THEA 555 Directing Studio 3 (3)
THEA 565 Advanced Voice Techniques (3)
THEA 575 Directing Scene Study: Project Challenges (2)
THEA 576 Acting Scene Study: Viewpoints (2)
THEA 579 Professional Summer Semester (6)
THEA 580 Theories of Acting and Directing (3)
THEA 585 Directing Seminar (3)
THEA 588 Directing Scene Study: Preparing the Text (2)
THEA 590 Analysis (3)
THEA 602 MFA Project (4)
Electives (12)

D. Technical Direction

1. Core Courses (44)
THEA 520 Advanced Stagecraft for the Theatre (3)
THEA 521 Automation for the Theatre (3)
THEA 522 Metal Working for the Theatre (3)
THEA 523 Introduction to Entertainment and Theatrical Rigging (3)
THEA 534 Graduate Tech Practicum (10)
THEA 554 Graduate Theatrical Technical Direction (15)
THEA 590 Analysis (3)
THEA 602 MFA Project (4)

2. Secondary Area (6)
THEA 551 Graduate Scene Design (3, repeatable to 6)
or

THEA 552 Graduate Lighting Design (3, repeatable to 6)
or
THEA 553 Graduate Costume Design (3, repeatable to 6)

3. Department and Directed Electives (12)
THEA 451G Period Styles I (3)
THEA 496G Experiments and Topics in Theatre (1-3, repeatable to 18)
THEA 540 Visual Concepts for the Stage (3)
THEA 579 Professional Summer Semester (1-9, repeatable to 9)
THEA 600 Research and Projects in Theatre (1-6, repeatable to 6)

E. Arts Leadership
COMM 409G Communication and Conflict Management (3)
COMM 456G Communication Campaigns (3)
ENG 489G Grant and Proposal Writing (3)
MST 501 Museum Administration (3)
MUS 444G Music Entrepreneurship (2)
THEA 510 Arts Leadership Practicum (9)
THEA 524 Advanced Stage Management (3)
THEA 540 Visual Concepts for the Stage (3)
THEA 560 Arts Leadership Seminar (18)
THEA 579 Professional Summer Semester (6)
THEA 602 MFA Project (4)
Electives (5)

TOTAL PROGRAM..... 62-68 s.h.

Application for Candidacy

All students are in pre-candidacy status until the end of their second semester. After at least 18 semester hours of graduate work at the University have been completed and before the completion of 30 semester hours, the student must file a Graduate Degree Plan with the Graduate Coordinator of the Department of Theatre and Dance. The student has to have a minimum GPA of 3.0, have removed all academic deficiencies and passed all graduate reviews up to that point. In determining the student's qualifications for candidacy, the graduate faculty consider the student's graduate and undergraduate record and other criteria stipulated by the department. After weighing all relevant factors, the graduate faculty may: (a) approve the Graduate Degree Plan, (b) defer action until certain specified requirements are met, or (c) refuse the applicant's request. If approved, the Coordinator will forward the Degree Plan to the School of Graduate Studies. Approval of the degree plan signifies admission to degree candidacy.

Students who are not admitted to candidacy at the end of the second semester may be kept on pre-candidacy status for another semester or asked to leave the program. Once admitted to candidacy, all students will continue to undergo Graduate Reviews at the end of each semester and must demonstrate sustained progress in order to be retained in the program.

MFA Project

Each graduate student in theatre must present a final project in the area of specialty. After the student has been admitted to candidacy and the project proposal is approved, the student's advisor will then form an MFA project committee consisting of three full-time theatre faculty members. Examples of final projects include the performance of a major role, directing, or designing a fully-staged University Theatre production. The project committee will review and evaluate the final project and a final oral defense of the project. Specific requirements for the MFA Projects are outlined in the *Theatre and Dance Graduate Handbook*.

Course Descriptions

Theatre (THEA)

409G 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.*

419G Playwriting II. (2) Continuation of Theatre 409G. Students who have achieved a basic level of proficiency in the art of playwriting are encouraged to further develop their skills. *Prerequisite: THEA 409, ENG 180 and 280, or permission of the instructor.*

451G Period Styles I. (3) Survey of architectural elements, furnishings, decorative motifs useful to theatre designers: prehistoric through modern including Far Eastern styles. *Prerequisite: Permission of Program Director.*

452G Period Styles II. (3) A historical exploration and examination of costume history from Mesopotamia to contemporary clothing fashions. This class will cover historical clothing terms as well as how history and architecture influence fashion.

456G Scene Painting. (3) Introduction to painting for the stage with an emphasis on materials, texturing techniques, and three-dimensional effects. *Materials charge for course.*

470G 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. *Prerequisites: THEA 170 and 172 or permission of the instructor.*

472G Auditions. (2) Designed to prepare the advanced acting student in the techniques, opportunities, and procedures of auditioning, interviewing, and constructing résumés for advanced training or career placement. *Prerequisite: THEA 372 or 373.*

473G Acting for the Camera. (3, repeatable to 9) Designed to incorporate skills learned in basic acting classes, emphasizing situations (in studio and on location) encountered by actors working in front of the camera. *Prerequisite: Performance students: THEA 272 or permission of the instructor; Camera students: BC 110 or 361 or permission of the instructor.*

474G Stage Combat: Armed. (4, repeatable to 20) 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. *Prerequisite: THEA 470 and/or permission of the instructor.*

476G Advanced Techniques of Musical Theatre. (3) Continuation of THEA 471G. 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, proficient music skills, and permission of the instructor.*

477G Dialects. (3) Training in the dialects most frequently required in performance. Both American regional and foreign accents will be studied. Various techniques of acquiring skill will be introduced so that the individual may develop a personal working method. *Prerequisite: THEA 171 and 172, or permission of the instructor.*

481G 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.*

482G Independent Projects in Directing. (3) Supervised projects in directing for advanced students. *Prerequisite: THEA 481 with a B or better.*

485G Professional Preparation. (3) Professional development course for design and technology students focused on portfolio creation, website development, resumes/CVs, networking, contracts, and interview skills. Students complete a fully launched professional website and cohesive career materials preparing them for industry or advanced study.

492G 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, union, negotiating, contracts, headshots, resumes, casting directors, etc.). *Prerequisite: THEA 276.*

496G Experiments and Topics in Theatre. (1–3, repeatable to 12) Investigation and exploration of special projects or experiments which will immerse students in a specific topic, technique, or concept. *Prerequisites: ENG 180 and 280.*

497G 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.*

510 Arts Leadership Practicum. (1-3, repeatable to 9) Professional practice in arts administration as part of the Goldfarb Center for Performing Arts, under faculty supervision. *Prerequisite: Graduate standing in the Arts Leadership concentration.*

520 Advanced Stagecraft for the Theatre. (3) In this course students will build upon basic carpentry skills learned in THEA 150 and learn more complex construction techniques. The students will be expected to demonstrate mastery over each topic and complete the course as a qualified head carpenter. Materials charge for course. *Prerequisite: Graduate standing in the Theatrical Technical Director concentration or permission of the instructor.*

521 Automation for the Theatre. (3) Study of automation systems used in theatrical productions to move scenery and performers. The students will be taught the different components of prototypical automations, how to create them, and how to integrate them into a working system. *Prerequisite: Graduate standing in the Theatrical Technical Director concentration or permission of the instructor.*

522 Metal Working for the Theatre. (3) Study of the application of metal in scenic construction.

The students will be taught when metal is appropriate in production, how to shape metal, and the different ways to weld metal together. *Prerequisite: Graduate standing in Theatrical Technical Director concentration or permission of the instructor.*

523 Introduction to Entertainment and Theatrical Rigging. (3) Introduction to mathematical formulas necessary to calculating stress loads and identifying rigging points for entertainment applications. Rigging fundamentals and common practices will be explored and explained. *Prerequisite: Graduate standing in the Theatrical Technical Direction concentration or permission of the instructor.*

524 Advanced Stage Management. (3) Advanced study of the professional practice of stage management, including the practices for dance and opera. *Prerequisite: THEA 321 or graduate standing in Theatre, or permission of the instructor.*

525 Advanced Theatre and Organizational Management. (3) This course prepares students for programmatic and managerial responsibilities in a variety of theatrical settings, with a focus on producing live theatre. Topics include copyright, employment, organizational principles, contracts, audience relations, and financial planning and reporting. *Prerequisite: THEA 323 or graduate standing in Theatre, or permission of the instructor.*

530 Advanced Theatrical Electrics. (3) Advanced study of theatrical electrics, focusing on head electrician responsibilities, soldering, networking, equipment management, electrical theory, and safety. Students develop professional-level competencies through hands-on practice, troubleshooting, and collaborative problem-solving in complex production environments. *Prerequisite: Graduate standing.*

532 Directing Studio 1. (3) 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, with additional focus on directing in each genre. *Prerequisite: Graduate standing.*

534 Graduate Technical Theatre Practicum. (1–4, repeatable to 18) Individual design and/or technical production activities at an advanced level under faculty supervision.

537 Professional Semester. (1–9, repeatable to 18) Designed to give graduate students the opportunity and the learning experience to practice their craft in a professional situation. Students may enroll in this course only with the approval of the theatre faculty.

540 Visual Concepts for the Stage. (3) An investigation of communication techniques used between directors and designers for production concepts which influence the process of lighting, set, and costume design.

542 Directing Studio 2. (3) A survey of world theatre history and literature form the 17th century to the 1930s, tracing social, political, and economic conditions in which theatre has developed around the world, with additional focus on directing each genre. *Prerequisite: Graduate standing.*

544 Graduate Dance Study. (1-3, repeatable to 9) The exploration and application of dance techniques at the graduate level. *Prerequisite: Graduate standing.*

545 Movement Lab: Warm Up. (1) This process-oriented course involves developing the actor's physical awareness, flexibility, ease, and use of self through the Alexander Technique and a daily routine of physical exercises. *Prerequisite: Permission of the instructor.*

546 Physical Characterization. (3) This process-oriented course involves exploring a physical approach to acting through a study of the basic elements of movement (space, time, energy, etc.) an understanding of the mind/body connection, the essence theory of movement, and mask characterization. *Prerequisite: THEA 545 or permission of the instructor.*

547 Advanced Movement I. (3) This process oriented course is designed to provide students with experience in creating characters through movement and/or mask techniques, addressing the specific needs of the given character, text, and time period (i.e., those behavioral characteristics common to a character in a play). *Prerequisite: THEA 546 or permission of the instructor.*

548 Advanced Movement II. (3) This process oriented course is designed to help students develop their comedic abilities with a particular emphasis on the physical aspects of comedy. Students will explore comedy stylings from the past (i.e., Chaplin, Keaton, Commedia dell Arte) and create their own comic characters. *Prerequisite: THEA 547 or permission of the instructor.*

549 Grad Musical Theatre Studio. (3) Study and performance of roles in musical theatre in studio/unit projects with song and scene study with emphasis on text work and integration of singing, acting, and movement into a unified performance working with different genres and partners. *Prerequisite: Graduate standing.*

550 Design for the Theatre. (3–9, repeatable to 36) A study of scenic, costume and lighting design; their theory and application. Survey material, studio and lab work in design, rendering, style and concept, history, construction and execution will be covered. Emphasis on the development of individualized skills.

551 Graduate Scenic Design Studio. (3, repeatable to 18) This course will progress the graduate student through a solid foundation of techniques needed as a professional scenic designer followed by designing a variety of dramas, musicals, operas, and other entertainment industry applications. *Prerequisite: Graduate standing in the Theatre Design Program or permission of the instructor.*

552 Graduate Costume Design Studio. (3, repeatable to 18) This course will progress the graduate student through a solid foundation of techniques needed as a professional costume designer followed by designing a variety of dramas, musicals, operas, and other entertainment industry applications. *Prerequisites: Graduate standing in the Theatre Design Program or permission of the instructor.*

553 Graduate Lighting Design Studio. (3, repeatable to 18) This course will progress the graduate student through a solid foundation of techniques needed as a professional lighting designer followed by designing a variety of dramas, musicals, operas, and other entertainment industry applications. *Prerequisites: Graduate standing in the Theatre Design Program or permission of the instructor.*

554 Graduate Theatrical Technical Direction. (3, repeatable to 18) Study of skills used by technical directors to engineer theatrical scenic designs. Students will be taught how to take a scenic design from paper rendering to fully realized production, be given stagecraft instruction, and taught foundations of structural engineering. *Prerequisite: Graduate standing in the Theatrical Technical Direction concentration or permission of the instructor.*

555 Directing Studio 3. (3) 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, with additional focus on directing in each genre. *Prerequisite: Graduate standing.*

560 Arts Leadership Seminar. (3, repeatable to 18) Study of the principles, practices, ethics, and skills necessary to leadership in arts organizations. Students will examine legal, ethical, and artistic considerations, and gain an understanding of the organizational, fiscal, and communicational practices of the arts. *Prerequisite: Graduate standing in the Arts Leadership concentration, or permission of the instructor.*

563 Advanced Theatrical Programming. (3) Advanced exploration of lighting programming using ETC Eos, GrandMA, Hog, and other industry consoles. Students develop advanced cueing, effects, magic sheets, networking, and playback workflows, culminating in achieving professional ETC Eos certification for their resume. *Prerequisite: Graduate standing.*

564 Grad Vocal Seminar. (3) An examination of the technique and artistry necessary to bring a song or text to life. Students will study music, lyrics, vocal technique, and breath work along with acting techniques that support the voice work in a seminar/group setting. *Prerequisite: Graduate standing.*

565 Advanced Voice Techniques. (3) Training in techniques used for effective voice in performance. Includes laboratory exploration to enhance the actor's vocal skills through various vocal placements and articulation of sounds that are necessitated by standard stage speech. *Prerequisite: Graduate standing or permission of the instructor.*

566 Advanced Voice Techniques II. (1) This is a laboratory course designed to develop vocal skills needed by the actor in developing performances in the stage and electronic medias. The course will focus on expressiveness with the aim of developing interesting and varying vocal characterizations. *Prerequisite: THEA 565.*

567 Advanced Voice Techniques III. (3) A laboratory course designed to enhance the actor's vocal skills through the exploration of various vocal placements and articulation of sounds that are necessitated by standard stage speech. *Prerequisite: Graduate standing in acting or directing, or permission of the instructor.*

568 Advanced Voice Techniques IV. (3) This laboratory course will identify the stylistic demands of Heightened Text plays and to develop within the actor the analytical knowledge and vocal skills necessary to meet those stylistic challenges. *Prerequisite: THEA 567.*

575 Directing Scene Study: Project Challenges. (2) Directing projects, from conception to scene study, allows for exploration into special topics, historical periods, styles, genres, and more based on the unique needs and career goals of each student. *Prerequisite: Graduate standing or permission of the instructor.*

576 Acting Scene Study: Viewpoints. (2) Designed to explore connecting text with a clean and engaging physical life through the technique of Viewpoints. Extensive work with physical improvisation, along with scenes and monologues, using text from many genres and playwrights. *Prerequisite: THEA 587 or permission of the instructor.*

577 Scene Study: Period Texts. (3) Designed to explore the acting and vocal techniques and practices necessary to perform scripts from various historical periods. Extensive scene study with emphasis on Shakespeare and other verse texts. *Prerequisite: THEA 587 or permission of the instructor.*

578 Acting Scene Study: Dream Roles. (2) Scene study for actors allows for exploration into special topics, historical periods, styles, genres, and more based on the unique needs and career goals of each student. *Prerequisite: THEA 587 or permission of the instructor.*

579 Professional Summer Semester. (1–12, repeatable to 12) Practical work in all aspects of production during intensive rehearsal and performance in a summer stock theatre experience. Faculty approval required.

580 Theories of Acting and Directing. (3) The investigation of prominent acting and directing theories and their practitioners; to determine their place in theatrical history and their application of contemporary productions.

582 Pre-Candidacy Directing Practicum. (3, repeatable to 6) Designed to diagnose and solve problems encountered by the first year director, with emphasis on establishing and clarifying a personal directing method. Students will work closely with an advisor in the pre-production work and rehearsals for a production that will be mounted in the studio.

585 Directing Seminar. (1, repeatable to 3) Investigation of topics and issues relating to the various elements of directing such as techniques in composition, developing temporhythms, approaches to casting, and directorial ethics. *Prerequisite: Acceptance in the directing program.*

587 Acting Scene Study: The Score. (2) The technique and practice of scoring play scripts for actors. Format will include theory, vocabulary and practical application.

588 Directing Scene Study: Preparing the Text. (2) The technique and practice of preparing play scripts for performance from the director's perspective. Format will include theory,

vocabulary and practical application. *Prerequisite: Graduate standing.*

590 Analysis. (3) The course investigates the nature and structure of dramatic forms, and the characteristics of major styles. Interpretation will include literary, performance, and production aspects of the scripts.

600 Research and Projects in Theatre. (1–6, repeatable to 6) Independent research. *Prerequisite: Permission of the School Director.*

602 MFA Project. (4, repeatable to 8 if the student is working in two approved areas of concentration.) The completion of an approved Master of Fine Arts project in one of the following areas of concentration: acting, directing, scene design, costume design, or lighting design. Enrollment in course permitted only during the academic term when the project is realized. *Prerequisite: Written permission of the academic advisor.*

Integrated Baccalaureate and Master's Degree Programs

Accountancy
Bachelor of Business in Accountancy/Master of Accoutancy

Business Administration
Bachelor of Business in Accountancy/Master of Business Administration
Bachelor of Business in Business Administration/Master of Business Administration
Bachelor of Science in Agriculture/Master of Business Administration
Bachelor of Science in Computer Science/Master of Business Administration
Bachelor of Science in Health Services Management/Master of Business Administration
Bachelor of Science in Law Enforcement and Justice Administration/Master of Business Administration

Chemistry
Bachelor of Science in Chemistry/Master of Science in Chemistry
Bachelor of Science in Forensic Chemistry/Master of Science in Chemistry

College Student Personnel
Bachelor of Arts in General Studies/Master of Science in College Student Personnel, Higher Education Leadership Option

Communication
Bachelor of Arts in Communication/Master of Arts in Communication

Computer Science
Bachelor of Science in Computer Science/Master of Science in Computer Science

Educational Studies
Bachelor of Arts in General Studies/Master of Science in Education in Educational Studies: Language, Culture & Education Option

GIScience and Geoenvironment
Bachelor of Science in Geographic Information Science/Master of Science in GIScience and Geoenvironment
Bachelor of Science in Meteorology/Master of Science in GIScience and Geoenvironment

History
Bachelor of Arts in History/Master of Arts in History

Mathematics
Bachelor of Science in Mathematics/Master of Science in Mathematics

Museum Studies
Bachelor of Arts in Anthropology/Master of Arts in Museum Studies
Bachelor of Arts in Art/Master of Arts in Museum Studies
Bachelor of Fine Arts in Art/Master of Arts in Museum Studies
Bachelor of Science in Recreation, Park and Tourism Administration/Master of Arts in Museum Studies
*St. Ambrose University Bachelor of Arts in Art History/WIU Master of Arts in Museum Studies
**University of Northern Iowa Bachelor of Arts in History/WIU Master of Arts in Museum Studies
***Wartburg College Bachelor of Arts in History/WIU Master of Arts in Museum Studies

Political Science
Bachelor of Arts in Political Science/Master of Arts in Political Science

Public Safety Administration
Bachelor of Arts in General Studies/Master of Arts in Public Safety Administration
Bachelor of Science in Emergency Management/Master of Arts in Public Safety Administration
Bachelor of Science in Fire Protection Services/Master of Arts in Public Safety Administration
Bachelor of Science in Law Enforcement and Justice Administration/Master of Arts in Public Safety Administration

Recreation, Park and Tourism Administration
Bachelor of Science in Recreation, Park and Tourism Administration/Master of Science in Recreation, Park and Tourism Administration

Sociology
Bachelor of Arts in Sociology/Master of Arts in Sociology

Sport Management
Bachelor of Science in Recreation, Park and Tourism Administration/Master of Science in Sport Management

*Only available to St. Ambrose University current undergraduate students.
**Only available to University of Northern Iowa current undergraduate students.
***Only available to Wartburg College current undergraduate students.

Integrated Baccalaureate and Master's Degree Programs

An integrated baccalaureate and master's degree program provides the opportunity for outstanding undergraduates to earn both degrees in five years. Typically, 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 earning 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.

The requirements for the baccalaureate and master's components of the integrated program will remain the same as the existing baccalaureate and master's programs. However, some advanced coursework (referred to as bridge courses and will 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.

All policies/regulations related to undergraduate or graduate degree programs apply to the integrated degree programs except as specifically differentiated.

Admission to Integrated Baccalaureate and Master's Degree Programs

GPA Requirements for WIU Undergraduate Students
Applicants must meet one of the following to be considered for admission into an integrated program:
• Minimum WIU cumulative GPA of 3.25 and a minimum GPA of 3.25 in the major, or
• Minimum WIU cumulative GPA of 3.0 and a minimum GPA of 3.3 in the last 30 s.h. from WIU.

Integrated Baccalaureate and Master's Degree Programs

WIU undergraduate students may apply for admission to an integrated baccalaureate and master's degree program after completing 60 semester hours of undergraduate coursework, of which a minimum of 30 semester hours must be at WIU. Admission must be granted by the School of Graduate Studies before a student will be allowed to enroll in integrated baccalaureate and master's bridge ("B") courses. Students may begin taking bridge courses after the completion of 90 semester hours, or when beginning their final two semesters (fall and spring) as demonstrated by a written degree completion plan. Students must submit the undergraduate request to enroll in integrated ("B") courses found at wiu.edu/grad/bridgecredit.

Second bachelor's students, if eligible per all admission requirements, may apply to an integrated degree program. The coursework completed in the second bachelor's degree at WIU will be included when calculating the cumulative undergraduate GPA for admission consideration.

GPA Requirements for Undergraduate Applicants from Other Institutions
Applicants must meet one of the following to be considered for admission into an integrated program:
• Minimum cumulative GPA of 3.25 or,
• Minimum cumulative GPA of 3.0 and a minimum GPA of 3.3 in the last 30 semester hours.

Undergraduate applicants from other institutions may apply for admission to integrated programs per the agreements with specific programs. Applicants may submit a WIU Graduate School application (wiu.edu/grad) after completion of 60 semester hours at the undergraduate institution. Admission must be granted by the School of Graduate Studies before a student will be allowed to enroll in integrated baccalaureate and master's bridge ("B") courses. Students may take up to three bridge courses during their senior year. Students who anticipate using financial aid for these courses should contact the WIU Financial Aid Office (309) 298-2446 prior to registering to confirm eligibility.

Academic Requirements

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 to the student.

All grades of C or lower earned, including those taken for bridge ("B") credit, count towards the Graduate School's 6-hour C rule.

Students in this program are not eligible for assistantship positions until the baccalaureate degree has been conferred.

Students in an integrated program who do not complete the required bridge ("B") courses prior to completion of their baccalaureate degree will be removed from the integrated program and must meet regular admission standards for the graduate program.

Registration for Bridge ("B") Courses

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, or when beginning their final two semesters (fall and spring) as demonstrated by a written degree completion plan.

Once students become eligible to enroll in bridge ("B") courses, they must complete the form *Undergraduate Request to Enroll in Integrated Baccalaureate and Master's Degree Bridge Course* (wiu.edu/grad/bridgecredit) in order to receive permission to enroll in those "B" courses.

The "B" designation cannot be used if 400-level courses are taken after the undergraduate degree has been completed, they must have the "G" designator to count for graduate credit.

Tuition Assessment for Integrated Students

WIU students accepted into an integrated bachelor's/master's degree program will be assessed undergraduate tuition rates based on current policies while an undergraduate student. After completing the bachelor's degree, integrated students will be assessed one year at the graduate level of the tuition rate plan in which they were last assessed. After that, students will be assessed at the current rate plan.

Notes

Please refer to the Accountancy graduate program section for information including school contact information, a list of graduate faculty members, program description, and course descriptions.

Bachelor of Business in Accountancy/Master of Accountancy

Requirements for Enrollment

- A minimum WIU cumulative and major GPA of 3.25 OR
- A minimum WIU cumulative GPA of 3.0 with a minimum 3.3 GPA in the last 30 hours earned at WIU

Integrated Degree Program Description

Students in the integrated program are allowed to use nine semester hours of B-level accountancy classes to satisfy both the Bachelor of Business degree and the Master of Accountancy degree. However, because 150 semester hours are required to sit for the CPA exam, students are required to complete a total of 150 hours for the integrated baccalaureate and master's degree program.

Integrated Degree Requirements

I. Core Courses ..... 3 s.h.
ACCT 551 Accounting Analytics (3)
ACCT 611 Graduate Outcomes Assessment (0)
II. Complete one of the following emphases ..... 15 s.h.
A. Public Accounting (CPA)
ACCT 470G Tax II (3)
ACCT 540 Contemporary Issues in Accounting (3)
ACCT 541 Advanced Accounting Concepts I (3)
ACCT 542 Advanced Accounting Concepts II (3)
ACCT 580 Advanced Auditing (3)
B. Managerial Accounting
ACCT 445G Financial Modeling and Statement Analysis (3)
ACCT 454G Intermediate Managerial Accounting (3)
ACCT 455G Advanced Management Accounting (3)
ECON 538 Economics for Managers (3)
Accounting elective (3)
III. Integrative Experience ..... 12 s.h.
A. Internship Option
ACCT 620 Internship
DS electives (3)
Graduate-level business course electives (6)
B. Non-Internship Option
DS electives (3)
Graduate-level business course electives (9)
TOTAL PROGRAM ..... 30 s.h.

All courses selected are subject to the approval of the Graduate Advisor and the Graduate Committee for Accountancy. No more than one-half of the semester hours counted for the graduate degree may be earned in courses below the 500 level.

Business Administration

Please refer to the Business Administration graduate program section for information including departmental contact information, a list of graduate faculty members, program description, and course descriptions. The Business Administration graduate program offers several integrated programs in business disciplines including all Bachelor of Business degrees (and their options) as well as the Bachelor of Science degrees in Agriculture, Computer Science, Health Services Management, and Law Enforcement and Justice Administration.

Integrated Bachelor of Business/Master of Business Administration programs require the following:

- A minimum of 90 semester hours completed
- A minimum 3.4 Cumulative GPA
- A Bachelor of Business major listed above with a minimum 3.0 in the MBA Foundation Courses including:
  - ACCT 307: Accounting for Managers or ACCT 201: Principles of Financial Accounting and ACCT 202: Principles of Managerial Accounting;
  - ECON 408: Economics for Decision Makers or ECON 231: Principles of Macroeconomics and ECON 232: Principles of Microeconomics;
  - FIN 331: Financial Management
  - IS 340: Introduction to Information Systems
  - MGT 340: Principles of Management
  - MKTG 327: Marketing Principles
  - STAT 171: General Elementary Statistics

Integrated Degree Program Description

Students in the Bachelor of Business integrated programs are allowed to use six semester hours of bridge (B) courses to satisfy both the BB degree and MBA degree requirements. Eligible bridge courses are listed below. Please work in consultation with your undergraduate and MBA advisor in selecting the courses best suited for your degree plan.

Students may choose up to two of the following bridge courses ACCT 547B, FIN 565B, MKTG 576B, DS 533B, ECON 538B, AGEC 442G/B, AGEC 443G/B, AGEC 447G/B, AGEC 457G/B, CS 470G/B, HS 414G/B, HSM 514B, HSM 515B, HSM 516B, HSM 517B, LEJA 509B or up to two 400B elective courses in Economics or Business with permission of the Graduate Coordinator/Advisor.

Integrated Bachelor of Science/Master of Business Administration programs require the following:

- A minimum of 90 semester hours completed
- A minimum 3.4 Cumulative GPA
- A Bachelor of Science major listed above with a minimum 3.0 in the Pre-MBA minor
- Completion of at least six semester hours of Pre-MBA minor courses at the time of admission for the Bachelor of Science in Computer Science and Bachelor of Science in Law Enforcement and Justice Administration.

Integrated Degree Program Description

Students in the Bachelor of Science integrated programs are allowed to use six semester hours of bridge (B) courses to satisfy both the BS degree and MBA degree requirements. Eligible bridge courses are listed below. Please work in consultation with your undergraduate and MBA advisor in selecting the courses best suited for your degree plan.

Select two of the following bridge courses, which may be used as either directed electives or concentration courses in the MBA degree:
ACCT 457G/B, AGEC 442G/B, AGEC 443G/B, AGEC 447G/B, AGEC 457G/B, CS 470G/B, DS 435G/B, ECON 490G/B, HS 414 G/B, HSM 514B, HSM 515B, HSM 516B, HSM 517B, IS 524B, LEJA 509B, MGT 445G/B, MGT 520B, MKTG 576B

Integrated Degree Requirements

I. Core Courses ..... **18 s.h.**
- ACCT 547 Corporate Financial Reporting and Analysis (3)
- DS 533 Applied Business Forecasting and Planning (3)
- ECON 538 Economics for Managers (3)
- FIN 565 Financial Management: Theory and Practice (3)
- IS 524 Corporate Management Information Systems (3)
- MKTG 576B Decision Making for Global Markets (3)
- BAT 611 MBA Outcomes (0)

II. Directed Elective ..... **3 s.h.**

III. Concentration Courses ..... **9 s.h.**
- Nine hours to be chosen in consultation with the MBA advisor.

IV. Integrative Course ..... **3 s.h.**
- MGT 590 Strategic Management (3)

TOTAL PROGRAM ..... **33 s.h.**

Chemistry

Please refer to the Chemistry graduate program section for information including departmental contact information, a list of graduate faculty members, program description, and course descriptions.

Bachelor of Science in Chemistry and Master of Science in Chemistry or Bachelor of Science in Forensic Chemistry and Master of Science in Chemistry

Requirements for Enrollment

- A minimum of an overall GPA and a major GPA of 3.25
- Three faculty letters of recommendation
- A statement of purpose and career goals

Integrated Degree Program Description

Students in a Chemistry integrated program are allowed to use nine semester hours to satisfy both the Bachelor of Science in Chemistry or Forensic Chemistry and the Master of Science in Chemistry. The requirement of four 500-level directed elective courses (12 s.h.) is waived for the students in the integrated program. Students must still complete two 500-level directed electives in subject areas not covered by the 400G/B courses. All other degree requirements for the M.S. Chemistry program are in effect for the integrated degree program in Chemistry.

Integrated Degree Requirements

I. Applied Chemistry Plan

CHEM 580 Seminar ..... 2 s.h.
CHEM 590 Internship ..... 10 s.h.
CHEM 591 Internship Report ..... 2 s.h.
Electives in cognate area ..... 8 s.h.
Directed Chemistry electives (includes up to 9 s.h. bridge courses from different sub-discipline area) ..... 10 s.h.
CHEM 401G/B Inorganic Chemistry (4)
CHEM 416G/B Chemical Literature (1)
CHEM 442G/B Instrumental Analysis (4)
CHEM 421G/B Biochemistry (4)
CHEM 422G/B Advanced Biochemistry (4)
CHEM 452G/B Forensic Toxicology (4)
TOTAL PROGRAM ..... 32 s.h.

II. Thesis Plan

CHEM 580 Seminar ..... 2 s.h.
CHEM 600 Research ..... 12 s.h.
CHEM 601 Thesis ..... 3 s.h.
Directed Chemistry Electives (to include up to 9 s.h. bridge courses from different sub-discipline area) ..... 15 s.h.
CHEM 401G/B Inorganic Chemistry (4)
CHEM 416G/B Chemical Literature (1)
CHEM 442G/B Instrumental Analysis (4)
CHEM 421G/B Biochemistry (4)
CHEM 422G/B Advanced Biochemistry (4)
CHEM 452G/B Forensic Toxicology (4)
TOTAL PROGRAM ..... 32 s.h.

Please refer to the College Student Personnel graduate program section for information including departmental contact information, list of graduate faculty members, program description, and course descriptions.

Bachelor of Arts in General Studies/Master of Science in College Student Personnel: Higher Education Leadership Option

Requirements for Enrollment

- A minimum WIU cumulative and major GPA of 3.25 OR
- A minimum 3.3 GPA in the last 30 hours earned at WIU
- Three letters of recommendation, two of which must come from WIU faculty
- A one to two-page personal statement that explains their larger personal career goals and how the M.S. in College Student Personnel: Higher Education Leadership will further their objectives
- A personal interview with the program coordinator

Integrated Degree Program Description

Students in the integrated program are allowed to use nine semester hours of B-level courses to satisfy both the Bachelor of Arts in General Studies and the Master of Science in College Student Personnel: Higher Education Leadership option. The following bridge courses may count in both the undergraduate degree and the Master's degree: CSP 553B, CSP 581B, CSP 552B.

Integrated Degree Program Requirements

I. Core Courses: ..... 22 s.h.
- CN 515 Research and Program Evaluation (3)
- CSP 550 Legal and Ethical Practice in Colleges and Universities (3)
- CSP 553 Organizational Structures and Systems in Higher Education (3)
- CSP 559 Student Development Theory and Critical Praxis (4)
- CSP 560 Belonging, Engagement, and the College Environment (3)
- CSP 581 Leadership, Teams, and Group Dynamics (3)
- CSP 600 Exploring Professional Identity Through Reflective Practices (3)

II. Higher Education Leadership Requirements: ..... 16 s.h.
- CSP 533 Perspectives in Higher Education and Student Affairs (3)
- CSP 552 History and Foundations of Higher Education and Student Affairs (3)
- CSP 555 Developmental Approaches to Advising and Student Support (3)
- CSP 565 Critical Theories in Praxis (4)
- CSP 598 Assessment in Student Affairs (3)

TOTAL PROGRAM..... 38 s.h.

Communication

Please refer to the Communication graduate program section for information including departmental contact information, list of graduate faculty members, program description, and course descriptions.

Bachelor of Arts in Communication/Master of Arts in Communication

Requirements for Enrollment

- A minimum cumulative grade point average of 3.25 and a minimum of 3.25 grade point average in the major OR
- A minimum cumulative grade point average of 3.0 with a minimum 3.3 grade point average in the last 30 credit hours taken at WIU

Integrated Degree Program Description

Students in the integrated program are allowed to use nine semester hours of B-level courses to satisfy both the Bachelor of Arts in Communication degree and the Master of Arts in Communication degree. Students choosing to complete the master's degree in one year must enroll in COMM 500 in the fall and COMM 504 in the spring of their senior year. There is a three-course sequence in the graduate program. Failure to complete COMM 500 and 504 will delay a student's graduation from the program. The following courses may be used as a directed elective: COMM 409G/B, COMM 410G/B, COMM 413G/B, COMM 425G/B, COMM 441G/B, COMM 456G/B, COMM 480G/B.

Integrated Degree Requirements

I. Core Courses ..... 9 s.h.
- COMM 500/500B Communication Theory (3)
- COMM 504/504B Empirical Research in Human Communication (3)
- COMM 507 Communication and Technology (3)

II. Directed Departmental Electives..... 9 s.h.
- Directed electives must be at the 500 level, excluding COMM 520, COMM 596, COMM 601, COMM 602, COMM 603, and COMM 604.

III. Exit Options (Select one) .....15–16 s.h.

A. Thesis
- COMM 601 Thesis (6)
- Directed Electives (9)

B. Creative Project
- COMM 602 Creative Projects (3)
- Directed Electives (12)

C. Research Paper
- COMM 603 Research Paper (1)
- Directed Electives (15)

D. Internship
- COMM 604 Internship Presentation (1)
- COMM 596 Graduate Internship (3)
- Directed Electives (12)

TOTAL PROGRAM.....33–34 s.h.

Please refer to the Computer Science graduate program section for information including departmental contact information, list of graduate faculty members, program description, and course descriptions.

Bachelor of Science in Computer Science/Master of Science in Computer Science

Requirements for Enrollment

- A minimum of an overall GPA and a major GPA of 3.25

Integrated Degree Program Description

Students in the integrated program are allowed to use nine semester hours to satisfy both the Bachelor of Science in Computer Science degree and the Master of Science in Computer Science degree.

Integrated Degree Requirements

I. Proficiency..... 3 s.h.

CS 500 Intensive Programming Review (3)

II. Core Requirements..... 18 s.h.

Students must complete one course from each subject area below while in residence at WIU.

Subject Area 1 – Software Development

CS 470G Database Systems (3)

or

CS 521 Database Design and Administration I (3)
CS 522 Advanced Database Design and Administration (3)
CS 523 Topics in Database Systems (3)
CS 530 Design and Analysis of Algorithms (3)
CS 585 Software Engineering (3)

Subject Area 2 – Artificial Intelligence

CS 460G Artificial Intelligence Methods (3)

or

CS 547 Artificial Intelligence I (3)
CS 548 Advanced Artificial Intelligence (3)
CS 549 Topics in Artificial Intelligence (3)

Subject Area 3 – Operating Systems and Computer Architecture

CS 410G Operating Systems (3)

or

CS 511 Operating Systems I (3)
CS 512 Advanced Operating Systems (3)
CS 513 Topics in Operating Systems (3)
CS 560 Computer Architecture (3)
CS 561 Advanced Computer Architecture (3)
CS 562 Topics in Computer Architecture (3)

Subject Area 4 – Cybersecurity and Computer Networks

CS 420G Computer Communication and Networks (3)

or

CS 555 Telecommunications Networks I (3)
CS 505 Computer and Information Security (3)
CS 507 Topics in Cybersecurity (3)
CS 508 Computer Forensics (3)
CS 556 Advanced Computer Networks (3)

CS 557 Topics in Computer Networks (3)
CSEC 482G Wireless LANs and Security (3)
IS 455G Information Assurance (3)

III. Select one of the areas of emphasis: ..... 6-9 s.h.

A. *Computer Science Emphasis:*
Depth Requirements (6)
Students must complete a second course in two of the subject areas listed above.

B. *Artificial Intelligence Emphasis:*
CS 548 Advanced Artificial Intelligence (3)
CS 549 Topics in Artificial Intelligence (3)
Depth Requirements (3)
Students must complete a second course in one of the subject areas listed above other than Artificial Intelligence.

C. *Cybersecurity Emphasis:*
CS 505 Computer and Information Security (3)
CS 508 Computer Forensics (3)
Depth Requirements (3)
Students must complete a second course in one of the subject areas listed above other than Cybersecurity.

IV. Plans of Study ..... 9-12 s.h.

A. Thesis
Computer Science Emphasis:
Approved Electives (6)
CS 600 Research (3)
CS 601 Thesis (3)
Artificial Intelligence Emphasis:
Approved Electives (3)
CS 600 Research (3)
CS 601 Thesis (3)
Cybersecurity Emphasis:
Approved Electives (3)
CS 600 Research (3)
CS 601 Thesis (3)

B. Project
Computer Science Emphasis:
Approved Electives (9)
CS 599 Master's Project (3)
Artificial Intelligence Emphasis:
Approved Electives (6)
CS 599 Master's Project (3)
Cybersecurity Emphasis:
Approved Electives (6)
CS 599 Master's Project (3)

TOTAL PROGRAM ..... 33 s.h.

Please refer to the Education graduate program section for information including departmental contact information, list of graduate faculty members, program description, and course descriptions.

Bachelor of Arts in General Studies/Master of Science in Education in Education

Requirements for Enrollment

- A minimum 3.25 cumulative GPA
- A minimum 3.25 major GPA
- Three letters of recommendation, two of which must come from WIU faculty
- A one to two-page personal statement that explains their larger personal career goals and how the M.S.Ed. in Education will further their objectives
- A personal interview with Graduate Faculty from the program

Integrated Degree Program Description

Students in the integrated program are allowed to use nine semester hours of B-level Educational Studies classes to satisfy either the Bachelor of Arts in General Studies and the Master of Science in Education in Education. The following bridge courses may count in both the undergraduate degrees and the Master's degree: EDS 427G/B, EDS 430G/B, EDS 435G/B, EDS 440G/B, EDS 447G/B, EDS 453G/B, EDS 457G/B, EDS 458G/B.

Integrated Degree Program Requirements

I. Educational Foundations Core: 9 s.h.
EDS 500 Methods of Research (3)
EDS 502 Cognition and Instruction (3)
EDS 507 Equity and the Socio-Cultural Contexts of Education (3)

II. Directed Elective: 3 s.h.
Choose one from the following:
ECH 474G Early Childhood Assessment (3)
EDS 453G Assessment of Multilingual Students (3)
EDS 574 Assessment and Differentiation of Instruction (3)

III. Open Electives 18 s.h.
Electives to be selected in consultation with the student's advisor.

IV. Select one of the following exit options: 3 s.h.
EDS 601 Thesis (3)
or
EDS 602 Educational Studies Portfolio (0)
EDS 501 Educational Philosophy, Ethics and Policy (3)
or
EDS 603 Graduate Seminar (3)

TOTAL PROGRAM 33 s.h.

GIScience and Geoenvironment

Please refer to the GIScience and Geoenvironment graduate program section for information including departmental contact information, list of graduate faculty members, program description, and course descriptions.

Bachelor of Science in Geographic Information Science/Master of Science in GIScience and Geoenvironment

Requirements for Enrollment

- A minimum of an overall GPA of 3.25 and a GPA of 3.25 in the major,
- A personal statement of purpose,
- 3 letters of recommendation

Integrated Degree Program Description

Students in the B.S. in Geographic Information Science and M.S. in GIScience and Geoenvironment integrated program may use up to 9 s.h. of the following bridge courses in both the undergraduate degree in GIS and the master's degree in GIScience and Geoenvironment: GEOG 440G/B, GEOG 443G/B, GEOG 445G/B, GEOG 448G/B, GEOG 459G/B, GEOG 466G/B, GIS 403G/B, GIS 404G/B, GIS 405G/B, GIS 407G/B, GIS 408G/B, GIS 410G/B, METR 425G/B.

Non-GIS majors who apply to the program are strongly recommended to meet the Department Graduate Program Coordinator to discuss any deficiencies.

Integrated Degree Requirements

I. Core Courses ..... 15 s.h.

GIS 405G Advanced GIS Spatial Analysis (3)
GEOG 505 Research Methods (3)
GIS 509 Fundamentals of GIS Analysis (3)
GIS 511 Examination of GIS Data
Choose one graduate seminar from the following courses:
GEOG 610 Seminars in Theory and Methodology (3)
or
GEOG 630 Seminars in Physical Geography (3)
or
GEOG 650 Seminars in Cultural Geography (3)

II. Select one of the following exit options ..... 17-21 s.h.

A. Thesis
GEOG 698 Thesis (3)
Directed Electives (14)

B. Applied Project
GEOG 697 Applied Project (3)
Directed Electives (14)

C. Professional Plan
Internship (GEOG 596 or 597) (3)
Directed Electives (18)

TOTAL PROGRAM..... 32-36 s.h.

Bachelor of Science in Meteorology/Master of Science in GIScience and Geoenvironment

Requirements for Enrollment

- A minimum of an overall GPA of 3.25 and a GPA of 3.25 in the major,
- A personal statement of purpose,
- 3 letters of recommendation

Integrated Degree Program Description

Students in the B.S. in Meteorology/M.S. in GIScience and Geoenvironment integrated program may use up to 9 s.h. of the following bridge courses in both the undergraduate degree in Meteorology and the master's degree in GIScience and Geoenvironment: GEOG 440G/B, GEOG 443G/B, GEOG 445G/B, GEOG 448G/B, GEOG 459G/B, GEOG 466G/B, GIS 403G/B, GIS 404G/B, GIS 405G/B, GIS 407G/B, GIS 408G/B, GIS 410G/B, METR 425G/B.

Non-Meteorology majors who apply to the program are strongly recommended to meet the Department Graduate Program Coordinator to discuss any deficiencies.

Integrated Degree Requirements

I. Core Courses ..... 15 s.h.

GIS 405G Advanced GIS Spatial Analysis (3)
GEOG 505 Research Methods (3)
GIS 509 Fundamentals of GIS Analysis (3)
GIS 511 Examination of GIS Data
Choose one graduate seminar from the following courses:
GEOG 610 Seminars in Theory and Methodology (3)
or
GEOG 630 Seminars in Physical Geography (3)
or
GEOG 650 Seminars in Cultural Geography (3)

II. Select one of the following exit options..... 17-21 s.h.

A. Thesis
GEOG 698 Thesis (3)
Directed Electives (14)

B. Applied Project
GEOG 697 Applied Project (3)
Directed Electives (14)

C. Professional Plan
Internship (GEOG 596 or 597) (3)
Directed Electives (18)

TOTAL PROGRAM..... 32-36 s.h.

History

Please refer to the History graduate program section for information including departmental contact information, list of graduate faculty members, program description, and course descriptions.

Bachelor of Arts in History/Master of Arts in History

Requirements for Enrollment

• A minimum of a cumulative GPA and a major GPA of 3.25

Integrated Degree Program Description

Students accepted into the program must fulfill requirements for the History Bachelor of Arts Degree, as well as graduate requirements for the History Master of Arts degree (30 s.h. for the Thesis option, 31 s.h. for the Public History Project option and 33 s.h. for the Coursework option).

Up to nine hours of the following bridge courses may count in both the undergraduate degree and the Master's degree in History: HIST 400G/B, HIST 402G/B, HIST 414G/B, HIST 420G/B, HIST 421G/B, HIST 423G/B, HIST 426G/B, HIST 430G/B, HIST 431G/B, HIST 433G/B, HIST 434G/B, HIST 438G/B, HIST 482G/B, HIST 483G/B, HIST 485G/B, HIST 488G/B, HIST 492G/B, HIST 494G/B.

Integrated Degree Program Requirements

The Master of Arts degree in history may be earned by one of three plans of study.

Plan I. Thesis

The Thesis Option requires 30 semester hours of course work, fulfilling requirements in major and minor areas of study. Students choosing the Thesis Option write a thesis, typically of some 90-100 pages, on a selected topic. Students write the thesis in their major field, which is customarily in United States or World history. Another field is possible with permission of the graduate committee. By their second semester in the MA program, students should develop a thesis topic through consultation with a faculty member, who serves as the thesis director, and two other faculty members. The three faculty members comprise the student's committee. The committee evaluates the student's written exam (History 698), which is administered in the student's penultimate semester. To earn the MA degree, the student must successfully defend the thesis upon its completion before the committee, typically in the student's last semester.

Students in the thesis plan must enroll in the following:

HIST 500 Historical Theory and Methods	3 s.h.
Major field of study (4 courses)	12 s.h.
Minor field of study (3 courses)	9 s.h.
HIST 698 Written Exam	0 s.h.
HIST 600 Thesis Research	3 s.h.
HIST 601 Thesis Completion and Defense	3 s.h.
TOTAL PROGRAM	**30 s.h**

Plan II. Public History Project

The Public History Project Option requires 31 hours of course work, fulfilling requirements in major and minor areas of study. Major fields of study are United States

or World history; another field is possible with permission of the Department graduate committee. Students choosing the Public History Project Option develop a project in public history (History 599). Typical projects may involve editing a series of primary documents for posting to an open-access website; conducting and transcribing oral history interviews to be archived in a museum or research facility; curating a museum historical exhibit display; or developing a digital history project. Students also conduct an internship (History 494G) and take a public history course (HIST 492G). By their second semester in the MA program, students should develop a public history project through consultation with a faculty member, who serves as the public history project director, and two other faculty members. The three faculty members comprise the student's committee. The committee evaluates the student's written exam (History 698), which is administered in the student's penultimate semester. To earn the MA degree, the student must successfully defend the public history project (History 699) upon its completion before the committee, typically in the student's last semester.

Students in the Public History Project plan must enroll in the following:

HIST 500 Historical Theory and Methods	3 s.h.
Major field of study (3 courses)	9 s.h.
Minor field of study (2 courses)	6 s.h.
HIST 492G Capstone in Public History	3 s.h.
HIST 494G Internship	3 s.h.
Electives (1 course)	3 s.h.
HIST 599 Special Problems in History	4 s.h.
HIST 698 Written Exam	0 s.h.
HIST 699 Oral Exam	0 s.h.
TOTAL PROGRAM	**31 s.h.**

Plan III. General Coursework

The General Coursework Option requires 33 hours of course work, fulfilling requirements in major and minor areas of study. Major fields of study are United States or World history; another field is possible with permission of the Department graduate committee. By their second semester in the MA program, students should choose major and minor fields of study and consult with three faculty members to serve as the student's committee. The committee evaluates the student's written exam (History 698), which is administered in the student's last semester. To earn the MA degree, the student must defend a portfolio of their work (History 699) before the committee, typically in the student's last semester.

Students in the General Coursework plan must enroll in the following:

HIST 500 Historical Theory and Methods	3 s.h.
Major field of study (5 courses)	15 s.h.
Minor field of study (3 courses)	9 s.h.
Electives (2 courses)	6 s.h.
HIST 698 Written Exam	0 s.h.
HIST 699 Oral Exam	0 s.h.
TOTAL PROGRAM	**33 s.h.**

The pre-approved major fields of study are United States and World History. The pre-approved minor fields of study are United States, European, or Asian history, or Museum Studies. A student's major or minor fields may be in another area, but the student should secure permission from the graduate committee. Prospective students should familiarize themselves with the faculty in the history department. Faculty profiles are online at www.wiu.edu/cas/history/faculty.php.

Mathematics

Please refer to the Mathematics graduate program section for information including departmental contact information, list of graduate faculty members, program description, and course descriptions.

Bachelor of Science in Mathematics/Master of Science in Mathematics

Requirements for Enrollment

- A minimum of a cumulative GPA and a major GPA of 3.25
- 60 s.h. of college coursework completed with at least 18 s.h. of mathematics to include MATH 231, 311, 341 with grades no less than B, before applying for admission to the integrated program

Integrated Degree Program Description

Up to nine semester hours of the following bridge courses may count in both the undergraduate degree (Option A or Option C only) and Master's degree in Mathematics: MATH 421G/B, MATH 424G/B, MATH 435G/B, MATH 481G/B, MATH 483G/B, MATH 551B, MATH 552B, MATH 553B, STAT 471G/B, STAT 473G/B, STAT 478G/B, STAT 553B.

Integrated Degree Program Requirements

I. Core Courses ..... 18 s.h.

MATH 435G Introduction to Real Variables I (3)
or
MATH 551 Methods of Classical Analysis (3)
MATH 552 Scientific Computing (3)
STAT 471G Introduction to Mathematical Statistics (3)
or
STAT 553 Applied Statistical Methods (3)
MATH 651 Elements of Modern Analysis (3)
MATH 652 Computational Differential Equations (3)
STAT 653 Elements of Statistical Inference (3)

II. Focus Courses ..... 9 s.h.

The focus courses must be approved by the Department Graduate Committee. Students may select focus courses from approved departments but in a single focus area. May include:
MATH 596 Project in Applied Mathematics (3–6),
MATH 600 Thesis (3), and/or
MATH 602 Internship in Applied Mathematics (3–6)

III. Directed Electives ..... 3 s.h.

Must be in mathematics or statistics.

TOTAL PROGRAM ..... 30 s.h.

Please refer to the Museum Studies graduate program section in this catalog for information including departmental contact information, list of graduate faculty members, program description, and course descriptions. Please refer to the undergraduate catalog for information regarding each bachelor's program.

Bachelor of Arts in Anthropology/Master of Arts in Museum Studies

Requirements for Enrollment

- A minimum of an overall GPA and a major GPA of 3.25
- Three letters of recommendation
- Current resume/cv
- Statement of professional goals and interests

Integrated Degree Program Description

The Bachelor of Arts in Anthropology/Master of Arts in Museum Studies integrated degree program is an interdisciplinary curriculum designed to prepare students for careers in the museum and galleries sector. Students in the integrated program are allowed to use nine semester hours of B-level courses in the Museum Studies and Art programs. Students are required to take MST 500B and may select two of the following directed electives: ANTH 405G/B, ANTH 410G/B, ANTH 419G/B, ANTH 420G/B, and ANTH 425G/B.

Integrated Degree Requirements

I. Core Courses ..... 23 s.h.

MST 500B Museum Origins (3)
MST 501 Museum Administration (3)
MST 502 Museum Exhibition (3)
MST 503 Museum Collections Management (3)
MST 515 Museum Education & Evaluation (3)
MST 600 Internship and Special Project (4)
MST 602 Museum Seminar and Portfolio (4)

II. Directed Electives ..... 15 s.h.

RSTA 424G Fund Raising and Volunteerism in Leisure Services (3)
RSTA 448G Interpretation of Cultural and Environmental Resources (3)
RSTA 460G Sustainable Tourism Development (3)
RSTA 467G Event Planning and Management (3)
ARTE 439G High School Art Methods (3)
ARTH 485G Research in Art History (3, repeatable to 9)
ARTH 496G History of Contemporary Art (3)
MST 516 Visitor Studies (3)
MST 520 Independent Study in Museum Education (1–3, repeatable to 6)
MST 560 Practicum in Museums (1–3, repeatable to 3)
MST 599 Special Topics in Museum Studies (3)

TOTAL PROGRAM ..... 38 s.h.

Bachelor of Arts in Art/Master of Arts in Museum Studies

Requirements for Enrollment

- A minimum of an overall GPA and a major GPA of 3.25
- Three letters of recommendation
- Current resume/cv
- Statement of professional goals and interests

Integrated Degree Program Description

The Bachelor of Arts in Art/Master of Arts in Museum Studies integrated degree program is an interdisciplinary curriculum designed to prepare students for careers in the museum and galleries sector. Students in the integrated program are allowed to use nine semester hours of B-level courses in the Museum Studies and Art programs. Students are required to take MST 500B and may select two of the following directed electives: ARTE 439G/B, ARTH 485G/B, and ARTH 496G/B.

Integrated Degree Requirements

I. Core Courses ..... 23 s.h.

MST 500B Museum Origins (3)
MST 501 Museum Administration (3)
MST 502 Museum Exhibition (3)
MST 503 Museum Collections Management (3)
MST 515 Museum Education & Evaluation (3)
MST 600 Internship and Special Project (4)
MST 602 Museum Seminar and Portfolio (4)

II. Directed Electives ..... 15 s.h.

RSTA 424G Fund Raising and Volunteerism in Leisure Services (3)
RSTA 448G Interpretation of Cultural and Environmental Resources (3)
RSTA 460G Sustainable Tourism Development (3)
RSTA 467G Event Planning and Management (3)
ARTE 439G/B High School Art Methods (3)
ARTH 485G/B Research in Art History (3, repeatable to 9)
ARTH 496G/B History of Contemporary Art (3)
MST 516 Visitor Studies (3)
MST 520 Independent Study in Museum Education (1–3, repeatable to 6)
MST 560 Practicum in Museums (1–3, repeatable to 3)
MST 599 Special Topics in Museum Studies (3)

TOTAL PROGRAM..... 38 s.h.

Bachelor of Fine Arts in Art/Master of Arts in Museum Studies

Requirements for Enrollment

- A minimum of an overall GPA and a major GPA of 3.25
- Three letters of recommendation
- Current resume/cv
- Statement of professional goals and interests

Integrated Degree Program Description

The Bachelor of Fine Arts in Art/Master of Arts in Museum Studies integrated degree program is an interdisciplinary curriculum designed to prepare students for careers in the museum and galleries sector. Students in the integrated program are allowed to use nine semester hours of B-level courses in the Museum Studies and Art programs. Students are required to take MST 500B and may select two of the following directed electives: ARTE 439G/B, ARTH 485G/B, and ARTH 496G/B.

Integrated Degree Requirements

I. Core Courses ..... 23 s.h.
- MST 500B Museum Origins (3)
- MST 501 Museum Administration (3)
- MST 502 Museum Exhibition (3)
- MST 503 Museum Collections Management (3)
- MST 515 Museum Education & Evaluation (3)
- MST 600 Internship and Special Project (4)
- MST 602 Museum Seminar and Portfolio (4)

II. Directed Electives ..... 15 s.h.
- RSTA 424G Fund Raising and Volunteerism in Leisure Services (3)
- RSTA 448G Interpretation of Cultural and Environmental Resources (3)
- RSTA 460G Sustainable Tourism Development (3)
- RSTA 467G Event Planning and Management (3)
- ARTE 439G/B High School Art Methods (3)
- ARTH 485G/B Research in Art History (3, repeatable to 9)
- ARTH 496G/B History of Contemporary Art (3)
- MST 516 Visitor Studies (3)
- MST 520 Independent Study in Museum Education (1–3, repeatable to 6)
- MST 560 Practicum in Museums (1–3, repeatable to 3)
- MST 599 Special Topics in Museum Studies (3)

TOTAL PROGRAM..... 38 s.h.

Bachelor of Science in Recreation, Park and Tourism Administration/ Master of Arts in Museum Studies

Requirements for Enrollment

- A minimum of an overall GPA and a major GPA of 3.25
- Three letters of recommendation
- Current resume/cv
- Statement of professional goals and interests

Integrated Degree Program Description

The RPTA/Museum Studies integrated degree program is an interdisciplinary curriculum designed to prepare students for careers in cultural recreation and museum work. Students in the integrated program are allowed to use nine semester hours to satisfy both the Bachelor of Science in Recreation, Park and Tourism and the Master of Arts in Museum Studies. Students are required to take MST/RSTA 500B and RSTA 424G/B and may select one of the following directed electives: RSTA 448G/B, RSTA 460G/B, or RSTA 467G/B.

Museum Studies

Integrated Degree Requirements

I. Core Courses ..... 23 s.h.

MST 500B Museum Origins (3)
MST 501 Museum Administration (3)
MST 502 Museum Exhibition (3)
MST 503 Museum Collections Management (3)
MST 515 Museum Education & Evaluation (3)
MST 600 Internship and Special Project (4)
MST 602 Museum Seminar and Portfolio (4)

II. Directed Electives ..... 15 s.h.

RSTA 424G/B Fund Raising and Volunteerism in Leisure Services (3)
RSTA 448G/B Interpretation of Cultural and Environmental Resources (3)
RSTA 460G/B Sustainable Tourism Development (3)
RSTA 467G/B Event Planning and Management (3)
ARTE 439G High School Art Methods (3)
ARTH 485G Research in Art History (3, repeatable to 9)
ARTH 496G History of Contemporary Art (3)
MST 516 Visitor Studies (3)
MST 520 Independent Study in Museum Education (1–3, repeatable to 6)
MST 560 Practicum in Museums (1–3, repeatable to 3)
MST 599 Special Topics in Museum Studies (3)

TOTAL PROGRAM ..... 38 s.h.

Please refer to the Political Science graduate program section for information including departmental contact information, a list of graduate faculty members, program description, and course descriptions.

Bachelor of Arts in Political Science/Master of Arts in Political Science

Requirements for Enrollment

- A minimum 3.25 cumulative GPA
- A minimum 3.25 major GPA
- Writing sample
- Three letters of recommendation, two of which must be academic references

Integrated Degree Program Description

Students in the integrated program are allowed to use nine semester hours of B-level courses to satisfy both the Bachelor of Arts degree and Master of Arts degree in Political Science. The following courses may be used: POLS 400G/B, POLS 410G/B, POLS 411G/B, POLS 440G/B, POLS 446G/B, POLS 447G/B, POLS 448G/B, POLS 451G/B, POLS 454G/B, POLS 465G/B, POLS 484G/B, POLS 490G/B, POLS 493G/B, POLS 494G/B, POLS 546B, POLS 553B, POLS 558B, POLS 563B, POLS 568B.

Integrated Degree Requirements

I. Core Courses ..... 12 s.h.

Students must take at least one course in each of the following categories:

A. POLS 493G/B Seminar in Organization Theory and Behavior (3)
or
POLS 546/546B Public Administration (3)

B. POLS 563/563B Seminar in American Politics (3)
or
POLS 583 Seminar in American Political Thought (3)

C. POLS 558/558B Scope and Methods of Political Science (3)

D. POLS 568/568B Comparative Government and Politics (3)
or
POLS 553/553B International Relations (3)

II. Select one of the following exit options: ..... 18 s.h.

A. Resource Manual or Portfolio
POLS Courses (6)
Elective Courses (6)
POLS 501 (6)
POLS 605 Resource Manual (0)
or
POLS 606 Portfolio (0)

B. Internship
POLS Courses (6)
Elective Courses (6)
POLS 602 Internship in Public Affairs (6)

C. Thesis
POLS Courses (6)
Elective Courses (6)
POLS 600 Thesis Research (3)
POLS 601 Thesis (3)

TOTAL PROGRAM.....30 s.h.

Theses must be defended before a committee of three faculty members selected by the student and approved by the chair of the Graduate Committee.

Up to six semester hours (at least three of which must be at the 500 level) may be taken outside the department for graduate credit if approved by the chairperson of the Departmental Graduate Committee. Each student may take a maximum of six semester hours in POLS 501, Independent Study. Additional hours in POLS 501 may be taken only by petitioning the Departmental Graduate Committee.

Please refer to the Public Safety Administration graduate program section for information including the school's contact information, a list of graduate faculty members, program description, and course descriptions.

Bachelor of Science in Law Enforcement and Justice Administration/ Master of Arts in Public Safety Administration

Requirements for Enrollment

- A minimum 3.25 cumulative GPA and a minimum 3.25 major GPA, or
- A minimum 3.0 cumulative GPA and a minimum 3.3 GPA in the last 30 s.h. from WIU
- Current resume
- Three letters of recommendation, one of which must come from LEJA faculty
- Personal essay of 1000-1500 words that includes academic goals, career plans upon completion of the program, perceived motivations, attributes, and abilities that will lead to their success in the program

Integrated Degree Program Description

Students in the integrated program are allowed to use nine semester hours of B-level courses to satisfy both the Bachelor of Science degree and Master of Arts degree in Public Safety Administration. The following courses may be used: LEJA 500B, LEJA 501B, LEJA 502B, LEJA 503B, LEJA 504B, LEJA 505B, LEJA 506B, LEJA 507B, LEJA 508B, LEJA 509B, LEJA 510B, LEJA 511B, LEJA 512B, LEJA 513B, LEJA 514B, LEJA 515B, LEJA 516B, EM 460G/B, EM 521B, EM 522B, EM 561B, EM565B.

Integrated Degree Requirements

I. Core Courses ..... 15 s.h.

LEJA 500/500B Advanced Quantitative Techniques in Public Safety (3)
LEJA 502/502B Management Issues in Public Safety Administration (3)
LEJA 503/503B Research Methodology in Public Safety (3)
LEJA 504/504B Civil and Criminal Liability (3)

LEJA 501/501B Theory in Criminal Justice (3)
or
FS 481G Fire and Emergency Administration (3)

II. Select one of the following plans:

A. Thesis ..... 18 s.h.

LEJA 600 Thesis Research (3)
LEJA 601 Thesis (3)
Electives in one of the following departments (12):
educational administration, law enforcement and justice administration, management sciences, political science, psychology, or sociology; or in any other department with approval of the LEJA Graduate Committee and Director. Courses should be geared toward career objectives.
A final oral presentation and defense of the thesis.
Thesis proposal must be approved before research is undertaken.

TOTAL PROGRAM ..... 33 s.h.

B. NonThesis ..... 24 s.h.

LEJA 518 Comprehensive Seminar in Law Enforcement and Justice Administration (3)
or
*FS 519 Comprehensive Seminar in Public Safety (3)

Electives in one of the following departments (21)**:
educational leadership, law enforcement and justice administration, management sciences, political science, psychology, or sociology; or in any other department with approval of the LEJA Graduate Committee and Chair. Courses should be geared toward career objectives.
*Only if FS 481G was taken as a core course
**No more than 12 s.h. of electives may come from departments outside of LEJA.
TOTAL PROGRAM.....39 s.h.

In either option, no more than 9 semester hours of 400G level courses will be counted toward fulfillment of the degree requirements without permission of the LEJA Graduate Committee.

Bachelor of Science in Emergency Management/Master of Arts in Public Safety Administration

Requirements for Enrollment

- A minimum 3.25 cumulative GPA and a minimum 3.25 major GPA, or
- A minimum 3.0 cumulative GPA and a minimum 3.3 GPA in the last 30 s.h. from WIU
- Current resume
- Three letters of recommendation, one of which must come from LEJA faculty
- Personal essay of 1000-1500 words that includes academic goals, career plans upon completion of the program, perceived motivations, attributes, and abilities that will lead to their success in the program

Integrated Degree Program Description

Students in the integrated program are allowed to use nine semester hours of B-level courses to satisfy both the Bachelor of Science degree and Master of Arts degree in Public Safety Administration. The following courses may be used: LEJA 500B, LEJA 501B, LEJA 502B, LEJA 503B, LEJA 504B, LEJA 505B, LEJA 506B, LEJA 507B, LEJA 508B, LEJA 509B, LEJA 510B, LEJA 511B, LEJA 512B, LEJA 513B, LEJA 514B, LEJA 515B, LEJA 516B, EM 460G/B, EM 521B, EM 522B, EM 561B, EM 565B.

Integrated Degree Requirements

I. Core Courses .....15 s.h.
LEJA 500/500B Advanced Quantitative Techniques in Public Safety (3)
LEJA 501/501B Theory in Criminal Justice (3)
or
FS 481G Fire and Emergency Administration (3)
LEJA 502/502B Management Issues in Public Safety Administration (3)
LEJA 503/503B Research Methodology in Public Safety (3)
LEJA 504/504B Civil and Criminal Liability (3)
II. Select one of the following plans:
A. Thesis .....18 s.h.
LEJA 600 Thesis Research (3)
LEJA 601 Thesis (3)
Electives in one of the following departments (12):
educational administration, law enforcement and justice administration, management sciences, political science, psychology, or sociology; or in any other department with approval of the LEJA Graduate Committee and Director. Courses should be geared toward career objectives.
A final oral presentation and defense of the thesis.

Thesis proposal must be approved before research is undertaken.
TOTAL PROGRAM.....33 s.h.
B. NonThesis .....24 s.h.
LEJA 518 Comprehensive Seminar in Law Enforcement and Justice Administration (3)
or
*FS 519 Comprehensive Seminar in Public Safety (3)
Electives in one of the following departments (21)**:
educational leadership, law enforcement and justice administration, management sciences, political science, psychology, or sociology; or in any other department with approval of the LEJA Graduate Committee and Chair. Courses should be geared toward career objectives.
*Only if FS 481G was taken as a core course
**No more than 12 s.h. of electives may come from departments outside of LEJA.
TOTAL PROGRAM.....39 s.h.

In either option, no more than 9 semester hours of 400G level courses will be counted toward fulfillment of the degree requirements without permission of the LEJA Graduate Committee.

Bachelor of Science in Fire Protection Services/Master of Arts in Public Safety Administration

Requirements for Enrollment

- A minimum 3.25 cumulative GPA and a minimum 3.25 major GPA, or
- A minimum 3.0 cumulative GPA and a minimum 3.3 GPA in the last 30 s.h. from WIU
- Current resume
- Three letters of recommendation, one of which must come from LEJA faculty
- Personal essay of 1000-1500 words that includes academic goals, career plans upon completion of the program, perceived motivations, attributes, and abilities that will lead to their success in the program

Integrated Degree Program Description

Students in the integrated program are allowed to use nine semester hours of B-level courses to satisfy both the Bachelor of Science degree and Master of Arts degree in Public Safety Administration. The following courses may be used: LEJA 500B, LEJA 501B, LEJA 502B, LEJA 503B, LEJA 504B, LEJA 505B, LEJA 506B, LEJA 507B, LEJA 508B, LEJA 509B, LEJA 510B, LEJA 511B, LEJA 512B, LEJA 513B, LEJA 514B, LEJA 515B, LEJA 516B, EM 460G/B, EM 521B, EM 522B, EM 561B, EM 565B.

Integrated Degree Requirements

I. Core Courses .....15 s.h.
LEJA 500/500B Advanced Quantitative Techniques in Public Safety (3)
LEJA 501/501B Theory in Criminal Justice (3)
or
FS 481G Fire and Emergency Administration (3)
LEJA 502/502B Management Issues in Public Safety Administration (3)
LEJA 503/503B Research Methodology in Public Safety (3)
LEJA 504/504B Civil and Criminal Liability (3)

II. Select one of the following plans:

A. Thesis ..... 18 s.h.

LEJA 600 Thesis Research (3)
LEJA 601 Thesis (3)
Electives in one of the following departments (12):
educational administration, law enforcement and justice administration, management sciences, political science, psychology, or sociology; or in any other department with approval of the LEJA Graduate Committee and Director. Courses should be geared toward career objectives.
A final oral presentation and defense of the thesis.
Thesis proposal must be approved before research is undertaken.

TOTAL PROGRAM..... 33 s.h.

B. NonThesis ..... 24 s.h.

LEJA 518 Comprehensive Seminar in Law Enforcement and Justice Administration (3)
or
*FS 519 Comprehensive Seminar in Public Safety (3)
Electives in one of the following departments (21)**:
educational leadership, law enforcement and justice administration, management sciences, political science, psychology, or sociology; or in any other department with approval of the LEJA Graduate Committee and Chair. Courses should be geared toward career objectives.
*Only if FS 481G was taken as a core course
**No more than 12 s.h. of electives may come from departments outside of LEJA.

TOTAL PROGRAM..... 39 s.h.

In either option, no more than 9 semester hours of 400G level courses will be counted toward fulfillment of the degree requirements without permission of the LEJA Graduate Committee.

Bachelor of Arts in General Studies/Master of Arts in Public Safety Administration

Requirements for Enrollment

- A minimum 3.25 cumulative GPA and a minimum 3.25 major GPA, or
- A minimum 3.0 cumulative GPA and a minimum 3.3 GPA in the last 30 s.h. from WIU
- Current resume
- Three letters of recommendation, one of which must come from LEJA faculty
- Personal essay of 1000-1500 words that includes academic goals, career plans upon completion of the program, perceived motivations, attributes, and abilities that will lead to their success in the program

Integrated Degree Program Description

Students in the integrated program are allowed to use nine semester hours of B-level courses to satisfy both the Bachelor of Science degree and Master of Arts degree in Public Safety Administration. The following courses may be used: LEJA 500B, LEJA 501B, LEJA 502B, LEJA 503B, LEJA 504B, LEJA 505B, LEJA 506B, LEJA 507B, LEJA 508B, LEJA 509B, LEJA 510B, LEJA 511B, LEJA 512B, LEJA 513B, LEJA 514B, LEJA 515B, LEJA 516B, EM 460G/B, EM 521B, EM 522B, EM 561B, EM 565B.

Integrated Degree Requirements

I. Core Courses ..... 15 s.h.

LEJA 500/500B Advanced Quantitative Techniques in Public Safety (3)
LEJA 501/501B Theory in Criminal Justice (3)
or
FS 481G Fire and Emergency Administration (3)
LEJA 502/502B Management Issues in Public Safety Administration (3)
LEJA 503/503B Research Methodology in Public Safety (3)
LEJA 504/504B Civil and Criminal Liability (3)

II. Select one of the following plans:

A. Thesis ..... 18 s.h.

LEJA 600 Thesis Research (3)
LEJA 601 Thesis (3)
Electives in one of the following departments (12):
educational administration, law enforcement and justice administration, management sciences, political science, psychology, or sociology; or in any other department with approval of the LEJA Graduate Committee and Director. Courses should be geared toward career objectives.
A final oral presentation and defense of the thesis.
Thesis proposal must be approved before research is undertaken.

TOTAL PROGRAM ..... 33 s.h.

B. NonThesis ..... 24 s.h.

LEJA 518 Comprehensive Seminar in Law Enforcement and Justice Administration (3)
or
*FS 519 Comprehensive Seminar in Public Safety (3)
Electives in one of the following departments (21)**:
educational leadership, law enforcement and justice administration, management sciences, political science, psychology, or sociology; or in any other department with approval of the LEJA Graduate Committee and Chair. Courses should be geared toward career objectives.
*Only if FS 481G was taken as a core course
**No more than 12 s.h. of electives may come from departments outside of LEJA.

TOTAL PROGRAM ..... 39 s.h.

In either option, no more than 9 semester hours of 400G level courses will be counted toward fulfillment of the degree requirements without permission of the LEJA Graduate Committee.

Recreation, Park and Tourism Administration

Please refer to the Recreation, Park and Tourism Administration graduate program section for information including departmental contact information, list of graduate faculty members, program description, and course descriptions.

Bachelor of Science in Recreation, Park and Tourism Administration/ Master of Science in Recreation, Park and Tourism Administration

Requirements for Enrollment

- A minimum cumulative 3.25 GPA and a minimum 3.25 GPA in Recreation, Park and Tourism Administration (RPTA) prior to enrolling in bridge courses. Grades of A or B must be earned in courses taken with the B designation, i.e., bridge courses.

Integrated Degree Program Description

The Integrated Recreation, Park and Tourism Administration Master's Degree Program will allow exceptional RPTA undergraduate students to take up to nine hours of 400G level classes that would count toward the requirements for the Bachelor's Degree in Recreation, Park and Tourism Administration and the Master of Science Degree in Recreation, Park and Tourism Administration.

As a result of counting nine hours of classes for both degrees, these select students will have an opportunity to take more classes that focus exclusively on their chosen subfield. In addition to the 12 hours of core classes that all RPTA Master's Degree students must complete, these students are required to take a minimum of twelve hours of elective courses. Students may select up to nine hours of credit from the bridge courses to count toward their 12 hours of required elective courses. Only 400G level RSTA courses can be used as bridge courses.

Integrated Degree Requirements

I. Core Courses (or their equivalent competency)..... 12 s.h.
- RSTA 515 Leisure Services Ethics (3)
- RSTA 522 Planning in Leisure Service Industries (3)
- RSTA 526 Fiscal Management in Leisure Services (3)
- RSTA 599 Experience Studies in Leisure Services (3)

II. Directed Electives*..... 12 s.h.
- RSTA 422G/B Advanced Administration of Leisure Services (3)
- RSTA 424G/B Fund Raising and Volunteerism in Leisure Services (3)
- RSTA 448G/B Interpretation of Cultural and Environmental Resources (3)
- RSTA 450G/B Traveling Workshops (1–3, repeatable to 6)
- RSTA 460G/B Sustainable Tourism Development (3)
- RSTA 461G/B Conference and Convention Planning and Management (3)
- RSTA 462G/B International Tourism (3)
- RSTA 466G/B Resort Management (3)
- RSTA 467G/B Event Planning and Management (3)
- RSTA 490G/B Independent Study (1–3, repeatable to 8)

III. Select one of the following exit options..... 6 s.h.

A. Thesis
- RSTA 601 Thesis (6)

B. Graduate Research Project
- RSTA 602 Graduate Research Project (6)

C. Internship
- RSTA 603 Professional Internship (6)

TOTAL PROGRAM..... 30 s.h.

Please refer to the Sociology graduate program section for information including departmental contact information, a list of graduate faculty members, program description, and course descriptions.

Bachelor of Arts in Sociology/Master of Arts in Sociology

Requirements for Enrollment

- A minimum 3.25 cumulative GPA with a minimum 3.25 major GPA OR
- A minimum 3.00 cumulative GPA with a minimum 3.30 GPA in the last 30 credit hours taken at WIU
- Clear statement of purpose (2-3 pages)
- Three academic letters of recommendation
- Writing sample (7-10 pages)

Integrated Degree Program Description

Students will apply to the Integrated B.A./M.A. program during their junior year and will have accumulated at least 90 semester hours at the end of that year. They will have completed at least two out of four of the following core courses for the entrance into the program: SOC 323 Social Research Methods I, SOC 324 Social Research Methods II, SOC 333 Classical Sociological Theory, and SOC 334 Contemporary Sociological Theory. Nine semester hours at the 400B level may be used to satisfy both the graduate and undergraduate degrees.

Integrated Degree Requirements

I. Core Courses .....12 s.h.

SOC 518 Classical Theory (3)
SOC 519 Contemporary Sociological Theory (3)
SOC 530 Statistical Methods (3)
SOC 531 Quantitative Methods (3)

II. Directed Electives (dependent on exit option).....12-15 s.h.

SOC 405G/B Sociology of Aging in Rural and Urban America (3)
SOC 410G/B *(cross-listed with WS 410G)* Women and Poverty (3)
SOC 414G/B Population (3)
SOC 420G/B *(cross-listed with AAS 420G and WS 420G)* Race, Class and Gender (3)
SOC 424G/B Sociology of Mental Health (3)
SOC 425G/B Juvenile Delinquency (3)
SOC 426G/B Industrial Sociology (3)
SOC 427G/B Sociology of Sexual Identities and Inequalities (3)
SOC 430G/B *(cross-listed with WS 430G)* Sociology of Women's Health (3)
SOC 435G/B *(cross-listed with WS 435G)* Women and Crime (3)
SOC 445G/B Sociology of Corporate Crime (3)
SOC 455G/B Sociology of Corrections (3)
SOC 460G/B The Family (3)
SOC 461G/B Educational Sociology (3)
SOC 462G/B Political Sociology (3)
SOC 463G/B Sociology of Law (3)
SOC 465G/B Deviance, Crime and Control in Socio-Historical Perspective (3)
SOC 471G/B Urban Sociology (3)
SOC 480G/B Deviance and Disruption in the American Family (3)

In addition, students are permitted to take 3 semester hours of 400G and above level coursework from another department (by approval) as stated in the Graduate Catalog.

III. Select one of the following exit options:

A. Non-Thesis Plan

SOC 699 Sociology Non-Thesis Paper (3)

TOTAL PROGRAM.....30 s.h.

An oral presentation of a paper, which can be based on an area of the student's course work, will be given to the departmental faculty. The paper must be approved by the student's exit option committee, and the paper is to be kept on file in the Department.

B. Internship Plan

SOC 694 Graduate Internship (6)

SOC 698 Internship Presentation (0)

TOTAL PROGRAM.....30 s.h.

The internship site must be approved by the student's advisor. A written internship report must be approved by the student's exit option committee, and the report is to be kept on file in the Department.

C. Thesis

SOC 600 Thesis Research (3)

SOC 601 Thesis in Sociology (3)

TOTAL PROGRAM.....30 s.h.

A thesis proposal must be approved by the student's thesis committee before research for the thesis is undertaken. A final oral defense of the thesis is required.

Please refer to the Sport Management graduate program section for information including departmental contact information, a list of graduate faculty members, program description, and course descriptions.

Bachelor of Science in Recreation, Park and Tourism Administration/ Master of Science in Sport Management

Requirements for Enrollment

- Cumulative and major GPA of 3.25 or higher
- Personal Goal Statement
- Three professional references
- Resume

Integrated Degree Program Description

The RPTA/SM integrated degree program is designed to prepare students for careers in a wide variety of sporting events. Students in the integrated program are allowed to use six semester hours to satisfy both the Bachelor of Science in Recreation, Park and Tourism Administration degree and the Master of Science in Sport Management degree.

Integrated Degree Requirements

I. Core Courses.....18 s.h.
SM 512 Research Methods in Sport Management (3)
SM 547 Financial Issues in Sport (3)
SM 548 Sport and Cultural Identities (3)
SM 555 Sport Marketing (3)
SM 558 Organizational Theory in Sport (3)
SM 561 Public and Media Relations in Sport (3)
II. Approved Electives ..... 9 s.h.
III. Exit Options (select one of the following exit options).....6 s.h.
RSTA 601 Thesis (6)
RSTA 602 Graduate Research Project (6)
RSTA 603 Professional Internship (6)
TOTAL PROGRAM.....33 s.h.

Post Baccalaureate Certificate Programs

Accounting

Business Analytics

Community Development and Planning

Community Engagement and Public Safety Leadership

Emergency Management

GIS Analysis

Health Services Administration

Marketing Strategy and Measurement

Museum Studies

Police Executive Administration

Supply Chain Management

Teaching English to Speakers of Other Languages (TESOL)

Please check certificate section for location information.

Western Illinois University offers post-baccalaureate certificates in several disciplines. The certificate programs are administered by the various academic departments as indicated.

Admission to Post-Baccalaureate Certificate Programs

Applicants for admission to post-baccalaureate certificate programs must hold a bachelor's degree from an institution that is accredited by the appropriate regional accrediting agency with an overall GPA of 2.75 or last two years' GPA of 3.0. Some certificate programs have additional admission requirements or prerequisites and may require a higher admission GPA. Students may be considered for probationary admission, at the discretion of the academic department, if they do not meet the minimum GPA requirements. Probationary standing will be removed once grades of "B" or better are earned in 3 s.h. of graduate coursework. Application for admission must be made online (wiu.edu/grad/apply) for first time applicants or through the appropriate admission form for current graduate students. Additionally, students must submit an application for completion at wiu.edu/grad once the coursework has been completed.

Applicants must request the Registrar of each college or university previously attended to send an official transcript to the School of Graduate Studies. Transcripts on file in the Office of the Registrar at WIU will be obtained by Graduate School personnel. Admission materials will be transmitted to the academic department for consideration.

Academic Requirements

Students must have a cumulative 3.0 GPA for all course work required for completion of the certificate. A post-baccalaureate certificate will not be awarded to a student who earns more than three semester hours of C, D, F, FN, FW, or U grades in the graduate level courses required for the completion of the certificate. No course for which a student has received a grade of D or less may be used to satisfy certificate requirements. Transfer work or course substitutions are not allowed in certificate programs.

The work required for the certificate must be completed within three calendar years. Students may petition the Graduate Council for an extension of time for outdated courses. Evidence must show that such courses have been revalidated by examination or some other means as determined by the department.

If approved by the specific academic department, courses taken to satisfy certificate requirements may be used to satisfy master's degree requirements at the University.

All students must file a formal application for post-baccalaureate certificate completion. Deadlines for submitting the application for completion are as follows: spring semester, March 10; summer session, June 10; and fall semester, October 10. Applications received after these dates will be automatically moved to the next semester. Application forms can be found at wiu.edu/grad.

Accounting

Director: Stephen Gray
Office: Stipes Hall 418D
Telephone: (309) 298-1152
E-mail: mba@wiu.edu
Website: wiu.edu/cbt
Location of Program Offering: Macomb, Online

Learning Outcomes

For student learning outcomes, please see wiu.edu/provost/learningoutcomes.

Program Description

The post-baccalaureate certificate (PBC) in Accounting is designed for maximum flexibility and is built around skills and competencies useful for professional advancement in any business career. For those with undergraduate degrees in business, completing the PBC in Accounting will also help students meet eligibility requirements to sit for the CPA Exam, but eligibility requirements vary by state so be sure to consult with an advisor about your future plans.

Requirements for Enrollment

Applicants to the Accounting certificate program must have a bachelor's degree and meet one of the following criteria:

- A cumulative undergraduate GPA of 3.0 OR
- An undergraduate GPA of 2.75 and significant acceptable work experience/career relevance (please include a letter describing your experience and the relevance of the certificate to your career goals). OR
- Meet the criteria for acceptance into the WIU Master of Business Administration (MBA) program.

Students must also be able to meet the prerequisites of the courses required in the certificate program.

Certificate Requirements

I. Required course: ..... 0 s.h.
ACCT 611 Graduate Outcomes Assessment (0)
II. Choose six courses from the following: ..... 18 s.h.
ACCT 441G Advanced Accounting I (3)
ACCT 442G Advanced Accounting II (3)
ACCT 451G Accounting Systems and Control (3)
ACCT 452G Cost Accounting (3)
ACCT 460G Tax I (3)
ACCT 470G Tax II (3)
ACCT 477G Professional Ethics & Regulation (3)
ACCT 480G Introduction to Auditing (3)
TOTAL ..... 18 s.h.

Course Descriptions

Accounting (ACCT)

441G Advanced Accounting I. (3) Study of advanced accounting topics including consolidations, international accounting, and international financial reporting standards (IFRS). *Prerequisite: ACCT 342 with grade of C or better.*

442G 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 grade of C or better.*

451G Accounting Systems and Control. (3) Introduction to the concepts and current practices in analyzing and developing organizational accounting and control systems.

Prerequisites: ACCT 341 with grade of C or better and CS 301.

452G Cost 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.*

460G Tax I. (3) A study of federal income taxation with emphasis given to researching and communicating tax topics relevant to individuals, which includes sole proprietorships. *Prerequisites: ACCT 200 or 201 with grades of C or better, or permission of the instructor.*

470G Tax II. (3) A study of income taxation with emphasis given to researching and communicating tax topics relevant to corporate entities and partnerships. *Prerequisites: ACCT 460 with a grade of C or better and BL 432; or permission of the instructor.*

477G Professional Ethics & Regulation. (3) This course covers ethical issues, regulations, and decision-making frameworks that influence and govern the behavior of individuals in a variety of business contexts, including a special emphasis on the accounting and finance professions. *Prerequisite: ACCT 201 with grade of C or better.*

480G Introduction to Auditing. (3) The role and function of the auditor in the audit process and an introduction to audit standards, procedures, and principles. *Prerequisites: ACCT 342 and ACCT 451 with grades of C or better.*

611 Graduate Outcomes Assessment. (0) Requires each Master of Accountancy student to demonstrate proficiency on selected learning goals for the program. The course must be taken near the end of the program. Graded S/U. *Prerequisites: Completion and/or co-enrollment in at least 24 s.h. of graduate level business courses.*

Business Analytics

Director: Stephen Gray
Office: Stipes Hall 418D
Telephone: (309) 298-1152
E-mail: mba@wiu.edu
Website: wiu.edu/cbt
Location of Program Offering: Macomb, Online

Learning Outcomes

For student learning outcomes, please see wiu.edu/provost/learningoutcomes.

Program Description

The School of Accounting and Business Administration offers a post-baccalaureate certificate program to graduate level students who are interested in the field of Business Analytics. This program brings together the technical skills of data mining, statistical modeling, and forecasting for data driven decision making and for solving the analytical problems of the contemporary business world. The program is designed for graduate level students in diverse backgrounds. Graduates from undergraduate programs in quantitative and biological sciences, economics, sociology, psychology, business, computer sciences, physics, mathematics, actuarial science, engineering, or education, as well as working professionals desiring to sharpen their data-analysis and business analytical skills and/or learn advanced statistical methods will especially benefit from the high-demand post-baccalaureate certificate program in business analytics.

The Business Analytics post-baccalaureate certificate program is closely related to the Master's degree programs in Business Administration or Mathematics. Students interested in pursuing one of these degree programs may apply some semester hours earned in the Business Analytics certificate towards the fulfillment of requirements of these or other graduate programs. See respective graduate advisors for more information about these graduate programs.

Requirements for Enrollment

- Non-degree students must meet the admission requirements for the Graduate School.
- Degree students must meet the admission requirements for their degree program.
- Must have completed at least one course in introductory statistics equivalent to Stat 171 or higher with a course in calculus (equivalent to Math 137) and/or a course in linear Algebra desirable, but not required to fulfill the deficiencies. Students deficient in the above minimum requirements may be required to complete deficiencies before starting the post-baccalaureate certificate program in business analytics.
- Students whose native language is other than English must demonstrate written and spoken English language proficiency. Evaluation of English language proficiency will be based on the student's scores on the *Test of English as a Foreign Language (TOEFL®).* Students must meet institutionally mandated minimum *TOEFL®* scores.

Certificate Requirements

I. Core Courses ..... 15 s.h.

DS 421G Data Visualization for Decision Making (3)
or
DS 521 Advanced Data Visualization (3)
DS 435G Applied Data Mining for Business Decision Making (3)
or
DS 535 Machine Learning for Business Analytics (3)
DS 480G Predictive Analytics (3)
or
DS 580 Advanced Predictive Analytics and Times Series Forecasting (3)
DS 485G Big Data for Business Decision Making (3)
or
IS 405G Business Intelligence (3)
DS 490G Statistical Software for Data Management and Decision Making (3)
or
DS 504 R Software for Data Management and Decision Making (3)
DS 603 Business Analytics Assessment (0)

II. Integrative Experience..... 3 s.h.

Choose one of the following:

Internship in Business Analytics:
- CS 595 Graduate Computer Science Internship (3)
- DS 599 Decision Sciences Internship (3)
- ECON 599 Internship (3)
- MATH 602 Internship in Applied Mathematics (3)

or

Integrative Experience in Business Analytics:
- ACCT 551 Accounting Analytics (3)
- CS 433G Python for Data Explorations (3)
- CS 481G Database Programming (3)
- DS 501 Independent Research (3)
- *DS 521 Advanced Data Visualization (3)
- DS 523 Advanced Management Science Techniques & Analytics (3)
- *DS 580 Advanced Predictive Analytics and Times Series Forecasting (3)
- DS 589 Seminar in Contextual Business Analytics (3)
- ECON 501 Readings in Economics (3)
- ECON 507 Econometrics II (3)
- FIN 496G Futures and Options Markets (3)
- MATH 596 Project in Applied Mathematics (3)
- MATH 601 Advanced Project in Applied Mathematics (3)

or other course numbers as recommended by the school

TOTAL..... 18 s.h.

*If not used as a core course

Course Descriptions

Accounting (ACCT)

551 Accounting Analytics. (3) Application of accounting analytics concepts and techniques to develop, analyze, and interpret information and participate in decision making processes. *Prerequisite: ACCT 451 or equivalent with a grade of C or better.*

Computer Science (CS)

433G Python for Data Explorations. (3) Programming data-intensive and computational applications in Python. The emphasis is on using Python's various technical libraries and tools geared toward data manipulation, visualization, and analysis, as well as scientific computing. Relevant case studies are used to hone these skills. Not open to MS in Computer Science students. *Prerequisites: (CS 114 or CS 214) and (MATH 128 or STAT 171).*

481G Database Programming. (3) Introduction to practical aspects of querying relational databases (using SQL). Creating applications written in high-level, general-purpose programming languages (Python) for interacting with databases. Necessary programming fundamentals, principles of database querying, developing applications that work with databases. *Prerequisites: STAT 171 or permission of the instructor.*

Decision Sciences (DS)

421G Data Visualization for Decision Making. (3) This course provides introduction to the process and methods of visualizing information for the purpose of communicating actionable findings in a decision-making context. Hands-on experience with software for sourcing, organizing, analyzing, comprehending, reducing, and visualizing data. Not open to students who have already completed DS 521. *Prerequisites: STAT 171 or equivalent; and DS 303 or equivalent; and CS 114 or equivalent; or consent of instructor.*

423G Management Science Techniques & Business Analytics. (3) An introduction to management science/operations research techniques. Students are introduced to the theory and applications of linear, integer, goal, and dynamic programming models; transportation, assignment, network and inventory models; PERT/CPM, capital budgeting, and decision theory. Not open to students who have already completed DS 523.*Prerequisites: STAT 171 or equivalent.*

435G 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: DS 303 or STAT 276 or equivalent; and CS 114 or equivalent; or permission of instructor.*

480G Predictive Analytics. (3) A survey of topics in predictive analytics methods and techniques essential for business analysts. Topics include time series regression, logistic regression, neural networks, decision trees, ensemble models, and simulation models for understanding the effect of uncertainty. Not open to students who have already completed DS 580. *Prerequisites: DS 490 or CS 114 or equivalent, and 6 s.h. of either STAT or DS coursework; or permission of the instructor.*

485G Big Data for Business Decision Making. (3) This course provides an introduction to big data analytics tools and methods for business applications. Topics include exploration, classification, dimension reduction, structured and unstructured data. Statistical software will be used to analyze business data. *Prerequisites: STAT 171 or equivalent; and DS 303 or equivalent; and CS 114 or DS 490 or equivalent; or permission of the instructor.*

489G Seminar in Contextual Business Analytics. (3) An industry, case study, focused course that explores topics relevant to applying business analytics models and theories to current corporate projects. Exact topics will change based on instructor expertise and market trends. *Prerequisites: DS 490 or CS 114, and 6 s.h. of additional DS coursework; or permission of the instructor.*

490G Statistical Software for Data Management and Decision–Making. (3, repeatable to 6 for different titles) This course provides students with the basic concepts of statistical computing. 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, and DS 303 or PSY 223 or SOC 324 or POLS 284 or equivalent; or permission of the instructor.*

500 Introduction to Business Analytics. (3) Business analytics generally refer to the use of statistical and quantitative analysis for data-driven decision-making. This course introduces students to the foundations of business analytics problems and applications. Lectures will be supplemented with current business world examples. *Prerequisite: Graduate standing.*

501 Independent Research. (1–3, repeatable twice up to a maximum of 6) Independent research and study of selected topics in decision sciences. *Prerequisites: Completion of six graduate hours in decision sciences and permission of the School Director.*

504 R Software for Data Management and Decision Making. (3) This course provides students with the concepts of statistical computing. Students will gain experience with R and its application. R programming skills will be introduced thoroughly, and data preparation and visualization using R will be covered. *Prerequisite: STAT 171.*

521 Advanced Data Visualization. (3) This course focuses on the process and methods of visualizing information for the purpose of communicating actionable findings in a decision-making context. Hands-on experience with software for sourcing, organizing, analyzing, comprehending, reducing and visualizing data, resulting in a clear message. *Prerequisites: DS 421G, or permission of the instructor.*

523 Advanced Management Science Techniques & Analytics. (3) Applications of management science tools and techniques for effective decision making with emphasis on model building. Topics include linear, integer, nonlinear, and dynamic programming, sensitivity analysis, and simulation. *Prerequisite: DS 423G, or permission of the instructor.*

535 Machine Learning for Business Analytics. (3) An in-depth examination of machine learning methods and techniques for business analytics. Students will develop techniques for data retrieval, preparation, modeling, and analytics aimed at the production of decision rules for specific business goals. Credit cannot be earned for both DS 435G and DS 535. *Prerequisites: DS 504 or permission of the instructor.*

580 Advanced Predictive Analytics and Times Series Forecasting. (3) This course introduces analytical models and tools used for continuous iterative exploration and investigation of past business performance to gain insight and drive decision. Predictive modeling, forecasting, and design of experiments will be covered. *Prerequisites: DS 480G, or permission of the instructor.*

589 Seminar in Contextual Business Analytics. (3) An industry, case study, focused course that explores topics relevant to applying business analytics models and theories to current corporate projects. Exact topics will change based on instructor expertise and market trends. Students cannot earn credit for both DS 489G and DS 589. *Prerequisites: DS 490 or CS 114, or DS 504; and 6 s.h. of additional DS coursework; or permission of the instructor.*

599 Decision Sciences Internship. (1–6, not repeatable) Integrates decision sciences theories with application to actual business practices. Students are exposed to a variety of positions within the business firm during the semester. All internships are supervised by a faculty coordinator and an executive in the business firm. Analytic reports of work accomplished by each student are presented to the coordinator. Graded S/U only. *Prerequisites: Completion of six hours of decision sciences courses and written permission of the School Director.*

603 Business Analytics Assessment. (0) All students in the post-baccalaureate certificate in business analytics are required to satisfactorily complete the assessment examination prior to graduation. *Prerequisite: Enrollment in the Post-Baccalaureate Certificate in Business Analytics.*

Economics (ECON)

501 Readings in Economics. (1–3, repeatable to 3) Graded S/U. *Prerequisites: Permission of Department Graduate Committee Chairperson.*

507 Econometrics II. (3) Advanced econometric estimation to include estimating micro and macroeconomic functions through simultaneous equation systems, dummy dependent variable models; and multivariate analysis. Class culminates in an independent research project. *Prerequisites: ECON 581 and ECON 506; or permission of the graduate advisor.*

599 Internship. (1–12, repeatable to 12 hours) Only three hours per semester can be included in the degree plan. With prior approval of the graduate advisor, up to six hours can be included in the degree plan for internships covering the entire academic year. Graded S/U. *Prerequisites: Graduate standing and permission of departmental graduate advisor.*

603 Comprehensive Examination. (0) All majors are required to satisfactorily complete the knowledge assessment examination prior to graduation. Graded S/U. *Prerequisite: Economics major.*

Finance (FIN)

496G Futures Options 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. *Prerequisites: FIN 311 or 331 or equivalent, or permission of the instructor.*

Information Systems (IS)

405G Business Intelligence. (3) This course focuses on the features, uses, and design strategies for IT-enabled business intelligence systems. Data-oriented techniques for managing data, warehousing, integration, and visualization for corporate decision making are emphasized. *Prerequisites: IS 340 or CS 351 or permission of school director.*

Mathematics (MATH)

596 Project in Applied Mathematics. (3, repeatable to 6) A project in applied mathematics or statistics, or with a professional institution, which will be presented in a final paper or portfolio, demonstrating entry into an applied mathematics field. Graded S/U. *Prerequisite: Permission of the Graduate Committee.*

601 Advanced Project in Applied Mathematics. (3, repeatable to 6) Project in an advanced topic of mathematics or statistics, which will be presented in a final paper or portfolio, demonstrating advanced proficiency in an applied mathematics field. Graded S/U. *Prerequisite: Permission of the Graduate Committee.*

602 Internship in Applied Mathematics. (3, repeatable to 6) Mathematical work or training conducted at a professional institution, university or government organization, which will be presented in a final paper or portfolio, demonstrating advanced proficiency in an applied mathematics field. Graded S/U. *Prerequisite: Permission of the Graduate Committee.*

Community Development and Planning

Director: Samuel K. Thompson
Graduate Committee Chairperson: Jongnam Choi
Office: Currens Hall 400
Telephone: (309) 298-1648
E-mail: eagis@wiu.edu
Website: wiu.edu/eagis
Location of Program Offering: Macomb

Learning Outcomes

For student learning outcomes, please see wiu.edu/provost/learningoutcomes.

Program Description

The Community Development and Planning certificate is designed to meet the needs of students desiring to work and influence rural and urban communities by integrating coursework in both planning and economic development. Specialized coursework in the certificate program focuses on issues related to planning and community development in rural and urban areas. The program culminates in a closely supervised internship experience (11 months) in the management of community development projects. In lieu of internship, students may customize their coursework with additional planning and/or community development courses.

Certificate Requirements

I. Core Courses ..... 6 s.h.
GEOG 557 Planning Implementation (3)
IIRA 501 Principles of Community Development (3)
II. Electives ..... 6-12 s.h.
Select four courses (12 sh) unless also completing an internship and then only select two (6 sh).
ECON 535 Small Community Development (3)
GEOG 445G Urban Geography (3)
GEOG 448G Introduction to Urban and Regional Planning (3)
GEOG 548 Urban Planning (3)
GEOG 549 Nonmetropolitan Planning (3)
GEOG 580 Community Development (3)
GEOG 598 Directed Study – Research (3)
GEOG 610 Seminars in Theory and Methodology (3)
IIRA 510 Leadership and Decision-Making in Community Development (3)
IIRA 511 Advanced Economic Development Practice (3)
IIRA 512 Sustainability and Community Development (3)
IIRA 514 Advanced Community Development Theory and Practice (3)
IIRA 595 Special Topics in Community and Economic Development (3)
IIRA 598 Independent Study (3)
III. Internship ..... 6 s.h.
Course specific to department.
NOTE: Internships are a 2-semester experience.
TOTAL ..... 18 s.h.

Course Descriptions

Economics (ECON)

535 Small Community Development. (3) This course emphasizes the practical knowledge required to deal with non-metropolitan development issues. The emphasis will vary with changes in the development environment. Topics will include economic trends, federal and state resources available to support economic development, and special problems and opportunities in small community development. *Prerequisites: Permission of the instructor.*

Geography (GEOG)

445G Urban Geography. (3) An analysis of the nature, distribution, and principal functions of urban settlements and supporting areas. *Prerequisites: Two courses in geography or permission of the instructor.*

448G Introduction to Urban and Regional Planning. (3) An examination of the contemporary planning process. Emphasis is placed upon utopian planning antecedents, the framework for planning and the mechanisms for carrying out the planning process, and comprehensive planning and its implementation. *Prerequisite: GEOG 445 or POLS 370, or their equivalents, or permission of the instructor.*

548 Urban Planning. (3) The spatial aspects of the contemporary urban unit, its structural evolution over time, and the challenge it presents to a rational procedure of planned development. Particular emphasis is placed upon the social, political, and economic forces which are shaping the land use arrangements of the American city; and the way in which planning can utilize these forces to develop an urban system that both recognizes and benefits all segments of its present and future citizenry. *Prerequisite: GEOG 445 or its equivalent, or permission of the instructor.*

549 Nonmetropolitan Planning. (3) An advanced course on the process of nonmetropolitan planning. Particular emphasis is placed upon planning for smaller communities, and the restrictions that geographic space places on the planning process, especially in the delivery of public services.

557 Planning Implementation. (3) An examination and application of the various instruments that may be used to implement comprehensive or development plans. Topics included are land use regulations, ownership, taxation, and public investment. Particular emphasis is placed upon the preparation of an implementation program for a unit of government within the western Illinois region. *Prerequisite: GEOG 448 or its equivalent, or GEOG 549, or permission of the instructor.*

580 Skills in Community Development. (3) This course emphasizes the practical skills required to be an effective community developer, including conflict resolution, leadership, communication, and community capacity-building. The focus is on skill-building, as students are provided opportunities to practice new techniques. Topics will be modified as new technologies and other external factors impact the practice of community development. Graded S/U. *Prerequisite: Graduate standing.*

598 Directed Study—Research. (3–6) A research course designed to allow students to investigate geographic phenomena not covered in their previous graduatelevel courses. Repeatable, but no more than six semester hours of credit may be applied to the minimum credit hour requirement of the program. *Prerequisite: Permission of the School Director.*

610 Seminars in Theory and Methodology. (1–3, repeatable to 9) Seminars are available under the following titles: cartography, field methods, quantitative methods, and remote sensing.

Illinois Institute of Rural Affairs (IIRA)

501 Principles of Community Development. (3) This course introduces students to the foundational ideas of community development. It explores the diverse definitions of community and then presents various philosophical frameworks for studying communities and community change. It further introduces students to specific strategies for promoting community development. Specific topics include the role of communities in economic development, community leadership, volunteerism, strategies for promoting social justice and civic engagement, and planning for sustainable development that is environmentally-friendly, community supporting, and economically viable.

510 Leadership, Community Organizing, and Decision-Making. (3) This course explores the leadership and community organization process so students can synthesize a personal leadership philosophy. Students will learn a community view of leadership that embraces diversity, ethics, and collaboration. Students learn approaches to facilitate participatory/community decision-making. *Prerequisite: Graduate standing.*

511 Advanced Economic Development Practice. (3) Economic development rarely occurs in passive communities. Rather, development occurs through active engagement with public and private sector stakeholders. Students will learn how to deploy strategies, including project finance and cluster analysis, for expanding jobs and incomes in communities. *Prerequisites: ECON 535 or permission of the instructor and graduate standing.*

512 Sustainability and Community Economic Development. (3) Sustainability refers to environmentally friendly, economically profitable and community supporting development. This course examines the literature of community sustainability. Students will examine the literature and conduct case studies of places that exhibit environmental, economic and especially community sustainability. *Prerequisite: IIRA 511 or permission of the instructor.*

514 Advanced Community Development Theory and Practice. (3) The course will examine the theoretical bases of community development and methodologies that facilitate community development practice and effective collective action. Students will examine how place influences community development practice. *Prerequisite: Nine semester hours completed.*

595 Special Topics in Community and Economic Development. (3, repeatable to 12) Emerging issues in the rapid changing field of community development will be addressed as special topics. The course selects a cutting-edge issue to examine in-depth and examines how the issue affects the practice of community development. *Prerequisite: Graduate standing.*

598 Independent Study. (1-3, repeatable to 12) Students may take up to three hours of independent study per semester on topics relating to community and economic development. Students must design the study in consultation with a faculty member and complete a Request for Independent Study form with approval by their graduate committee. *Prerequisite: Graduate standing.*

Community Engagement and Public Safety Leadership

Director: Jamie L. Johnson
Graduate Committee Chairperson: Patricia A. Walton
Office: Stipes Hall 403
Telephone: (309) 298-1038 Fax: (309) 298-2187
Website: wiu.edu/leja
Location of Program Offering: Macomb, Online

Learning Outcomes

For student learning outcomes, please see wiu.edu/provost/learningoutcomes.

Program Description

Public safety issues involving law enforcement officers use of excessive force, alleged acts of misconduct and disparity in enforcement have led to a renewed call for reforms in the selection and training of police officers, and in the practice and policy guiding the behavior of public safety organizations. These developments have highlighted the often-strained relationship between public safety officials and the communities they serve, especially communities of color. Hence the School of LEJA has developed a post baccalaureate certificate program (PBC) with its primary objective to develop and improve the leadership and engagement skills of students working in, or seeking, positions in public safety administration.

Public safety administrators must develop the communication and leadership skills necessary to build bridges between groups that mistrust each other, and to motivate change in a public safety culture that is historically slow to admit error or assume new responsibilities. The courses included in this PBC would further the necessary skills to accomplish such a timely mission.

Students in the Community Engagement and Public Safety Leadership PBC will be able to:

1. Respond effectively as leaders in the current social justice climate in various communities throughout the country.
2. Foster the development of personnel cognizant of the managerial process as it relates to competency, diversity, and disciplinary issues concerning the rights and responsibilities within a public safety context.
3. Employ true community oriented public safety initiatives and restorative justice practices and change within diverse communities.
4. Understand, implement, and supervise constitutional policing as it relates to searches, seizures, and use of force situations embodying multiple constitutional, federal, and state dictates.
5. Discern and mitigate public disruption and civil unrest incidents using best practices related to crisis intervention and de-escalation policies consistent with constitutional protections and public safety threats.

Certificate Requirements

LEJA 502 Management Issues in Public Safety Administration	3 s.h.
LEJA 504 Civil and Criminal Liability	3 s.h.
LEJA 510 Public Personnel Law	3 s.h.
LEJA 511 Diversity in Public Safety	3 s.h.
LEJA 512 Ethics in Public Safety	3 s.h.
LEJA 520 Restorative Justice: Principles, Practices, and Implementation	3 s.h.
TOTAL	**18 s.h.**

Course Descriptions

Law Enforcement and Justice Administration (LEJA)

502 Management Issues in Public Safety Administration. (3) Focus on the public safety agency from the standpoint of top and middle management, including (but not limited to) labor relations, personnel management, fiscal administration, and the integration of internal and external operations. *Prerequisite: LEJA 501 or FS 481G or permission of the instructor/director.*

504 Civil and Criminal Liability. (3) The study of public safety administration policy and practice as impacted by principles of civil and criminal responsibility. *Prerequisite: Six hours of undergraduate law courses or permission of the instructor/director.*

510 Public Personnel Law. (3) The study of the law and policy of public sector collective bargaining, employment discrimination and employee/employer rights and responsibilities within a public safety context. *Prerequisite: LEJA 501 or 502 or permission of the instructor/director.*

511 Diversity in Public Safety. (3) This course examines the relationship between public safety personnel and the minority citizens they are to serve. Community relations are discussed as the basis for successful programs, as well as attracting and hiring minority public safety employees. *Prerequisites: Graduate standing.*

512 Ethics in Public Safety. (3) This course focuses on a variety of ethical/moral issues confronting public safety practitioners. Ethical choices, their consequences, and the relationships among law, morality, and ethics are discussed. *Prerequisite: Permission of the instructor/director.*

520 Restorative Justice: Principles, Practices, and Implementation. (3) This course reviews the evolution and development of what has come to be known as Restorative Justice. The learning experience will address a variety of topics including restorative justice principles, community engagement, victim issues, and restorative practices and change. *Prerequisite: Graduate standing.*

Emergency Management

Director: Jamie L. Johnson
Graduate Committee Chairperson: Patricia A. Walton
Office: Stipes Hall 403
Telephone: (309) 298-1038
Website: wiu.edu/leja
Location of Program Offering: Macomb, Online

Learning Outcomes

For student learning outcomes, please see wiu.edu/provost/learningoutcomes.

Program Description

Due to the ever-increasing threats facing the law enforcement community the School of Law Enforcement and Justice Administration developed a PBC with an emphasis in emergency management. This PBC will afford students the education and knowledge on how to survive and work in a disaster zone as well as provide critical skills that will increase job possibilities and salaries with an emergency management focus.

The certificate program will provide and /or substitute course work needed for professionals in emergency management. The focus of the program is to provide students with an advanced knowledge of emergency management organizational, planning, strategies, threat assessment, evaluation, and leadership.

Certificate Requirements

EM 460G Weapons of Mass Destruction in Public Health ..... 3 s.h.
LEJA 502 Management Issues in Public Safety Administration ..... 3 s.h.
EM 521 Search and Rescue ..... 3 s.h.
EM 522 Advanced Mitigation and Recovery Techniques ..... 3 s.h.
EM 561 Foundations of Emergency Management ..... 3 s.h.
EM 565 Evacuation Planning and Response ..... 3 s.h.
TOTAL ..... 18 s.h.

Course Descriptions

Emergency Management (EM)

460G Weapons of Mass Destruction in Public Health. (3) Provides an overview of weapons of mass destruction from the public health 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 the instructor.*

521 Search and Rescue. (3) Overview of basic and advance principles of search and rescue techniques. Discusses team development, search primers, signaling, tracking skills, plan development for emergency management and first responders. The course covers SAR protocols for land, wilderness, urban and water operations. *Prerequisite: Graduate standing.*

522 Advanced Mitigation and Community Recovery Techniques. (3) Overview of the basic and advance principles of community mitigation and recovery techniques for businesses, organizations, hospitals, and communities after manmade and natural disasters. This course focuses on first responders preparedness and mitigation principles and adaption strategies. *Prerequisite: Graduate standing.*

561 Foundation of Emergency Management. (3) Provides an overview of emergency management and disaster sciences for application in public health, education, health care, and other settings. Topics include basic emergency management concepts, the four phases of the disaster cycle, specific operational and policy frameworks for disaster management, roles of public health, schools and health care in disaster, and special topics in health and emergency management.

565 Evacuation Planning and Response. (3) Focuses on emergency evacuation issues resulting from natural disasters and human intentional injuries. Students will learn to develop proper evacuation techniques for a wide range of areas, such as public schools, colleges and universities, as well as private buildings, and governmental institutions.

Law Enforcement and Justice Administration (LEJA)

502 Management Issues in Public Safety Administration. (3) Focus on the public safety agency from the standpoint of top and middle management, including (but not limited to) labor relations, personnel management, fiscal administration, and the integration of internal and external operations. *Prerequisite: LEJA 501 or FS 481G or permission of the instructor/director.*

GIS Analysis

Director: Samuel K. Thompson
Graduate Committee Chairperson: Jongnam Choi
Coordinator of GIS Analysis Certificate Program: Christopher Sutton
Office: Currens Hall 400
Telephone: (309) 298-1648
E-mail: eagis@wiu.edu
Website: wiu.edu/eagis
Location of Program Offering: Macomb

Learning Outcomes

For student learning outcomes, please see wiu.edu/provost/learningoutcomes.

Program Description

This interdisciplinary, skill based program is designed to train students to become qualified GIS analysts in their specific specialty fields or disciplines. Students pursuing this certificate will gain development and confidence in GIS by learning: how problems in "my" field are interpreted in GIS, how to model scientifically the geospatial world, how to use GIS tools correctly, how to design and implement a GIS project in "my" field, and how to make high-quality maps and use maps wisely for GIS story-telling.

Students will gain GIS expertise from three perspectives of GIS learning: skill development, theory set, and applications set. The certificate is oriented towards both general and advanced GIS analytical theories and techniques, with different application focuses in geospatial data analysis, biological/ecological, socioeconomic, and environmental fields.

The GIS Analysis focus of the certificate addresses application issues related to: 1) socioeconomic applications such as emergency management, health sciences, law and crimes, population mapping, sociology, transportation, precision agriculture, and urban planning; and 2) environmental applications including GIS modeling in climatology, hydrology, landscapes, natural resources, soil erosion, soil mapping, and geology. Students graduated from this program will be more extensively trained in GIS techniques and will have the opportunity to examine broad GIS applications issues, while developing GIS skills specifically useful and important in their specialty fields.

Requirements for Enrollment

- Students admitted to the program should have a degree in biology, geography or a related field.

Certificate Requirements

I. Core courses..... 6 s.h.
GIS 405G Advanced GIS Spatial Analysis (3)
GIS 509 Fundamentals of GIS Analysis (3)
II. Select one from the following:..... 3 s.h.
BIOL 452G Biological Applications of GIS (3)
GIS 402G Advanced Cartography and Visualization (3)
GIS 407G Social Applications of GIS (3)
GIS 408G Environmental Applications of GIS (3)
GIS 511 Examination of GIS Data (3)
GIS 609 GIS Research and Application Methods (3)

III. Select any three from the following: ..... 9 s.h.

Biology:

BIOL 425G Conservation Biology (3)
BIOL/GEOG 426G Conservation and Management of Natural Resources (3)
BIOL 452G Biological Applications of GIS (3)
BIOL 453G Streams Ecology (3)
BIOL 454G Mississippi River Ecology (3)
BIOL 456G Fire/Disturbance Ecology (3)
BIOL/GEOG 459G Biogeography (3)
BIOL 479G Tropical Ecology (3)
BIOL 584 Advanced Ecological Techniques (3)
BOT 451G Plant Ecology (3)
MICR 451G Environmental Microbiology (3)
ZOOL 451G Advanced Topics in Animal Ecology (3)

Earth, Atmospheric, and GIS:

GIS 402G Advanced Cartography and Visualization (3)
GIS 403G Advanced Remote Sensing (3)
GIS 404G Advanced Quantitative Methods and Applications in GIS (3)
GIS 407G Social Applications of GIS (3)
GIS 408G Environmental Applications of GIS (3)
GIS 410G Applied GIScience (3)
GIS 511 Examination of GIS Data (3)
GIS 609 GIS Research and Application Methods (3)
GEOG 440G Connections: A Geography of Transportation (3)
GEOG 510 Environmental Impact Analysis (3)

Health:

HLTH 512 Planning and Evaluation of Health Education Programs (3)
HLTH 530 Health Behavior Theories (3)
HLTH 551 Public Health Epidemiology (3)

Illinois Institute for Rural Affairs:

GEOG 549 Nonmetropolitan Planning (3)
IIRA 501 Principles of Community Development (3)
IIRA 510 Leadership and Decision-Making in Community Development (3)

Political Science:

POLS 490G Public Policy Analysis and Bureaucracy (3)
POLS 493G Seminar in Organization Theory and Behavior (3)
POLS 494G Public Budgeting (3)
POLS 546 Public Administration (3)
POLS 549 Public Policy Analysis and Program Evaluation (3)
POLS 550 Nonprofit Management (3)
POLS 567 Ethics in the Public Sector (3)

Recreation, Sport & Tourism:

RSTA 481G Management of Outdoor Recreation Resources (3)
RSTA 487G Site Planning (3)
RSTA 488G Park Open Space Planning (3)

Sociology and Anthropology:

ANTH 405G Forensic Anthropology (3)
ANTH 410G Anthrozoology (3)
ANTH 420G Cultural Feast (3)

SOC 414G Population (3)
SOC 425G Juvenile Delinquency (3)
SOC 430G Sociology of Women's Health (3)
SOC 463G Sociology of Law (3)
SOC 465G Deviance, Crime, and Control in Socio-Historical Perspective (3)
SOC 471G Urban Sociology (3)
SOC 565 Sociology of Health and Medicine (3)

TOTAL.....18 s.h.

Course Descriptions

Anthropology (ANTH)

405G 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 permission of the instructor.*

410G 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 permission of instructor. Successful completion of a course in research methods is highly recommended.*

420G 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.*

425G 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.*

Biology (BIOL)

425G 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), MICRO 200 (C grade or better), and ZOOL 200 (C grade or better); BIOL 340, or BIOL 350, or permission of the instructor.*

426G *(cross-listed with GEOG 426G)* 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. *Prerequisites: Two courses in geography or permission of the instructor.*

452G Biological Applications of GIS. (3) This course deals with biological problems examined using data acquisition and analytical methods from geographic information systems (GIS) and global positioning systems (GPS). *Prerequisites: One biology course, and either GEOG 208 or GEOG 508.*

453G Streams Ecology. (3) Structure and function in lotic ecosystems is emphasized in this course. Physical, chemical, and biotic factors used in stream classification will be examined. *Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better); and either an ecology course or permission of the instructor.*

454G Mississippi River Ecology. (3) A study of the structure and function of abiotic and biotic components of a major river system. Emphasis will be placed on understanding how components interact and are influenced by activities related to human interdiction. *Prerequisites: One year of biology or permission of the instructor.*

456G Fire/Disturbance Ecology. (3) This course examines the role of fire and other disturbances on the distribution and ecology of plants, animals, and microbes in their natural environments. Opportunity for The Nature Conservancy's prescribed burn and Federal basic wildlife firefighter's certifications will be available. *Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better), or permission of the instructor.*

459G *(cross-listed with GEOG 459G)* 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. *Prerequisites: BOT 200, ZOOL 200, or permission of the instructor.*

479G Tropical Ecology. (3) Introduction to tropical ecology. This course may include travel to a tropical site. Students will be responsible for trip expenses. *Prerequisites: BOT 200 (C grade or better) and ZOOL 200 (C grade or better), or permission of the instructor.*

584 Advanced Ecological Techniques. (3) This course provides instruction on the applications of techniques and analytical methods to the evaluation and restoration of terrestrial and aquatic communities, including data analysis specific to those techniques. Includes field experience. *Prerequisite: BIOL 350 or equivalent, or permission of the instructor.*

Botany (BOT)

451G Plant Ecology. (3) Relationships of plants to their environment, community ecology and the use of quantitative methods to determine distribution. Field trip estimate: $25. *Prerequisites: BOT 200, ZOOL 200, and BOT 210 or 410; graduate standing in biology.*

Geographic Information Science (GIS)

402G Advanced Cartography and Visualization. (3) Advanced map compilation; theory and practice of cartographic design emphasizing thematic mapping, geovisualization, and map communication using geographic information systems. 2 hrs. lect.; 2 hrs. lab. *Prerequisites: GIS 309 or permission of the instructor.*

403G Advanced Remote Sensing. (3) Digital image processing techniques for thematic information extraction from remotely-sensed data for environmental applications. 2 hrs. lect.; 2 hrs. lab. *Prerequisites: GIS 309, or permission of the instructor.*

404G *(formerly 406G)* Advanced Quantitative Methods and Applications in GIS. (3) Introduction to statistical approaches in GIS to measure geographic distributions, identify geographic patterns and spatial clusters, and analyze geographic relationships. 2 hrs. lect.; 2 hrs. lab. *Prerequisites: GEOG 301 and GIS 309; or permission of the instructor.*

405G *(formerly 409G)* Advanced GIS Spatial Analysis. (3) Emphasis upon GIS modeling based upon coordinate-based spatial data. Integration of raster-based GIS data and concepts when appropriate for the solutions of vector-based problems. 2 hrs. lect.; 2 hrs. lab. *Prerequisites: GIS 309, or equivalent.*

407G Social Applications of GIS. (3) Examination of GIS concepts and skills in studying the geospatial characteristics of social phenomena, such as population geography, geographic segregation of neighborhoods, and spatial patterns of crimes. Practice of GIS applications in sociodemographic issues through lab exercises and course project. 2 hrs. lect.; 2 hrs. lab. *Prerequisite: GIS 309 or permission of the instructor.*

408G Environmental Applications of GIS. (3) GIS modeling of the biophysical environment, including water flow simulation, mapping of soils and climates, habitat delineation, and soil erosion modeling. Review of GIS methods, literature, and practice of environmental analysis in labs and project. 2 hrs. lect.; 2 hrs. lab. *Prerequisites: GEOG 301 or STAT 171 or equivalent and GIS 405; or permission of the instructor.*

410G Applied GIScience. (3) Examination of real-world applications of GIS, remote sensing, and GPS, including issues in the associated literature and principles. Fostering ideas and practicing skills of designing and completing GIScience projects scientifically. 2 hrs. lect.; 2 hrs. lab. *Prerequisites: GIS 309 and 405 or permission of the instructor.*

509 Fundamentals of GIS Analysis. (3) An introduction to geographic information system (GIS) analysis tools. Students will learn theory and techniques that will be applied to project(s) associated to their discipline. 2 hrs. lect.; 2 hrs. lab.

511 Examination of GIS Data. (3) A thorough examination of GIS data processes: from spatial concepts, to conceptual models, to data models, to physical GIS data and common GIS datasets, and to data manipulation and use. Students are trained to become data experts. 2 hrs. lect.; 2 hrs. lab. *Prerequisite: GIS 509.*

609 GIS Research and Application Methods. (3) How to use GIS concepts, tools, and methods correctly in research activities of various disciplinary and application backgrounds. Examine existing GIS applications in your own field and conduct "hands-on" exercises by designing and completing a GIS project individually. 2 hrs. lect.; 2 hrs. lab. *Prerequisite: GIS 509.*

Geography (GEOG)

426G *(cross-listed with BIOL 426G)* 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. *Prerequisites: Two courses in geography or permission of the instructor.*

440G Connections: A Geography of Transportation. (3) Introduction to transport systems at various geographic scales in society, and the concepts, methods and application areas of Transport Geography. *Prerequisites: GIS 202 and GEOG 301 or permission of the instructor.*

459G *(cross-listed with BIOL 459G)* 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. *Prerequisites: BOT 200, ZOOL 200, or permission of the instructor.*

510 Environmental Impact Analysis. (3) An examination and application of methodologies and techniques in assessing physical, economic, and social effects of development. *Prerequisite: GEOG 405 or permission of the instructor.*

549 Nonmetropolitan Planning. (3) An advanced course on the process of nonmetropolitan planning. Particular emphasis is placed upon planning for smaller communities, and the restrictions that geographic space places on the planning process, especially in the delivery of public services.

Health (HLTH)

512 Planning and Evaluation of Health Education Programs. (3) An analysis of program planning: this will include examination of consumer participation, consulting skills, negotiation skills, training, budgeting, implementation, data collection, evaluation, and writing program reports.

530 Health Behavior Theories. (3) Examination of behavioral science theories and models that provide a framework for public health education, promotion, and research, along with application of these models/theories for program planning, implementation, and evaluation.

551 Public Health Epidemiology. (3) Overview of the basic principles of epidemiology and

the measures used in epidemiology. Discusses epidemiologic study design and analysis, as well as outbreak investigations, screening, surveillance, and the role of epidemiology in public health. *Prerequisites: HLTH 570 and 571, or permission of the instructor.*

Illinois Institute for Rural Affairs (IIRA)

501 Principles of Community Development. (3) This course introduces students to the foundational ideas of community development. It explores the diverse definitions of community and then presents various philosophical frameworks for studying communities and community change. It further introduces students to specific strategies for promoting community development. Specific topics include the role of communities in economic development, community leadership, volunteerism, strategies for promoting social justice and civic engagement, and planning for sustainable development that is environmentally-friendly, community supporting, and economically viable. *Prerequisite: Graduate standing.*

510 Leadership, Community Organizing, and Decision-Making. (3) This course explores the leadership and community organization process so students can synthesize a personal leadership philosophy. Students will learn a community view of leadership that embraces diversity, ethics, and collaboration. Students learn approaches to facilitate participatory/community decision-making. *Prerequisite: Graduate standing.*

Microbiology (MICR)

451G Environmental Microbiology. (3) An exploration of how microorganisms interact in the environment and how this knowledge of microbiology can be used to address environmental issues such as ecosystem health, pollutant bioremediation, pathogen transport, sustainable agriculture, water quality, and wastewater treatment. *Prerequisites: BOT 200 (C or better), ZOOL 200 (C or better) and MICR 200 (C or better), and ENG 280; or permission of the instructor.*

Political Science (POLS)

490G Public Policy Analysis and Bureaucracy. (3) The role of the public bureaucracy in the policy-making and policy-formation process. Legislative and judicial policy-making is contrasted with administrative policy making.

493G Seminar in Organization Theory and Behavior. (3) Review of classical and modern theories of administration. Goals and expectations of high echelon administrators and analysis of authority relationships in formal organizations are emphasized.

494G Public Budgeting. (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.

546 Public Administration. (3) (Colloquium) This course provides an overview of the problems and issues that confront public administrators and introduces contemporary public management theory and skills for dealing with the problems and issues.

549 Public Policy Analysis and Program Evaluation. (3) Analysis of the processes of policy formation, policy contents, and outcomes of a number of domestic policy areas and niches.

550 Nonprofit Management. (3) This course will focus on defining and categorizing the third sector and then exploring its relationship to the public sector as value guardians. Considerable attention will be paid to the role nonprofits play in the formulation and execution of public policy.

567 Ethics in the Public Sector. (3) This course will examine the ethical dimensions of the public sector through an administrative responsibility lens. Administrative responsibility will be explored through examination of the principles of responsiveness, fairness, flexibility, honesty, accountability, and competence.

Recreation, Sport and Tourism Administration (RSTA)

481G Human Dimensions of Resource Management. (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 or graduate status or permission of the instructor.*

487G 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. Laboratory charge and field trip required. *Prerequisite: Upper division status or permission of the instructor*

488G Open Space Management. (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: Permission of the instructor.*

Sociology (SOC)

414G Population. (3) The distribution, growth, and characteristics of human population and its relationship to social organization. *Prerequisites: Two courses in Sociology including SOC 100 or 510.*

425G Juvenile Delinquency. (3) A survey of theories of causation relating to juvenile delinquency and an analysis of the development of history of the juvenile court in America and the relationship of that system to rehabilitation prospects, detention facilities, police behavior, and various social institutions. *Prerequisites: SOC 100 or 510, SOC 200, or permission of the instructor.*

430G *(cross-listed with WS 430G)* 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.

463G Sociology of Law. (3) An analysis of the social origin of law, the effects of law on human behavior, inter-relations between law and other social institutions, and of the relationship

between law and social change. *Prerequisite: SOC 100 or 510.*

465G Deviance, Crime, and Control in Socio-Historical Perspective. (3) Historical conceptions of deviance; origin of prisons, asylums; emergence of police; rates and types of deviance and varieties of social control in particular historical periods. *Prerequisites: SOC 100 or 510 and two additional sociology and anthropology courses.*

471G Urban Sociology. (3) City life forms and the alternative structures of complex societies; special arrangements, systems of decision making; belief formation, energy use, communication, socialization, and control. History of urban growth, ecology, complex organization, and sources of cohesion. *Prerequisites: SOC 100 or 510 and three additional courses in sociology and anthropology.*

565 Sociology of Health and Medicine. (3) An examination of the field of health and medicine including the self, illness and wellness; caregiver and client relationships; total institutions; demography and epidemiology and examination of health care.

Zoology (ZOOL)

451G Advanced Topics in Animal Ecology. (3) Relationships of animals in their environment. *Prerequisites: BIOL 350, ZOOL 200, ENG 280; graduate standing in biology.*

Health Services Administration

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Location of Program Offering: Online

Learning Outcomes

For student learning outcomes, please see wiu.edu/provost/learningoutcomes.

Program Description

The certificate program will provide and/or substitute course work needed for professionals in health services administration. The focus of the program is to provide students with a basic knowledge of health services organizational behavior and leadership, administration and management, legal aspects of health administration, and U.S. health policy.

Certificate Requirements

HSM 514 Health Services Administration	3 s.h.
HSM 515 Legal Aspects of Health Services Management	3 s.h.
HSM 516 Introduction to U.S. Health Policy	3 s.h.
HSM 517 Health Services Organization Behavior and Leadership	3 s.h.
EM 561 Foundations of Emergency Management	3 s.h.
EM 565 Evacuation Planning and Response	3 s.h.
TOTAL	**18 s.h.**

Course Descriptions

Health Services Management (HSM)

514 Health Service Administration. (3) Overview of the U.S. health system and its structure and functions. Discusses the interface between public health and health care, delivery structures, workforce issues, health resources, health services, financing, meeting needs of special populations, global health, and critical issues in health services. *Prerequisites: Permission of the instructor.*

515 Legal Aspects of Health Services Management. (3) The course offers a practical and comprehensive examination of U.S. healthcare laws and improves the understanding of complex workings and legal principles of the healthcare system by analyzing and applying laws to interpret and develop management policies and procedures.

516 Introduction to Health Policy. (3) The course equips health professionals with a working knowledge of health policy formulation, implementation and evaluation. It applies health policy analysis, examines current issues, and compares health systems in various countries on health policy concepts, issues, practices and consequences.

517 Health Services Organizational Behavior and Leadership. (3) Provides an overview of the principles of organization behavior including the management of individuals, teams, and organizations with special emphasis on leadership, and introduces the skills and capabilities of professional managers essential for all health services management positions.

Emergency Management (EM)

561 Foundations of Emergency Management. (3) Provides an overview of emergency management and disaster sciences for application in public health, education, health care, and other settings. Topics will include basic emergency management concepts, the four phases of the disaster cycle, specific operational and policy frameworks for disaster management, roles of public health, schools and health care in disaster, and special topics in health and emergency management.

565 Evacuation Planning and Response. (3) Focuses on emergency evacuation issues resulting from natural disasters and human intentional injuries. Students will learn to develop proper evacuation techniques for a wide range of areas, such as public schools, colleges and universities, as well as private buildings, and governmental institutions.

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Location of Program Offering: Macomb, Online

Learning Outcomes

For student learning outcomes, please see wiu.edu/provost/learningoutcomes.

Program Description

The post baccalaureate certificate in Marketing Strategy and Measurement provides students an opportunity to advance careers by developing specific knowledge and skills in the marketing area in a short timeframe. The certificate provides solid preparation in marketing strategy, customer experience management, marketing communications and pricing to help develop strategic initiatives and measure the effectiveness of these initiatives.

Students who choose to complete the Marketing Strategy and Measurement certificate may apply hours earned in the certificate towards a WIU MBA degree. Please note that certificate students who wish to pursue the MBA degree must meet the entrance requirements for the MBA program.

Requirements for Enrollment

Applicants to the Marketing Strategy and Measurement certificate program must have a bachelor's degree and meet one of the following criteria:

- A cumulative undergraduate GPA of 3.0 OR
- An undergraduate GPA of 2.75 and significant acceptable work experience/career relevance (please include a letter describing your experience and the relevance of the certificate to your career goals). OR
- Meet the criteria for acceptance into the WIU Master of Business Administration (MBA) program.

Students must also be able to meet the prerequisites of the courses required in the certificate program.

Certificate Requirements

I. Core Courses ..... 12 s.h.
- MKTG 429G Marketing Measurement and Pricing (3)
- MKTG 433G Promotional Strategies (3)
- MKTG 441G Customer Relationship Management (3)
- MKTG 576 Decision Making for Global Markets (3)

II. Elective Courses (choose two) ..... 6 s.h.
- COMM 456G Communication Campaigns (3)
- DS 500 Introduction to Business Analytics (3)
- IS 405G Business Intelligence (3)
- MGT 485G International Management (3)
- MGT 540 Applied Business Research (3)
- SCM 451G Essentials in Business Negotiations (3)
- SCM 529 Worldwide Logistics and Supply Chain Technologies (3)

TOTAL ..... 18 s.h.

Course Descriptions

Communication (COMM)

456G Communication Campaigns. (3) Principles and practical steps in designing campaigns targeted at the public using strategic message and channel choices. *Prerequisites: COMM 130 with a grade of C or higher; COMM 311 with a grade of C or higher; COMM 356; ENG 180 and 280.*

Decision Sciences (DS)

500 Introduction to Business Analytics. (3) Business analytics generally refer to the use of statistical and quantitative analysis for data-driven decision-making. This course introduces students to the foundations of business analytics problems and applications. Lectures will be supplemented with current business world examples. *Prerequisite: Graduate standing.*

Information Systems (IS)

405G Business Intelligence. (3) This course focuses on the features, uses, and design strategies for IT-enabled business intelligence systems. Data-oriented techniques for managing data, warehousing, integration, and visualization for corporate decision making are emphasized. *Prerequisites: IS 340 or CS 351 or permission of school director.*

Management (MGT)

485G International Management. (3) 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.*

540 Applied Business Research. (3) A general outline of the methods of conducting research in business, including research design, data collection and analysis, and presentation of results. The emphasis is on the methodology of conducting applied business research. *Prerequisite: STAT 171 or equivalent.*

Marketing (MKTG)

429G Marketing Measurement and Pricing. (3) The course provides students with skills to measure the effectiveness of marketing strategies. Special emphasis is given to the price component of the marketing mix. Computation, application, and interpretation of commonly used marketing measurements provide students the ability to evaluate marketing decisions. *Prerequisites: MKTG 327 and CS 302.*

433G Promotional Strategies. (3) Emphasis on discussing effective ways to implement integrated marketing communications. Attention is given to the in-depth treatment of different types of promotional elements. Students learn through exposure to consumer theories how to develop, implement, and evaluate effective communication strategies. *Prerequisite: MKTG 327.*

441G Customer Relationship Management. (3) The course examines the concepts, strategies, and tools of developing and sustaining customer experiences and relationships for competitive advantage. Students develop skills in creating effective customer relationship management strategies. *Prerequisite: MKTG 327 or SCM 211.*

576 Decision Making for Global Markets. (3) Integrative analysis and study of ethical marketing decision making strategies of industries and organizations in the international/global environment. All topics emphasize an integrative approach of world class marketing planning with organizational structure to optimally serve customer needs and expectations at home and abroad. Not available to students with credit in MKTG 566 or MKTG 586. *Prerequisite: MKTG 327 or equivalent.*

Supply Chain Management (SCM)

451G Essentials in Business Negotiations. (3) Course examines various aspects and processes of business negotiations, particularly between buyers and sellers of goods and services. Through instruction and practice, students gain knowledge and understanding of the principles and techniques of mutually beneficial negotiations, including cross-cultural comparisons. *Prerequisites: SCM 211 or HRM 353 or MGT 349 or permission of the instructor.*

529 Worldwide Logistics and Supply Chain Technologies. (3) This course covers international trade theories, infrastructures, entry methods, incoterms, transportation, terminal operations, risks and other global supply chain issues. Additionally, it covers technologies like blockchain, AI, IoT, big data, analytics, robotics and machine learning to solve supply chain challenges. *Prerequisite: Graduate standing.*

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Location of Program Offering: Quad Cities

Learning Outcomes

For student learning outcomes, please see wiu.edu/provost/learningoutcomes.

Program Description

The certificate program in Museum Studies provides a complementary track of courses that allows students who have obtained a master's degree or are currently enrolled in a graduate program in another discipline, to explore the field of museum work. It aims to provide knowledge and training in various aspects of museum work including history, theory and practices in museum professions and exhibition development. Students select additional coursework to gain knowledge in museum administration, collections management, education, community development, tourism, fundraising, and art history.

Certificate Requirements

I. Core Course ..... 3 s.h.
MST 501 Museum Administration (3)
II. Electives ..... 12 s.h.
Select from the following:
MST 500 Museum Origins (3)
MST 502 Museum Exhibition (3)
MST 503 Collections Management (3)
MST 515 Museum Education & Evaluation (3)
MST 516 Visitor Studies (3)
MST 520 Independent Study in Museum Education (3, repeatable)
MST 599 Special Topics in Museums (3)
RSTA 424G Fund Raising and Volunteerism in Leisure Services (3)
RSTA 448G Interpretation of Cultural and Environmental Resources (3)
RSTA 460G Sustainable Tourism Development (3)
RSTA 467G Event Planning and Management (3)
ARTE 439G High School Art Methods (3)
ARTH 485G Research in Art History (3)
ARTH 496G History of Contemporary Art (3)
III. Required Practicum ..... 3 s.h.
MST 560 Practicum in Museums
TOTAL ..... 18 s.h.

Course Descriptions

Museum Studies (MST)

500 Museum Origins. (3) History of museums; origin, character, and evolution into content-specific institutions; anecdotes and personalities; how museums influenced society and their continuing relevance.

501 Museum Administration. (3) This course will provide students with an overview of management history, theory and practice focusing on the issues involved in managing a non-profit organization. Topics to be covered include strategic planning; ethics and governance; membership; earned income; and marketing and non-profit finance. Students will complete a finance assignment and an in-depth museum management case study. A variety of topics will be covered including the concepts of project

management, team building, group problem solving, and managing change. Case studies of actual projects in museums.

502 Museum Exhibition. (3) This course will focus on the development of interpretive museum exhibitions including theory, planning, research, methodologies, design, construction and installation, and the application of new technologies.

503 Museum Collections Management. (3) This course will provide an introduction to the basic theories, methodologies, and current issues relating to archives management. Establishing collections policies; laws, regulations, conventions, and codes that bear on acquisitions, deaccessions, loans and collection care; accountability; access problems. The implementation of collections policies: establishing and managing collections; management procedures and systems; documentation of collections; records preservation; tax codes; data bases; collections access and storage; restitution and repatriation laws and controversies; handling, packing and shipping; inventory control; and responsibilities of a museum registrar

515 Museum Education & Evaluation. (3) Public education is a core function of museums. This course considers the educational role of museums from an exploration of learning styles and theory. Topics include interpretation, school partnerships, curricula development, accessibility, technology, educational outreach, and program evaluation.

516 Visitor Studies. (3) The purpose of this course is to introduce evaluative methods used to design and implement museum visitor studies. Students will explore the uses of front-end, formative, and summative evaluation approaches to better understand visitor experience and improve museum program offerings.

520 Independent Study in Museum Education. (1–3, repeatable to 6) Students may take up to three hours of independent study per semester in areas related to museum studies; art; history; or recreation, park and tourism administration. Students must design the study in consultation with the appropriate faculty member, complete an Application of Independent Study form, and have it signed by the program director before enrolling for the course. *Prerequisite: Nine semester hours of completed coursework.*

560 Practicum in Museums. (1–3, repeatable to 3) This course is designed to give supervised practical experience in museums.

599 Special Topics in Museum Studies. (3, repeatable under different special topics) A special topics course acknowledges the changing environment of museums. This course focuses on emerging issues in museum professional practice. Students will explore the chosen topic through current research, theory, and practice in museums. Practical application of ideas will take place in museum settings.

Art (ARTE)

439G 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: ART 101, 102, 361, or 360/460, or permission of the instructor.*

Art (ARTH)

485G Research in Art History. (3, repeatable to 9) An intensive study of a special area of art history selected with the instructor. *Prerequisite: Written permission of the instructor.*

496G History of Contemporary Art. (3) A survey of post-WWII developments in the visual arts. The primary focus is upon Western art, but attention is also paid to developments in Asian, African, and Latin American countries. The central interpretive ideas and concerns for the course will be drawn from contemporary theory and criticism.

Recreation, Sport, and Tourism Administration (RSTA)

424G Fund Raising and Volunteerism in Leisure Services. (3) A study of the principles and practices associated with fund raising and utilization of volunteers in public as well as private nonprofit Leisure service organizations. *Prerequisite: Permission of the instructor.*

448G Interpretation of Cultural and Environmental Resources. (3) Develops a basic understanding for interpretation of natural, environmental and cultural resources. Includes philosophy and techniques. Field trip. *Prerequisite: Permission of the instructor.*

460G Sustainable Tourism Development. (3) Provides essentials for successful development of a local tourism economy including organizing, planning, developing, and operation. *Prerequisite: RSTA 362 or permission of the instructor.*

467G 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 themes and coordination of set up, staff, finance, promotion, partnerships, operations and evaluation. *Prerequisite: RSTA 332.*

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Graduate Committee Chairperson: Patricia A. Walton
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Website: wiu.edu/leja
Location of Program Offering: Macomb, Online

Learning Outcomes

For student learning outcomes, please see wiu.edu/provost/learningoutcomes.

Program Description

The post-baccalaureate certificate program in Police Executive Administration is designed for graduate-level law enforcement students who wish to improve their knowledge in the policing field. This program provides professional development for aspiring law enforcement executives seeking to progress through police supervisory ranks. The work required for the certificate must be completed within three calendar years.

The Police Executive Administration program provides:
a. A strong foundation in understanding the behavior of criminals;
b. A comprehensive view of the issues confronted by, and solutions available to, police administrators;
c. A grounding in the legal aspects of liability and responsibility of police personnel at all levels;
d. A thorough review and update of information specifically related to the police;
e. An exposure to the benefits, problems, and consequences of policing in a diverse society or an exposure to the ethical, moral, and legal problems confronted by police administrators;
f. A capstone experience which brings elements from a number of areas together in a seminar designed to incorporate these elements into an organized whole.

Certificate Requirements

LEJA 501 Theory in Criminal Justice ..... 3 s.h.
LEJA 502 Management Issues in Public Safety Administration ..... 3 s.h.
LEJA 504 Civil and Criminal Liability ..... 3 s.h.
LEJA 506 Police: Theory and Practice ..... 3 s.h.
LEJA 511 Diversity in Public Safety
or
LEJA 512 Ethics in Public Safety ..... 3 s.h.
LEJA 514 Executive Management Seminar ..... 3 s.h.
TOTAL ..... 18 s.h.

Course Descriptions

Law Enforcement and Justice Administration (LEJA)

501 Theory in Criminal Justice. (3) Analysis and comparison of various theories and models, with emphasis on the understanding of theoretical principles as they influence issues in criminal justice.

502 Management Issues in Public Safety Administration. (3) Focus on the public safety agency from the standpoint of top and middle management, including (but not limited to) labor relations, personnel management, fiscal administration, and the integration of internal and external operations. *Prerequisite: LEJA 501 or FS 481G or permission of the instructor/director.*

504 Civil and Criminal Liability. (3) The study of public safety administration policy and practice as impacted by principles of civil and criminal responsibility. *Prerequisite: Six hours of undergraduate law courses or permission of the instructor/director.*

506 Police: Theory and Practice. (3) An examination of theoretical and philosophical bases of the police and the ways in which theory and philosophy are translated into practice.

Analysis of problems arising as a result of the translation, theory and/or philosophy. *Prerequisite: LEJA 501 or permission of the instructor/director.*

511 Diversity in Public Safety. (3) This course examines the relationship between public safety personnel and the minority citizens they are to serve. Community relations are discussed as the basis for successful programs, as well as attracting and hiring minority public safety employees. *Prerequisites: Graduate standing.*

512 Ethics in Public Safety. (3) This course focuses on a variety of ethical/moral issues confronting public safety practitioners. Ethical choices, their consequences, and the relationships among law, morality, and ethics are discussed. *Prerequisite: Permission of the instructor/director.*

514 Executive Management Seminar. (3) The Executive Management Seminar is designed to meet the needs and challenges of top-level public safety personnel. Topics of instruction include a variety of traditional management subjects as they relate to the management of public safety agencies. *Prerequisite: Prior management courses or relevant experience, permission of the instructor/director.*

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Location of Program Offering: Online

Learning Outcomes

For student learning outcomes, please see wiu.edu/provost/learningoutcomes.

Program Description

The post-baccalaureate certificate program in Supply Chain Management (SCM) is intended to prepare students for employment and advancement within the supply chain management field. The certificate provides a solid preparation in logistics, transportation, and warehousing, with an opportunity to choose electives that meet the specific career interests of the student.

Students who choose to complete the Supply Chain Management Certificate may apply hours earned in the certificate towards a WIU MBA degree. Please note that certificate students who wish to pursue the MBA degree must meet the entrance requirements for the MBA program.

Requirements for Enrollment

Applicants to the Supply Chain Management Certificate program must have a bachelor's degree and meet one of the following criteria:

- A cumulative undergraduate GPA of 3.0 (or a cumulative undergraduate GPA of 3.3 over the last 60 semester hours), OR
- An undergraduate GPA of 2.75 and significant acceptable work experience/career relevance (please include a letter from the applicant describing their experience and the relevance of the certificate to their career goals), OR
- Meet the criteria for acceptance into the WIU Master of Business Administration (MBA) program.

Students must also be able to meet the prerequisites of the courses required in the certificate program.

Certificate Requirements

I. Core Courses ..... 6 s.h.
SCM 531 Supply Chain Management (3)
SCM 539 Transportation and Warehouse Management (3)
II. SCM Electives..... 6 s.h.
SCM 465G Supply Chain Risk Management (3)
SCM 529 Worldwide Logistics and Supply Chain Technologies (3)
SCM 549 Strategic Procurement and Sourcing (3)
III. Directed Electives..... 6 s.h.
DS 533 Applied Business Planning and Forecasting (3)
IS 567 Information Technologies in Supply Chain (3)
SCM 457G Project Management (3)
SCM 465G Supply Chain Risk Management (3)
SCM 470G Inventory Management (3)
SCM 529 Worldwide Logistics and Supply Chain Technologies (3)
SCM 549 Strategic Procurement and Sourcing (3)

SCM 620 SCM Internship (3)
Any SCM graduate level course with advisor permission (3)
TOTAL.....18 s.h.

Course Descriptions

Decision Sciences (DS)

533 Applied Business Planning and Forecasting. (3) A survey of the basic forecasting methods and techniques essential for modern managers. Topics include moving average and decomposition techniques, ARIMA processes, regression techniques, and technological methods such as Delphi and S-curves. *Prerequisites: DS 503 or STAT 171 or equivalent.*

Information Systems (IS)

567 Information Technologies in Supply Chain. (3) Topics relating to the use of information technologies in Supply Chain Management. Presents the underlying IT systems that drive visibility and collaboration in supply chains. Course will use case studies, simulations and supply chain systems. *Prerequisites: IS 524 or equivalent or permission of the school director.*

Supply Chain Management (SCM)

440G Logistics Management. (3) This course explores the physical distribution and transportation of goods within a technologically advanced global environment. It covers decision variables such as mode selection, 3PL services, cost/price analysis, material storage/handling solutions, risk, laws/regulations, and international shipping terms. *Not open to students with credit in SCM 340. Prerequisite: SCM 211 or permission of the instructor.*

451G Essentials in Business Negotiations. (3) Course examines various aspects and processes of business negotiations, particularly between buyers and sellers of goods and services. Through instruction and practice, students gain knowledge and understanding of the principles and techniques of mutually beneficial negotiations, including cross-cultural comparisons. *Prerequisites: SCM 211 or HRM 353 or MGT 349 or permission of the instructor.*

453G Purchasing and Strategic Sourcing. (3) Study of procurement focused on strategic decision-making related to sourcing goods and services and managing inventory. Key areas of emphasis include supplier selection, relationship management, lean practices, risk assessment, contracts, international trade, and legal and ethical aspects of purchasing. *Prerequisite: SCM 311 or permission of the instructor.*

457G *(cross-listed with ENGR 457)* Project Management. (3) Presents concepts, steps/techniques required to select, organize, staff, manage, and deliver successful projects. Topics include managing innovation, change, cross-functional teams, and applying critical thinking to meet outcomes/objectives. Aligns with the Project Management Institute's CAPM and PMP certifications. *Prerequisites: SCM 311 or MGT 349 or ENGR 211 or permission of the instructor.*

465G Supply Chain Risk Management. (3) Examination of effective risk management in global supply chains. Topics include identification of risk sources contingency planning, risk and disaster mitigation and recovery, responses to government regulatory, sustainability, societal, and stakeholder demands, and financial aspects of managing supply chain risk. *Prerequisites: SCM 340 or SCM 411 or SCM 453 or permission of the instructor.*

470G 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 with a grade of "C" or better and STAT 171 or equivalent.*

529 Worldwide Logistics and Supply Chain Technologies. (3) This course covers international trade theories, infrastructures, entry methods, incoterms, transportation, terminal operations, risks and other global supply chain issues. Additionally, it covers technologies like blockchain, AI, IoT, big data, analytics, robotics and machine learning to solve supply chain challenges. *Prerequisite: Graduate standing.*

531 Sustainable Supply Chain Management. (3) A survey course in supply chain management. Students will examine effective supply chain strategies involving logistics, transportation, distribution, customer service, order processing, inventory, materials flow, warehousing, network design, procurement, risk management, and global logistics with a specific focus on sustainable strategies.

539 Transportation and Warehouse Management. (3) A survey course covering the fields of transportation and warehousing. Transportation topics include modes of transportation, pricing, regulation, traffic management, and other special issues. Topics discussed in warehousing include receiving, handling, storage, and interfaces with purchasing, inventory control, transportation, and operations. *Prerequisites: SCM 531 or permission of the instructor.*

549 Strategic Procurement and Sourcing. (3) Survey of direct and indirect procurement in service and manufacturing industries. Topics include supply base management, supply risk, supplier selection and evaluation, sourcing strategy, supplier quality, global sourcing, contracting, lean procurement, and total cost analysis. *Prerequisite: SCM 531 or permission of the instructor.*

620 Supply Chain Management Internship. (1–6) Integrates supply chain management theories with application to actual business practices. Students are exposed to a variety of positions within the business firm during the semester. All internships are supervised by a faculty coordinator and an executive in the business firm. Analytic reports of work accomplished by each student are presented to the coordinator. Graded S/U only. *Prerequisites: 6 s.h. in graduate SCM coursework and permission of the School Director.*

Teaching English to Speakers of Other Languages (TESOL)

Director: James LaPrad
Graduate Program Coordinator: Gloria Delany-Barmann
Office: Horrabin Hall 115
Telephone: (309) 298-1183 Fax: (309) 298-1180
E-mail: education@wiu.edu
Program Coordinator E-mail: ga-delany-barmann@wiu.edu
Website: wiu.edu/coehs/education/licenses/tesol.php
Location of Program Offering: Macomb, Online

Learning Outcomes

For student learning outcomes, please see wiu.edu/provost/learningoutcomes.

Program Description

The School of Education offers a certificate program in Teaching English to Speakers of Other Languages (TESOL), which is designed to meet the needs of students desiring to teach English in a variety of settings throughout the world. Specialized coursework in the certificate program focuses on theories and methodologies of TESOL while providing practical classroom experience. The coursework may also be used to satisfy some of the requirements for the Master of Science in Education (M.S. Ed.) in Educational Studies for those students admitted into the M.S. Ed. program.

Certificate Requirements

EDS 427G Foundations of Education for Multilingual Learners ..... 3 s.h.
EDS 435G Cultural Studies in Education ..... 3 s.h.
EDS 457G Methods and Materials for Teaching ESL ..... 3 s.h.
EDS 458G Linguistics for the Teacher of Multilingual Learners ..... 3 s.h.

Choose two from:
EDS 430G Methods and Materials for Teaching in Multilingual Programs ..... 3 s.h.
EDS 440G Sociolinguistics ..... 3 s.h.
EDS 453G Assessment of Multilingual Students ..... 3 s.h.

EDS 547 TESOL Listening, Speaking & Pronunciation Methodologies ..... 2 s.h.
and
EDS 548 Computer Assisted Language Learning for TESOL ..... 1 s.h.
TOTAL ..... 18 s.h.

Course Descriptions

Educational Studies (EDS)

427G Foundations of Education for Multilingual Learners. (3) An introduction to the historical, philosophical, political, social, and educational contexts that contribute to language education policies for multilingual learners nationally and internationally. Clinical experience-15 hours required. A grade of C or higher must be earned for teacher licensure.

430G Methods and Materials for Teaching in Multilingual Programs. (3) Acquaints students with methodology and materials, preparation of content-based language instruction, lesson plans, behavioral, language and content objectives, and inquiry teaching for the multilingual/ESL classroom. Portion of content presented in Spanish. All methods sections are for k-12 unless otherwise specified. Clinical experience-15 hours required.

435G Cultural Studies in Education. (3) The study of culture, identity, and intercultural interaction in society/classrooms, with specific focus on anti-bias and anti-racist pedagogies combating discriminatory ideologies and social policies. Clinical experience-15 hours required. A grade of C or higher must be earned for teacher licensure.

440G 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. Clinical experience-15 hours required. *Prerequisite: ANTH 110 or EDS 202 or equivalent.*

447G Teaching Listening, Speaking, and Pronunciation English Language Learners. (3) Students examine the articulation of English

sounds, the rules that govern their use in speech, and explore ways of applying this knowledge to the teaching of pronunciation. Additional emphasis will be on teaching listening/speaking strategies in the TESOL environment. *Prerequisite: EDS 458.*

453G Assessment of Multilingual 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 assessment; assessment in classroom. Clinical experience-20 hours required.

457G Methods and Materials for Teaching English Language Learners. (3) Analysis of language learning processes of multilingual students. Strategies for teaching listening, speaking, reading, and writing; and techniques of teaching English as an additional language will be analyzed and practiced. All methods sections are grade levels k-12 unless otherwise specified. Clinical experience-15 hours required. A grade of C or higher must be earned for teacher licensure.

458G Linguistics for the Teacher of Multilingual Learners. (3) The study of linguistics applied to teaching multilingual students. Includes English phonology, phonetics, morphology, syntax, linguistic analysis, and application of linguistic theories in the multilingual classroom. Clinical experience-20 hours required. A grade of C or higher must be earned for teacher licensure.

547 TESOL Listening, Speaking and Pronunciation Methodologies. (2) Designed to allow students to examine the articulation of English sounds, the rules that govern their use in speech, and explore ways of applying this knowledge to the teaching of pronunciation. Additional emphasis will be placed on teaching listening/speaking strategies in the Teaching of English to Speakers of Other Languages (TESOL) environment.

548 Computer Assisted Language Learning for TESOL. (1) Students explore how the use of technology can enhance language learning and use online tools to design language learning lessons in Teaching English to Speakers of Other Languages (TESOL). *Prerequisite or corequisite: EDS 547.*

Some academic departments, colleges and other areas do not provide a major at the graduate level. However, these areas do offer courses for graduate credit. Permission to use these courses in a degree program must be obtained from the appropriate Departmental Graduate Committee.

African American Studies

Office: Morgan Hall 232
Telephone: (309) 298-2214
Website: wiu.edu/rrgms

Course Descriptions

African American Studies (AAS)

402G (*cross-listed with HIST 402G)* The Civil Rights Movement. (3) An intensive study of the history of the African American civil rights movement, concentrating on the post-WWII era. The course also examines the contested historical memory over the long black freedom struggle. *Prerequisite: HIST 106 or AAS 100 or permission of the instructor.*

420G *(cross-listed with SOC 420G and WS 420G)* Race, Class and Gender. (3) The course will examine issues of race, class, and gender in historical, cultural, and contemporary societal contexts. *Prerequisites: WS 190 or AAS 100 or SOC 100; or permission of the instructor.*

466G *(cross-listed with GEOG 466G—Africa)* Geography of Africa. (3) Analysis of the physical and cultural geography of Africa. *Not open to students with credit for GEOG 466G—Africa. Individuals who receive credit for AAS 466G—Africa may take 6 s.h. maximum of GEOG 466G if the regional studies subtitles are different. Prerequisite: two courses in geography or permission of the instructor.*

491G Seminar in African American Studies. (1–6) Topics will vary from semester to semester, and will be announced prior to registration.

494G (*cross-listed with REL 494G)* Religion in African American Culture. (3) This course acquaints students with religiosity and spirituality among African Americans and provides understanding of a worldview, via concepts of nature, God, and human interaction, that reflects African cultural retentions in the U.S. *Prerequisites: AAS 100.*

School of Agriculture

Director: Keela Trennepohl
Office: Knoblauch Hall 145
Telephone: (309) 298-1080
Website: wiu.edu/ag

Graduate Faculty

Professors
Winthrop B. Phippen, Ph.D., Purdue University

Associate Graduate Faculty

Professors
Kevin J. Bacon, Ph.D., Oklahoma State University
Joel Gruver, Ph.D., North Carolina State University

Associate Professors
Graciela C. Andrango, Ph.D., Kansas State University
Dan Atherton, Ph.D., Southern Illinois University
Mark D. Hoge, Ph.D., Michigan State University
Keela Trennepohl, Ph.D., University of Illinois

Assistant Professors
Dusti M. Ingles, Ph.D., Iowa State University

Course Descriptions

Agriculture (AGRI)

439G 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: Permission of the instructor.*

507 Seminar. (1, repeatable to 4) Student participation and presentation of current topics in the major area.

508 Special Topics. (1–5, repeatable to 5) Topics which are not assigned or covered in other courses. The title and outline of the course will vary according to the topic, instructor, and needs of the students. *Prerequisite: Permission of the instructor.*

Agricultural Economics (AGEC)

430G *(cross-listed with ECON 430G)* 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. *Prerequisites: AGRI 220 or ECON 232.*

437G 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.*

442G 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.*

443G Agricultural Finance. (3) Financing problems and opportunities in agriculture. Sources of finance, financing costs, analysis of investment opportunities, financial management and estate planning. Three hours lecture *Prerequisite: AGRI 220 or ECON 232.*

447G Commodities Markets and Futures Trading. (3) Futures trading institutions, technical analysis, multiple hedging, and speculation. Three hours lecture. *Prerequisite: AGEC 333 or ECON 330 or ECON 332 or FIN 311 or FIN 331.*

455G Advanced Agricultural Marketing. (3) Options and futures, applied research methods. Current events. *Prerequisite: AGEC 447.*

457G 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. Three hours lecture. *Prerequisite: AGEC 447.*

460G U.S. 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. *Prerequisites: AGRI 220 or ECON 231 or ECON 232.*

539 U.S. Agricultural Trade. (3) An examination of the role of U.S. agricultural trade from an applied perspective. Trading blocs' impact on agriculture in aligned and non-aligned countries will be considered. Business practices and cultural norms will be addressed. The "Americas" will be emphasized. *Prerequisite: ECON 548 or equivalent, or permission of the instructor.*

Agriculture Occupations Education (AGED)

520 Basic Curriculum and Skill Development in Agriculture Mechanics. (3) The course is designed to teach basic curriculum and skill development in agricultural mechanics for agriculture teachers with seven or less years of teaching experience. Students will have the opportunity to apply mechanical principles in metal fabrication, carpentry, woodworking, internal combustion engines, and electrification in a laboratory setting associated with the agriculture field. Students will also be able to learn theoretical principles behind agricultural mechanics. *Prerequisite: Permission of the instructor.*

Agricultural Technology Management (AGTM)

464G Agricultural Processing, Grain Drying and Storage Systems. (3) Application of engineering principles pertaining to drying, storing, and handling of agricultural products. Three hours lecture.

471G Agricultural Remote Sensing. (3) Course addresses concepts of remote sensing for precision agriculture. Some topics include: global positioning system (GPS) accuracy, differential GPS, vegetative spectral reflectance signatures, multispectral and hyperspectral imagery, indices, and various analysis techniques for agricultural datasets. Two hours lecture; two hours lab. *Prerequisites: AGTM 207 or GEOG 209, or permission of the instructor.*

472G Agricultural Analysis & Decision Making. (3) Course presents methods for analysis of agricultural data to facilitate data-driven decision making for precision agriculture. Some topics include: map scale and projection, coordinate systems, soil nutrient maps, yield maps, interpolation and analysis methods, and creation of prescription maps. Two hours lecture; two hours lab. *Prerequisites: AGTM 207 or GIS 201, or permission of the instructor.*

Agronomy (AGRN)

479G Weed Control. (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. Two hours lecture, two hours lab. *Prerequisites: AGRN 373.*

Animal Science (ANSC)

415G Ruminant Production and Management. (4) A comprehensive course covering all phases of the beef cattle and sheep industries. Practical application of nutrition, breeding, selection,

reproduction, parturition, record keeping, and business aspects. Special emphasis on exposure to different management and marketing systems. Three hours lecture, two hours lab. *Prerequisites: ANSC 314 and 322, or permission of the instructor.*

416G Swine Science. (3) A study of selection principles, nutrition, breeding, reproduction, disease prevention, and management practices applied to swine production. Two hours lecture, two hours lab. *Prerequisites: ANSC 314 and 322, or permission of the instructor.*

424G 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. Three hours lecture. *Prerequisite: ANSC 112 or BOT 200 or ZOOL 200.*

Conservation (CONS)

405G Soil and Water Conservation. (4) The study of the maintenance of a quality environment through the conservation of soil and water resources. Four hours lecture.

Department of Art and Design

Director: Tammy Killian
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Telephone: (309) 298-1549 Fax: (309) 298-2605
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Website: wiu.edu/art

Graduate Faculty

Professors
Susan Czechowski, M.F.A., Syracuse University
Sherry Lindquist, Ph.D., Northwestern University
Ian Shelly, M.F.A., University of Missouri-Columbia

Associate Graduate Faculty

Professors
Damon McArthur, M.F.A., American University-D.C.
Kathleen Myers, M.F.A., Miami University
Henry Charles Oursler, M.F.A., Georgia Southern University
Tim Waldrop, M.F.A., Southern Illinois University-Edwardsville

Associate Professor
Ta-Teh Ku, Ph.D., Indiana University-Bloomington

Course Descriptions

Art Education (ARTE)

437G Media, Methods, & 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 arts. *Prerequisite: Permission of the instructor.*

439G 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, or permission of the instructor.*

560 Methods in Elementary Art. (3) Experiments with art materials to gain insight into the values, curricula, and processes of art activities in the age levels from pre-school into junior high. *Prerequisite: Graduate standing.*

561 Foundations of Art Education. (3) An orientation to the philosophies and theories of the profession of art education, museum/gallery experience, adult education, etc. *Prerequisite: Graduate standing.*

Art History (ARTH)

485G Research in Art History. (3, repeatable to 9) An intensive study of a special area of art history selected with the instructor. *Prerequisite: 6 to 9 s.h. of Art History courses, ENG 180 and 280; and permission of the instructor.*

This repeatable art history course is designed to give students an opportunity for specialized study in specific areas of the history of art. Material covered may not be the same each time the course is offered. Topics covered in this course may deal with a significant artist and their time period, with a significant movement, or with significant developments in the history of art. The course is repeatable but only with written permission of the instructor to prevent duplication of coverage.

496G History of Contemporary Art. (3) 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 theory and criticism. *Prerequisites: ENG 180 or permission of the instructor.*

Art Studio (ARTS)

430G Studio Problems in Ceramics. (3, repeatable to 9) Experimental studio projects reflecting a high level of technical, intuitive, and conceptual approaches. Materials charge for course. *Prerequisite: ARTS 331 or permission of the instructor.*

435G Studio Problems in Art Metal and Jewelry. (3, repeatable to 9) Individual problems in art metal and jewelry selected with instructor. Materials charge for course. *Prerequisite: ARTS 336 or permission of the instructor.*

440G Studio Problems in Drawing. (3, repeatable to 9) Individual problems in drawing selected with the instructor at registration. *Prerequisites: ARTS 240 or permission of the instructor.*

446G Advanced Digital Art Photography. (3) Intensive investigation of digital photography as an art form. Emphasis is placed on concept and technique, as well as guided research and individual practice. Materials charge for course. *Prerequisites: ARTS 246 and 346.*

452G 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. Materials charge for course. *Prerequisites: ARTS 451 or permission of the instructor.*

468G Studio Problems in Silkscreen. (3, repeatable to 9) Designed for intensive study in silkscreen. Emphasis is on individual research, self-guidance, thematic development, and personal aesthetic expression. Students use non-toxic acrylic inks to produce a portfolio of editioned prints. Materials charge for course. *Prerequisite: ARTS 369 or permission of the instructor.*

470G Studio Problems in Watercolor. (3, repeatable to 9) Selective experimentation with transparent and opaque water media. Materials charge for course. *Prerequisite: ARTS 371 or permission of the instructor.*

495G 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: Graduate standing or permission of the instructor.*

School of Communication & Media

Director: Jeremy Robinett
Office: Memorial 302
Telephone: (309) 298-1507
E-mail: scm@wiu.edu
Website: wiu.edu/communicationmedia

Graduate Faculty

Professor
Peter Joseph Gloviczki, Ph.D., University of Minnesota

Assistant Professor
Pamela Peters, Ph.D., University of Kansas

Associate Graduate Faculty

Professor
Yong Tang, Ph.D., Penn State University

Associate Professor
Eun Go, Ph.D., Penn State University

Course Descriptions

Broadcasting & Journalism (BC&J)

400G Mass Communication Law & Ethics. (3) Legal rights of and constraints on the mass media. Topics include prior restraint, source protection, libel, privacy invasion, indecency and the safe harbor, and other legal and ethical issues. Includes print, broadcast, satellite/cable, and web-based mass media. Not open to students who have completed JOUR 417 or BC 425. *Prerequisite: Upper division standing or permission of the instructor.*

431G Problems in Contemporary Mass Communications. (3) Research into current social, economic, and professional problems affecting the mass media.

456G International Public Relations. (3) Comparative study of the nature, scope, and practice of international public relations for businesses, trade associations, nonprofit organizations, educational, and governmental institutions. Global and intercultural aspects of public relations will be emphasized. Also a Foreign Language/Global issues course. *Prerequisite: Permission of the instructor.*

459G Directed Study. (1–6, repeatable to 6) Opportunity for promising students of Journalism to pursue Journalism and mass communications material in depth. *By arrangement. See School Director or Program Coordinator.*

499G 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 the instructor.*

Department of Foreign Languages and Literatures

Director: Timothy M. Roberts
Office: Morgan Hall 332
Telephone: (309) 298-1558
E-mail: languages@wiu.edu
Website: wiu.edu/languages

Associate Graduate Faculty

Professor
Luciano C. Picanço, Ph.D., Michigan State University

Associate Professors
Edmund Asare, Ph.D., Kent State University
Daniel Brown, Ph.D., University of California-Los Angeles

Course Descriptions

Education (EDUC)

439G Foreign Language Methods. (3) An exploration of current foreign language teaching methodologies and techniques through assigned readings, discussion, and practical application such as microteaching. *Prerequisites: Permission of the instructor.*

French (FR)

438G 20th Century French Literature. (3) Works of Gide, Proust, Sartre, Camus, St. Exupéry, Anouilh, Colette, Sarraute, Duras, De Beauvoir, and others. *Prerequisites: FR 327 or equivalent.*

Spanish (SPAN)

401G Introduction to Spanish Linguistics. (3) Introduction to the main concepts and methods of linguistic analysis, focusing on the Spanish sound system, social dynamics and dialectal variation. *Prerequisite: SPAN 326 or equivalent.*

402G Introduction to Spanish Morphology and Syntax. (3) Introduction to the systematic study of the morphological and syntactical elements of Spanish with practice in application. *Prerequisites: SPAN 326 or equivalent.*

408G Spanish Civilization and Culture. (3) A survey of peninsular civilization and prehistoric past to the postFranco present, emphasizing cultural achievements of universal significance. Conducted in Spanish. Recommended for teachers.

409G 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.

449G 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.

452G Spanish Literature of the 19th Century. (3) Study of major works with emphasis on romanticism and realism. *Prerequisite: SPAN 327 or equivalent.*

453G The Generation of 1898. (3) Representative works of the major figures of early twentieth-century Spanish literature. *Prerequisite: SPAN 327 or equivalent.*

454G Spanish Literature of the 20th Century. (3) Study of major works of prose, poetry, and drama from the Generation of 1898 to the present, with emphasis on the novel. *Prerequisite: SPAN 327 or equivalent.*

457G Contemporary Spanish American Prose. (3) Selected prose works of major contemporary Spanish American writers. *Prerequisite: SPAN 327 or equivalent.* **(LCA 24-25)**

492G Individual Studies in Spanish. (1–5, repeatable to 5) *Prerequisites: Advanced standing and permission of Program Director.*

Philosophy

Office: Morgan Hall 446
Telephone: (309) 298-2326
Email: mathphil@wiu.edu
Website: wiu.edu/mathphil

Course Descriptions

Philosophy (PHIL)

400G Social and Political Philosophy. (3) An investigation of some of the philosophical problems arising from political society, such as authority and obligation, freedom and rights, justice and equality, coercion and punishment. *Prerequisites: One 100- or 200-level Philosophy course or permission of the instructor.*

405G *(cross-listed with REL 405G)* 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 405G. Prerequisites: One 100- or 200-level Philosophy course or permission of the instructor.*

415G 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. *Prerequisites: One 100- or 200-level Philosophy course or permission of the instructor.*

420G 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 permission of the instructor.*

425G 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 permission of the instructor.*

440G 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. *Prerequisites: One 100- or 200-level Philosophy course or permission of the instructor.*

499G Directed Readings. (1–3) Individual study of particular philosophical texts or problems. May be repeated, provided topics vary. *Prerequisites: Two courses in philosophy and permission of the instructor.*

Religious Studies

Office: Morgan Hall 232
Telephone: (309) 298-2214
Website: wiu.edu/rrgms

Course Descriptions

Religious Studies (REL)

405G *(cross-listed with PHIL 405G)* 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 405G. Prerequisites: One 100- or 200-level Philosophy course or permission of the instructor.*

452G Theology. (3) Introduction to theological thought and a selection of thinkers who have shaped Christian, Jewish, and/or Muslim religious imagination. Such figures might include Paul, Augustine, Maimonides, Luther, Teresa of Avila, Abraham Heschel, Simone Weil, al-Ghazali, or Rabia (among others). *Prerequisite: One 100- or 200-level religious studies course or permission of the instructor.*

454G 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. *Prerequisites: 100- or 200-level Religious Studies course or permission of the instructor.*

456G Religion and War. (3) 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 permission of the instructor.*

460G The Bible and Current Issues. (3) Examines how Christians and Jews interpret the Bible in their reflections and debates about current issues. Possible topics may include (among others) gender norms, same-sex relationships, interreligious understanding, evolution, ecological concerns, apocalyptic thinking, and the nature of scriptural authority. *Prerequisite: One 100- or 200-level religious studies course or permission of the instructor.*

492G *(cross-listed with ENG 492G)* Religion, Literature, and Film. (3) Study of multicultural literary and cinematic texts engaging a wide range of religious and philosophical traditions. Examination of the religious and the secular via narrative; consideration of literary and filmic interpretation via religious and philosophical questions. *Not open to students with credit in ENG 492G. Prerequisite: One 100- or 200-level religious studies course or permission of the instructor.*

494G (*cross-listed with AAS 494G)* Religion in African American Culture. (3) This course acquaints students with religiosity and spirituality among African Americans and provides understanding of a worldview, via concepts of nature, God, and human interaction, that reflects African cultural retentions in the U.S. *Prerequisites: AAS 100.*

499G Directed Readings. (1–3) Individual study of particular religious texts or problems. May be repeated, provided topics vary. *Prerequisites: Two courses in religious studies and permission of the instructor.*

Women's Studies

Office: Morgan Hall 232
Telephone: (309) 298-2214
Website: wiu.edu/rrgms

Course Descriptions

Women's Studies (WS)

410G *(cross-listed with SOC 410G)* 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.

420G *(cross-listed with AAS 420G and SOC 420G)* Race, Class and Gender. (3) The course will examine issues of race, class, and gender in historical, cultural, and contemporary societal contexts. *Prerequisites: WS 190, or AAS 100, or SOC 100; or permission of the instructor.*

430G *(cross-listed with SOC 430G)* 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.

433G *(cross-listed with PSY 433G)* 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. *Prerequisite: Nine semester hours of psychology, or graduate standing, or permission of the instructor.*

435G *(cross-listed with SOC 435G)* 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. *Prerequisites: SOC 100 or 510, or permission of the instructor.*

470G (*cross-listed with KIN 470G*) Gender and Sport. (3) Examines relationships between gender, sport and physical activity within the context of stereotypes and the structure/philosophy of sport and physical activity. The course includes examining sport history via a lens through which to understand the gender dynamics of sport. *Prerequisites: WS 190 or permission of the instructor.*

494G *(cross-listed with BC 494G and ENG 494G)* Women and Film. (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).

501 Seminar in Feminist Theories. (3) This course offers an exploration of central theoretical perspectives to promote understanding of key tenets of second wave feminism, classical original feminist writing, and recent postcolonial and anti-essentialist feminist texts.

505 Seminar in Women's Studies. (3, repeatable) Special topics in women's studies to be announced. *Prerequisite: WS 501; WS 502 recommended.*

506 Graduate Readings in Women's Studies. (1–3, repeatable to 3) Readings selected in consultation with a member of the graduate faculty in women's studies. *Prerequisites: WS 501; WS 502 recommended.*

508 *(cross-listed with ANTH 508 and SOC 508)* Women and Social Movements. (3) This course covers women in social movements. Sociological, anthropological, and feminist theories are used to study women's movements and social change. Topics include, but are not limited to: suffrage, birth control, environmental, peace, child protection, and international human rights movements. *Prerequisites: One previous undergraduate course in women's studies, anthropology, or sociology, or permission of the instructor.*

University Courses

Coordinator: Dr. Mark Mossman
Office: Sherman Hall 211
Telephone: (309) 298-1066

Course Descriptions

University (UNIV)

695 Continuing Enrollment. (1-12, repeatable to 12) Required for those graduate students who continue to work on their thesis, dissertation, or other exit option, and have completed all other degree requirements. The student must have previously enrolled in the thesis, dissertation, or exit option hours required for the degree before being eligible to register for this course. This course will be transcripted as an audit, and no credit will be awarded. Graded X only. *Prerequisite: Permission of the School of Graduate Studies for initial enrollment.*

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. Faculty may propose new and innovative courses (475G/675) for presentation to students on a trial basis. The appropriate school director should be contacted for additional information about experimental courses. Course content taken under experimental course numbers (475G/675) may not be repeated. No more than six semester hours of credit earned in a combination of 475G and 675 may be used in any graduate degree program.

475G (Title to be Assigned by School). (1-3 each) Students should consult the school to determine which experimental courses, if any, are being offered under this number during the current academic year.

675 (Title to be Assigned by School). (1–3 each) Students should consult the school to determine which experimental courses, if any, are being offered under this number during the current academic year.

498G 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 school director about procedures.

Overseas Study

Overseas Study 679, a course available to all schools, facilitates the registration and tracking of students who enroll for study outside the U.S. Prerequisites for this course are approved by the study abroad coordinator and the school director. No more than six semester hours of Overseas Study 679 may be applied to a graduate degree.

679 Overseas Study*. (repeatable to 15) Coursework undertaken as a part of an approved university overseas study program. *Prerequisite: approval of study abroad advisor and school director.*

*Title is flexible as approved by school director.

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Timeline for Degree-Seeking Students

1. Submit a graduate admission application (new students) or a change of status form (current students) to the School of Graduate Studies.
2. Submit official transcripts from each college or university attended. Complete departmental admission requirements, if applicable.
3. Receive a letter of admission from the School of Graduate Studies.
4. Talk with graduate program advisor for pre-program planning and obtain specific departmental degree requirements.
5. File a graduate degree plan at the departmental level prior to the completion of 21 semester hours of course work.
   a. If conditional admission – All conditions must be met prior to filing graduate degree plan.
   b. If probationary admission – Probationary status must be removed prior to filing the graduate degree plan.
6. Receive approval of graduate degree plan from the School of Graduate Studies.
7. Submit committee approval form, at the department level, prior to beginning of your exit option or dissertation, if applicable.
8. Submit application for graduation by the following deadline dates for the semester in which you plan to complete:

Spring semester	March 10
Summer semester	June 10
Fall semester	October 10

9. Complete all course work for the degree. This includes comprehensive exams, special projects, recitals, performances, etc., if applicable.
10. Complete thesis/dissertation, if applicable, by the Friday before finals week.
11. Complete and submit to the School of Graduate Studies all course revalidations, final grades, verification of thesis completion, and official transcripts for transfer work by the last day of your final semester.
12. Receive diploma via postal service 4-6 weeks after completion of degree, provided there are no University holds on your student account.

Timeline for Post-Baccalaureate Certificate Students

1. Submit a graduate admission application (new students) or an admission application for the post-baccalaureate certificate program (current students) to the School of Graduate Studies.
2. Submit official transcripts from each college or university attended, if not already on file. Complete post-baccalaureate certificate admission requirements, if applicable.
3. Receive a letter of admission from the School of Graduate Studies.
4. Talk with academic departmental advisor for pre-program planning and discuss certificate program requirements, if applicable.
5. Submit post-baccalaureate certificate completion form (wiu.edu/grad; click on Forms) by the following deadline date for the semester in which you plan to complete:

Spring semester	March 10
Summer semester	June 10
Fall semester	October 10

6. Complete all course work for the post-baccalaureate certificate. The award will appear on your transcript.

WIU Departmental Admission Requirements

DEPARTMENTAL REQUIREMENTS FOR ADMISSION TO GRADUATE PROGRAMS										
Program of Study	Cumulative GPA	Last 2 Yrs GPA	Transcripts	GRE	GMAT	References	Statement/Essay	Resume	Writing Sample	Interview/Audition
Accountancy	2.75	3.00	•		•					
Alternative Teacher Licensure	2.75	---	•							
Biology	3.00	3.00	•				•			
Business Administration	3.00	3.00	•		•					
Chemistry	2.75	3.00	•			3				
College Student Personnel	2.75	3.00	•			3	•	•		•
Communication	2.75	3.00	•				•		•	
Community and Economic Development	2.75	3.00	•			3	•	•		
Computer Science	2.75	3.00	•							
Counseling	3.00	3.25	•			3	•			•
Education	2.75	---	•							•
Educational Leadership (Ed.D.)	3.00	---	•			2	•	•		•
Educational Leadership (M.S.Ed./Ed.S.)	2.75	3.00	•				•			•
Engineering Technology	2.75	3.00	•			3	•			
English	2.75	3.00	•			3	•		•	
GIScience and Geoenvironment	2.75	3.00	•							
History	2.75	3.00	•							
Mathematics	2.75	3.00	•			3				
Museum Studies	3.00	3.00	•			3	•	•		
Music	2.75	3.00	•							•
Political Science	2.75	3.00	•			3			•	
Psychology	3.00	3.00	•			3	•	•		
Public Health	2.75	3.00	•							
Public Safety Administration	3.00	3.00	•				•	•		
Reading	2.75	3.00	•							
Recreation, Park & Tourism Administration	2.75	3.00	•				•	•		
Sociology	2.75	3.00	•			3	•		•	
Special Education	2.75	3.00	•							

DEPARTMENTAL REQUIREMENTS FOR ADMISSION TO GRADUATE PROGRAMS										
Program of Study	Cumulative GPA	Last 2 Yrs GPA	Transcripts	GRE	GMAT	References	Statement/Essay	Resume	Writing Sample	Interview/Audition
Speech Pathology	3.00	3.25	•			3	•			
Sport Management	3.00	3.20	•				•	•		
Teaching Mathematics	2.75	3.00	•							
Theatre	2.75	3.00	•							•

**Please see individual program websites for additional admission requirements.*

Academic Calendar

The academic year consists of the fall and spring semesters, and summer session. Each semester includes 15 weeks of instruction and one week of final examinations. The summer session has, simultaneously, one eight-week, one six-week, two four-week, and pre-session periods of instruction. All Western Illinois University calendars can be found at wiu.edu/calendar.

Fall Semester 2026

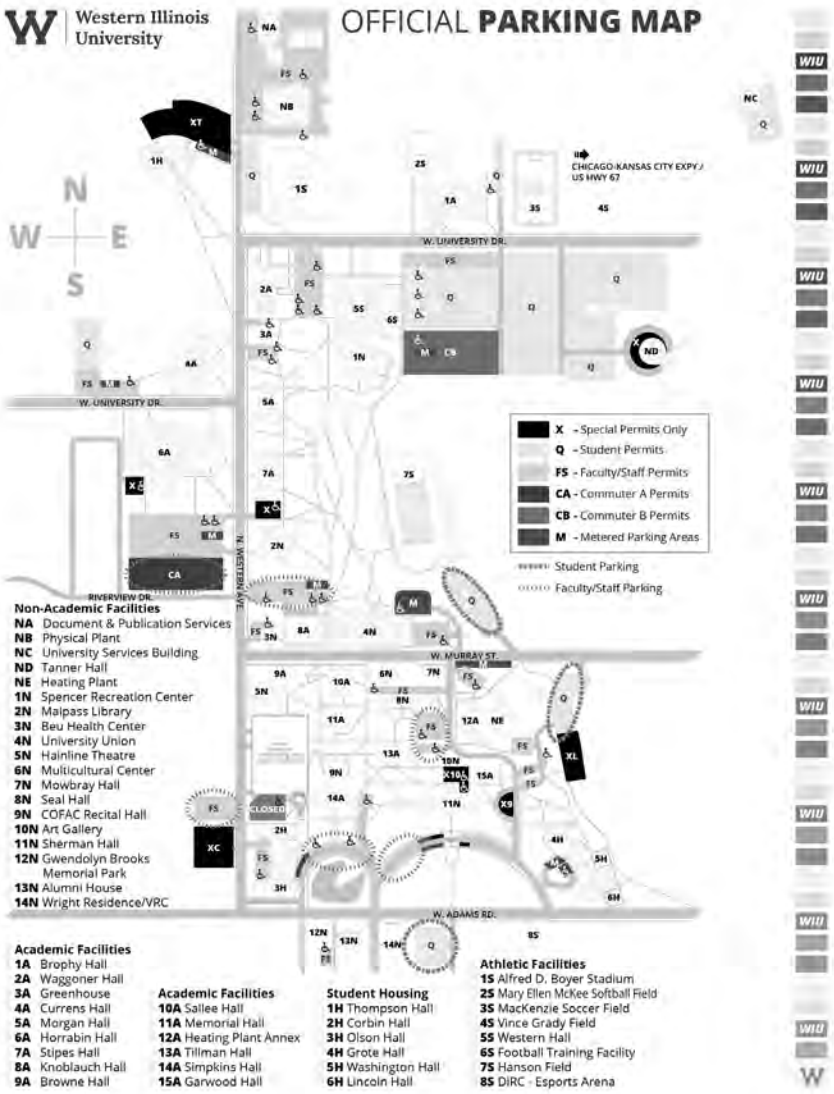
August 24, Monday ..... Classes Begin
September 7, Monday ..... Labor Day (University Closed)
September 8, Tuesday ..... Classes Resume
October 16, Friday ..... Fall Break (No Classes)
October 19, Monday ..... Classes Resume
November 23–25, Monday–Wednesday ..... Thanksgiving Break (No Classes)
November 26–27, Thursday–Friday ..... Thanksgiving Holiday (University Closed)
November 30, Monday ..... Classes Resume
December 14–18, Monday–Friday ..... Final Exam Week
December 19, Saturday ..... Graduate and Undergraduate Commencement

Spring Semester 2027

January 18, Monday ..... Dr. Martin Luther King Day (University Closed)
January 19, Tuesday ..... Classes Begin
February 12, Friday ..... Lincoln's Birthday (University Closed)
February 15, Monday ..... Classes Resume
March 15–19, Monday–Friday ..... Spring Break (No Classes)
March 22, Monday ..... Classes Resume
May 10–14, Monday–Friday ..... Final Exam Week
May 15, Saturday ..... Graduate and Undergraduate Commencement

Summer Session 2027

May 17, Monday ..... Pre-Session Begins
May 31, Monday ..... Memorial Day (No Classes/University Closed)
June 1, Tuesday ..... Pre-Session Classes Resume
June 4, Friday ..... Pre-Session Ends
June 7, Monday ..... Classes Begin (8-Week, 6-Week, and 1st 4-Week)
June 18, Friday...Juneteenth National Independence Day (University Closed/No Classes)
June 21, Monday ..... Classes Resume
July 2, Friday ..... 1st 4-Week Session Ends
July 5, Monday ..... Independence Day Observed (University Closed/No Classes)
July 6, Tuesday ..... Classes Resume
July 6, Tuesday ..... 2nd 4-Week Session Begins
July 16, Friday ..... 6-Week Session Ends
July 30, Friday ..... All Sessions End


Western Illinois University
OFFICIAL PARKING MAP
W. UNIVERSITY DR.
W. MURRAY ST.
W. ADAMS RD.
N. WESTERN AVE
RIVERVIEW DR.
CHICAGO-KANSAS CITY EXPY / US HWY 67
X - Special Permits Only
Q - Student Permits
FS - Faculty/Staff Permits
CA - Commuter A Permits
CB - Commuter B Permits
M - Metered Parking Areas
Student Parking
Faculty/Staff Parking
Non-Academic Facilities
NA Document & Publication Services
NB Physical Plant
NC University Services Building
ND Tanner Hall
NE Heating Plant
1N Spencer Recreation Center
2N Malpass Library
3N Beu Health Center
4N University Union
5N Hainline Theatre
6N Multicultural Center
7N Mowbray Hall
8N Seal Hall
9N COFAC Recital Hall
10N Art Gallery
11N Sherman Hall
12N Gwendolyn Brooks Memorial Park
13N Alumni House
14N Wright Residence/VRC
Academic Facilities
1A Brophy Hall
2A Waggoner Hall
3A Greenhouse
4A Currens Hall
5A Morgan Hall
6A Horrabin Hall
7A Stipes Hall
8A Knoblauch Hall
9A Browne Hall
Academic Facilities
10A Sallee Hall
11A Memorial Hall
12A Heating Plant Annex
13A Tillman Hall
14A Simpkins Hall
15A Garwood Hall
Student Housing
1H Thompson Hall
2H Corbin Hall
3H Olson Hall
4H Grote Hall
5H Washington Hall
6H Lincoln Hall
Athletic Facilities
1S Alfred D. Boyer Stadium
2S Mary Ellen McKee Softball Field
3S MacKenzie Soccer Field
4S Vince Grady Field
5S Western Hall
6S Football Training Facility
7S Hanson Field
8S DiRC - Esports Arena

WIU-Quad Cities Map

