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) 298-1106

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

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

**Counseling Services**
(WIU-QC) ........................................................................... (309) 762-9080

**Disability Services**
Disability Resource Center ................................................. (309) 298-2512
Text Telephone ........................................................................ (309) 298-1856

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

**Graduate School**
Toll-free ........................................................................ (877) WIU-GRAD
Fax ....................................................................................... (309) 298-2345

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

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

**Housing**
University Housing and Dining Services ................................ (309) 298-2461

**Center for International Studies**
International Admissions......................................................... (309) 298-2426

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

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

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

**Scholarships**
Scholarship Director ............................................................... (309) 298-2001

**WIU-Quad Cities Campus**
Graduate Admissions ............................................................... (309) 762-9481, ext. 236

**Academic Departments**
Accountancy ................................................................. (309) 298-1152
African American Studies ..................................................... (309) 298-1181
Biological Sciences ............................................................. (309) 298-1546
Business Administration .................................................... (309) 298-2442
Chemistry .............................................................................. (309) 298-1538
Communication .................................................................. (309) 298-1507
Communication Sciences and Disorders ......................... (309) 298-1955
Computer Science .............................................................. (309) 298-1452
Counselor Education ........................................................... (309) 762-1876
Curriculum and Instruction ................................................. (309) 298-1961
Economics ............................................................................... (309) 298-1153
Educational and Interdisciplinary Studies ......................... (309) 298-1183
Educational Leadership ......................................................... (309) 298-1070
Elementary Education .......................................................... (309) 298-1961
Engineering Technology ...................................................... (309) 298-1091
English and Journalism ....................................................... (309) 298-1103
Geography ............................................................................... (309) 298-1648
Health Sciences ................................................................. (309) 298-1076
History .................................................................................. (309) 298-1053
Instructional Design and Technology ............................... (309) 298-1952
Kinestiology ........................................................................... (309) 298-1981
Liberal Arts and Sciences ..................................................... (309) 298-1828
Mathematics .......................................................................... (309) 298-1054
Museum Studies ......................................................................... (309) 762-9481, ext. 266
Physics .................................................................................... (309) 298-1596
Political Science ........................................................................ (309) 298-1055
Psychology .............................................................................. (309) 298-1593
Reading .................................................................................. (309) 298-1961
Recreation, Park and Tourism Administration .................... (309) 298-1967
School of Law Enforcement and Justice Administration .... (309) 298-1038
School of Music ........................................................................ (309) 298-1544
Sociology ................................................................................. (309) 298-1056
Special Education ................................................................. (309) 298-1961
Sport Management ............................................................... (309) 298-1981
Theatre and Dance ............................................................... (309) 298-1543
Women's Studies ................................................................. (309) 298-2214

**Deans' Offices**
College of Arts and Sciences ................................................ (309) 298-1828
College of Business and Technology ................................... (309) 298-2442
College of Education and Human Services ............................ (309) 298-1690
College of Fine Arts and Communication ................................ (309) 298-1552
Libraries .................................................................................... (309) 298-2762
Table of Contents

**General Information**
- The History and Heritage of Western Illinois University ........................................... 8
- The Present and Future of Western Illinois University .................................................. 8
- Our Vision ......................................................................................................................... 9
- Our Mission ...................................................................................................................... 9
- Our Values ....................................................................................................................... 9
- Mission of the Graduate School .................................................................................... 9
- Accreditation ................................................................................................................... 9
- Equal Opportunity and Access .........................................................................................10
- Student Right-to-Know .....................................................................................................10
- Administrative Organization ............................................................................................10
- Academic Colleges ..........................................................................................................11
- Trustees of the University ...............................................................................................12
- Officers of the University .................................................................................................12
- Graduate Council ............................................................................................................12

**Campus and Facilities**
- The University ................................................................................................................14
- Housing .............................................................................................................................14
- University Libraries ........................................................................................................15
- Laboratories, Clinics, and Special Facilities ....................................................................15
- Student Union ................................................................................................................17
- Western Illinois University-Quad Cities Campus ............................................................18

**University Services and Special Programs**
- Alumni Association .........................................................................................................20
- Athletics ............................................................................................................................20
- Campus Recreation ..........................................................................................................20
- Career Services ...............................................................................................................21
- Counseling Center ..........................................................................................................21
- Counseling Services .......................................................................................................21
- Cultural Programs ...........................................................................................................22
- Disability Resource Center ............................................................................................22
- Go West Transit ...............................................................................................................22
- International Education ..................................................................................................22
- Medical Services ..............................................................................................................23
- Multicultural Services .....................................................................................................23
- Parking Services ..............................................................................................................23
- Public Safety ....................................................................................................................23
- Registration .....................................................................................................................24
- Student Judicial Programs ..............................................................................................24
- Student Legal Services ...................................................................................................24
- University Foundation and Development .......................................................................24
- University Technology .....................................................................................................25
- Western’s English as a Second Language Institute .........................................................25
- Writing Center ................................................................................................................26

**Admission** ....................................................................................................................28

**Academic Guidelines and Graduate School Policies** ...................................................34
Table of Contents

Costs and Financial Assistance
Cost Guarantee ......................................................................................................................46
Tuition and Fees ....................................................................................................................46
Room and Board Rates for Residence Halls ....................................................................47
The Billing System ...............................................................................................................47
Payment Plans ......................................................................................................................48
University Credit/Refund Policy .......................................................................................48
Financial Assistance .........................................................................................................49

Program of Study—Doctorate Degree
Educational Leadership ....................................................................................................107

Programs of Study—Master's and Specialist Degrees
Accountancy ......................................................................................................................56
Biology ...............................................................................................................................60
Business Administration ...................................................................................................66
Chemistry ..........................................................................................................................73
College Student Personnel ...............................................................................................77
Communication ..................................................................................................................80
Communication Sciences and Disorders .........................................................................83
Computer Science ............................................................................................................87
Counseling ........................................................................................................................91
Economics ........................................................................................................................96
Educational and Interdisciplinary Studies .........................................................................101
Educational Leadership ....................................................................................................107
Elementary Education .....................................................................................................115
English ...............................................................................................................................119
Geography .......................................................................................................................123
Health Sciences ...............................................................................................................127
History ...............................................................................................................................132
Instructional Design and Technology .............................................................................137
Kinesiology ......................................................................................................................143
Law Enforcement and Justice Administration ..................................................................148
Liberal Arts and Sciences .................................................................................................152
Manufacturing Engineering Systems ...............................................................................155
Mathematics .....................................................................................................................159
Museum Studies ...............................................................................................................164
Music .................................................................................................................................167
Physics ...............................................................................................................................174
Political Science ...............................................................................................................177
Psychology .......................................................................................................................181
Reading ..............................................................................................................................188
Recreation, Park and Tourism Administration ..................................................................191
Sociology ...........................................................................................................................195
Special Education ............................................................................................................200
Sport Management ..........................................................................................................203
Theatre ..............................................................................................................................208
# Integrated Baccalaureate and Master's Degree Programs

- Accountancy: 215
- Chemistry: 216
- Computer Science: 217
- Economics: 219
- Liberal Arts and Science: 220
- Physics: 221

# Post-Baccalaureate Certificate Programs

- African and African Diaspora World Studies: 226
- Applied Mathematics: 228
- Community Development: 229
- English: 230
- Environmental GIS: 233
- Health Services Administration: 235
- Instructional Technology: Distance Learning: 236
- Instructional Technology: Educational Technology Specialist: 236
- Instructional Technology: Graphics Application: 236
- Instructional Technology: Multimedia: 236
- Instructional Technology: Technology Integration in Education: 236
- Instructional Technology: Training Development: 236
- Museum Studies: 239
- Police Executive Administration: 241
- Teaching English to Speakers of Other Languages (TESOL): 243
- Women's Studies: 244
- Zoo and Aquarium Studies: 246

# Departments Offering Courses for Graduate Credit

- African American Studies: 250
- Agriculture: 251
- Art: 253
- Dietetics, Fashion Merchandising, and Hospitality: 255
- Foreign Languages and Literatures: 256
- Geology: 257
- Philosophy and Religious Studies: 257
- Women's Studies: 258
- College of Education and Human Services: 259
- Illinois Institute for Rural Affairs: 260
- Institute for Environmental Studies: 260

# Index

- 262

# Flow Chart for Degree-Seeking Students

- 264

# Academic Calendar

- 265

# WIU Departmental Admission Requirements

- 266

# Macomb Campus Map

- 268

# WIU-Quad Cities Campus Map

- 269
General Information

The History and Heritage of Western Illinois University

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

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

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

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

The Present and Future of Western Illinois University

With more than a century of growth and development, and over 100,000 living alumni, Western Illinois University maintains a strong sense of community and historic commitments to student access, affordability, and success. Within the last two years, we have been recognized as one of the “Best in the Midwest Colleges” and as one of the “Best Value” colleges in the U.S. by the Princeton Review, as well as one of just 20 public universities ranked as a “Tier 1 Midwestern Master’s Granting Institution” by US News & World Report.

Western Illinois University is also accredited by the Higher Learning Commission-North Central Association of Colleges and Schools. The University’s teacher certification programs are accredited by the National Council for the Accreditation of Teacher Education and approved by the Illinois State Board of Education. The University also maintains a strong commitment to discipline-based accreditation and certification, where appropriate to the discipline. In academic year 2010-2011, Western Illinois University maintained accreditation/certification with 11 agencies ranging from the American Speech-Language-Hearing Association to the Association to Advance Collegiate Schools of Business.

These external recognitions and peer-based accreditations showcase our high academic standards, quality instruction, proven opportunities for job and graduate school placement, outstanding academic and residential facilities, exciting extracurricular activities, and institutional commitments to sustainability and affordability.

These recognitions also reinforce the unique mission and niche of Western Illinois University in the state’s system of public higher education. Keeping focused on our vision, mission, and values is critical to continued student success and our progress, growth, and contributions to the state and beyond. Western Illinois University, along with all other 11 Illinois public universities, is currently being challenged by a declining number of Illinois high school graduates; decreasing state support (appropriations) for higher education; as well as increasing costs, maintenance, technological, infrastructure, and accountability needs.

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

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

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

Our Values

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

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

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

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

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, department chairs, department graduate committee chairs, and graduate faculty will oversee issues relating to policies, procedures, and academic standards in graduate education.

Accreditation
Western Illinois University is accredited by The Higher Learning Commission and is a member of the North Central Association. In addition, many of its departments and schools are accredited by professional agencies, including the following: American Dietetic Association, American Speech-Language-Hearing Association, Association to Advance Collegiate Schools of Business-International, Commission on Accreditation of Athletic Training Education, Commission on Collegiate Nursing Education, Council for Accreditation of Counseling and Related Educational Programs, Council on Social Work Education, National Association of Schools of Art and Design, National Association of Schools of Music, National Association of Schools of Theatre, National Council for Accreditation of Teacher
General Information

Education, National Recreation and Park Association.

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, sexual orientation, gender identity and gender expression, religion, age, marital status, national origin, disability, or veteran status.

Further, the University is committed to a comprehensive Affirmative Action program that ensures access and equity in educational programs, activities, and employment.

The Office of Equal Opportunity and Access is responsible for administering and monitoring Western Illinois University’s Equal Opportunity/Affirmative Action policies and procedures. Inquiries about or complaints alleging violation of the policies should be directed to the Office of Equal Opportunity and Access, 203 Sherman Hall, (309) 298-1977. The director also serves as the coordinator for Title IX of the Educational Amendments of 1972 and its implementing regulations, and the Americans with Disabilities Act (ADA).

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

Administrative Organization
Graduate degree programs are administered by academic departments in four 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 services; administrative services; advancement and public services; and Quad Cities campus, planning and technology. The president is responsible to 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, graduate assistantships, and completion of degree requirements and works closely with members of the graduate faculty, academic departments, 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 has responsibility 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

Graduate programming and coursework is offered in four academic colleges as indicated below:

College of Arts and Sciences
- African American Studies, Biological Sciences, Chemistry, English and Journalism, Foreign Languages and Literatures, Geography, Geology, History, Liberal Arts and Sciences, Mathematics, Philosophy and Religious Studies, Physics, Political Science, Psychology, Sociology and Anthropology, and Women’s Studies

College of Business and Technology
- Accountancy and Finance, Agriculture, Computer Science and Information Systems, Economics and Decision Sciences, Engineering Technology, and Management and Marketing

College of Education and Human Services
- Counselor Education; Curriculum and Instruction; Dietetics, Fashion Merchandising, and Hospitality; Educational and Interdisciplinary Studies; Educational Leadership; Health Sciences; Instructional Design and Technology; Kinesiology; School of Law Enforcement and Justice Administration; and Recreation, Park and Tourism Administration

College of Fine Arts and Communication
- Art, Broadcasting, Communication, Communication Sciences and Disorders, Museum Studies, School of Music, and Theatre and Dance
General Information

Trustees of the University
J. Michael Houston, Springfield (Chair)
Carolyn J. Ahlers Fuller, Milan (Vice Chair)
William L. Epperly, Chicago (Secretary)
Donald W. "Bill" Griffin, Macomb
Steven L. Nelson, Moline
Jesse E. Andrews, Dolton (Student Member)

Officers of the University
President ................................................................. Dr. Jack Thomas
Interim Provost and Academic Vice President ....................... Dr. Kenneth S. Hawkkinson
Dean, College of Arts and Sciences .................................. Dr. Susan Martinelli-Fernandez
Dean, College of Business and Technology ....................... Dr. Thomas L. Erickson
Dean, College of Education and Human Services ............... Dr. Sterling Suddler
Interim Dean, College of Fine Arts and Communication ... Dr. Sharon A. Evans
Dean, University Libraries ........................................ Dr. Phillip C. Self
Associate Provost and Director of Graduate Studies ............ Ms. Julie K. DeWees
Interim Vice President for Administrative Services .............................. Ms. Julie K. DeWees
Vice President for Advancement and Public Services ........ Ms. Bradley L. Bannister
Vice President for Quad Cities Campus, Planning and Technology ...... Dr. Joseph A. Rives
Vice President for Student Services ................................ Dr. Gary M. Biller

Graduate Council, Academic Year 2011-2012
Ronald Bauer, Professor, Business Administration
Matt Bean, Professor, School of Music
Lloyd Kilner, Associate Professor, Educational Leadership
Brian Locke, Assistant Professor, Music
Kimberly McClure, Professor, Psychology
Amy Patrick Moxon, Associate Professor, English and Journalism
Jill Myers, Associate Professor, Law Enforcement and Justice Administration
William J. Polley, Associate Professor, Economics and Decision Sciences
Campus and Facilities

The University
Western Illinois University was established April 24, 1899, and began operation September 23, 1902. The University offers 66 undergraduate degree programs and 37 graduate degree programs to approximately 12,600 students. Western Illinois University offers graduate work in 17 post-baccalaureate certificates. The University serves 2,111 graduate students from Illinois as well as 38 other states and 65 nations. Fifty-six 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, the University Farm, 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 (43,500; QC metropolitan population 375,000) provides baccalaureate degree, graduate degree and post-baccalaureate certificate programs in various disciplines. The main campus is located in Macomb (population 20,000), the McDonough County seat, 40 miles east of the Mississippi River. Two U.S. highways, 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
Graduate and Family Apartment Housing: There are several one and two-bedroom apartments on campus for graduate students and students with children, spouses or domestic partners. The University offers both furnished and unfurnished apartments on a first-come, first-served basis. It is recommended that applications for on-campus apartments be made at least one full year in advance due to the long waiting list. All apartments have a stove, refrigerator, basic cable television outlet, Internet access, and air conditioning. Furnished apartments are provided with living room, dining room, and bedroom furniture. All utilities are included in the rental payment. Laundry facilities are also available in the apartment complexes.

Further information and an application for graduate and family apartment housing may be obtained from the Office of Graduate and Family Housing in the Office of University Housing and Dining Services in Seal Hall, (309) 298-3331 or wiu.edu/housing.

Residence Halls: Competitively priced living accommodations that 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 private bathrooms for juniors, seniors, and graduate students. Higgins Hall is located on the northwest corner of campus. Bayliss and Henninger halls are located on the northeast corner of campus. These halls are air-conditioned, co-ed living environments providing double rooms and a limited number of single rooms. Lincoln/Washington halls, located on the southeast corner, offer unique living arrangements for returning, transfer, and graduate students. All accommodations are a mix of double and single rooms with all the amenities of residence hall facilities, plus extra closet space, an end table, easy chair, and carpeting.

All rooms are furnished with air-conditioning, beds, dressers, study desks, chairs, closets, and Internet access. Laundry facilities, television 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.

Students enrolling for the first time will receive a housing application/contract form upon acceptance to the University. Students should apply for housing as early as possible, since hall and room assignments are made based on the student’s room application number.

Off-Campus Housing: Listings of off-campus facilities are available in the Student Tenant
Union Office located in the University Union. Further information can be found at wiu.edu/studentlife/macomb.php.

University Libraries
University Libraries is an integral and valuable part of graduate education and research at WIU. The Libraries hold more than 1 million cataloged volumes of monographs and periodicals and offer online access to the full texts of 56,000 academic journals and other publications. Items may be borrowed swiftly from more than 70 other Illinois academic libraries through the I-Share network or obtained through interlibrary loan from libraries across the nation. WIU Libraries provides research assistance, instruction in library use, and public access to computers, printers, wireless Internet, photocopiers, and other equipment.

The Malpass Library in Macomb, the main branch, is a gem of the campus with plenty of natural lighting and hundreds of indoor plants, creating an excellent environment for research, group and individual study, and collaborative learning. The Malpass Library also houses the University Archives and Special Collections, as well as substantial holdings of government documents. The Malpass Mocha Café on the first level is a popular meeting spot for coffee and snacks. In addition, University Libraries encompasses specialized libraries for music, curriculum, and physical sciences in Macomb, as well as the WIU-Quad Cities Library in Moline.

For more information, visit wiu.edu/libraries or telephone (309) 298-2411 for hours, (309) 298-2700 for the Reference and Information Desk (research assistance), and (309) 298-2705 for Access Services.

Laboratories, Clinics, and Special Facilities
The Alice L. Kibbe Life Science Station is a biological reserve of more than 1,600 acres of islands, bluffs, and upland areas in the Mississippi River Valley near Warsaw, Illinois. 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, which is adjacent to the field station, is considered one of the Midwest’s most outstanding natural areas 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.

Students interested in freshwater and marine organisms conduct research at the John G. Shedd Aquarium in Chicago. These facilities and programs are available through the Department of Biological Sciences.

Horn Field Campus is a 92-acre outdoor educational and research facility located south of Macomb and managed by the Department of Recreation, Park and Tourism Administration. Within these 92 acres lies an 8-acre prairie restoration project; woodlands; challenge course; climbing tower; and several historical buildings, which include a lodge and cabins, that contribute to the educational and research opportunities available to the University community.

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 aquatic, 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. Also, available for teaching and research is the Rodney and Bertha Fink Environmental Studies Field Laboratory and Conservancy. 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 herbaria (MWI, WARK) contain collections of more than 50,000 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
Campus and Facilities

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 western Illinois. 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, transmission electron microscope, ultracentrifuges, high-performance liquid chromatograph, PCR machines, a DNA sequencer, microbiological equipment, and other supporting equipment used in student and faculty research.

The Speech, Language, and Hearing Clinic provides diagnostic and therapy services for University students and area residents. The clinic has a Computerized Speech Laboratory (CSL), Laryngograph, and other instruments used in the assessment and treatment of vocal disorders and other speech disorders. The clinic offers voice output and electronic speech generating device options for individuals without functional speech. Augmentative communication assessment and treatment using computer technology is also available. Deep Pharyngeal Nerve Stimulation and Vital Stim therapies are used with persons who have swallowing disorders. In addition, the Audiology Clinic has diagnostic testing equipment for the adult and pediatric population. Instrumentation for full audiological evaluations, middle ear testing, real-ear measurement, video otoscopy, Auditory Brainstem Response, Otoacoustic emissions, and a full range of hearing aid technology. The clinic offers advanced audiological clinic training and research options.

The Department of Engineering Technology laboratories include facilities for computer aided design/manufacturing, robotics, metrology, material testing, programmable logic controlling, Auto-ID, and CNC machining. The University is a member of the Central Illinois Manufacturing Extension Center. This membership provides opportunities for applied research, professional work projects, and graduate internships with its industrial partners.

The Department of Kinesiology has a modern complex of four electronic classrooms; wireless network, biomechanics laboratory with Peak Motus 9 two-dimensional video analysis system, AMTI force platform, 4-channel Myo Pac Junio EMG and a Biodex isokinetic measurement system; perceptual and motor behavior laboratory with a BIOPAC system that records ECG, EMG, and EEG; a computer laboratory that features the A.D.A.M. software; and a human performance laboratory that includes an environmental chamber, Bod Pod, hydrostatic weighing tank, metabolic and 12-lead ECG systems, Cholestech lipid and blood glucose analysis equipment, and microplate reader and washer.

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, couple 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 Geography houses the WIU GIS Center on the third floor of Tillman Hall. The Center is responsible for compiling, managing and storing GIS data layers. Other facilities include a Remote Sensing/GIS lab with over 20 computers that are fully networked and use both ERDAS' Image software and ESRI GIS such as ArcGIS and ArcView; a fully-equipped and operational meteorology lab; a forecast office with direct access to observational weather data, radar imagery, and weather maps and charts; and an instructional lab with 32 computers used for both GIS and meteorology-related instruction. Additionally, the department has two wired electronic classrooms, plus wireless connectivity throughout Tillman Hall.
The Center for the Application of Information Technologies (CAIT) is an on-campus center located in Horrabin Hall. CAIT is a nationally recognized leader in distance learning using Internet technologies. The CAIT staff develops innovative online instruction and training solutions with WIU faculty and also serves clients outside of the University such as the Illinois Board of Higher Education, Illinois Century Network, Illinois Community College Board, Illinois Department of Children and Family Services, Attorney General’s Office and McDonald’s Corporation.

The College of Education and Human Services maintains 32 electronic classrooms in Brophy, Currens, Horrabin, Knoblauch, and Stipes halls, permitting students and instructors to access the latest instructional technologies (e.g., computers, CDs, DVDs, SMART Board technologies, the Internet and distance learning). These classrooms are used by instructors and students to explore and model the use of high-tech teaching tools. The most recent electronic classroom is a 40-seat instructional lab that allows one-to-one computing with hardware capable of running the most current software programs. The College of Education and Human Services also maintains the GTE Electronic Classroom and the GTE Teleconferencing Center. Both are among the most advanced facilities of their kind. The GTE Electronic Classroom seats 88 students and incorporates touch screen technology, projection television, and distance education capability through compressed two-way video. The GTE Teleconferencing Center is an administrative conferencing facility that also has satellite and compressed video conferencing capabilities in addition to advanced computer conferencing capability. The facility has flexible seating in an executive atmosphere. International teleconferences are common in this facility with recent conferences involving France, England, Mexico and Canada.

The Office for Partnerships, Professional Development, and Technology is the primary technology support and training center for students and faculty in the College of Education and Human Services. This office consists of Instructional Development Services, the Interactive Multimedia (IMM) Lab, STAR-Onsite, STAR-Online, and the Technology Resource Center. The IMM lab has been designed for work with one-on-one and small group instruction for both support and course activities. This lab has the advanced software and peripherals necessary to develop multimedia projects, scan documents for use as digital artifacts, and convert analog video to digital media.

Student Union
The University Union is more than a building; it is an organization and a program that serves the University community—students, faculty, administration, alumni, and guests.

Union facilities include guest rooms; dining rooms and catering services; 1864 Bistro restaurant; a convenience store; and food court featuring Burger King, Sbarro, and Pause Deli (featuring Starbucks products). The Union also contains offices for student organizations, student assistance, student activities and student legal services; conference and event scheduling; transit service; art galleries; a ballroom; conference and meeting rooms; student and parent service center; ATM machines; computer stations; a bookstore with a wide selection of educational and recreational supplies; a computer store; lounges; bowling lanes; billiards room; and a theatre.

Programs open to all University students are arranged, sponsored, and advised by the Office of Student Activities and University Union staff. The University Union serves as the campus community center for all members of the University community. Through its various organizations, committees, and staff, the Union provides a cultural, social, and recreational program that makes leisure time activity a cooperative factor with education. Its goal is the development of people as well as intellects.
Campus and Facilities

**Western Illinois University-Quad Cities Campus**

Western Illinois University offers graduate programs at the WIU-QC campus in Moline, Illinois, approximately 70 miles north of the residential campus in Macomb. Graduate degrees are offered in the following disciplines at WIU-QC:

**Graduate Degree Programs**
- Biology
- Business Administration
- Counseling
- Educational and Interdisciplinary Studies
- Educational Leadership (includes specialist, master’s, and doctoral degrees)
- Elementary Education
- English
- Health Education
- Instructional Design and Technology
- Law Enforcement and Justice Administration
- Liberal Arts and Sciences
- Museum Studies
- Reading
- Special Education

**Post-Baccalaureate Certificate Programs**
- Environmental GIS
- Health Services Administration
- Instructional Design and Technology
- Museum Studies
- Police Executive Administration
- Zoo and Aquarium Studies
University Services and Special Programs
University Services and Special Programs

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: access to RockeNetwork, an online social network exclusively for WIU alumni; free monthly issues of the alumni e-newsletter, RockeNews; free quarterly issues of the alumni newsletter, Western News; networking opportunities with other alumni at more than 50 events hosted by the Alumni Association around the world each year; the option to purchase an alumni membership to the Student Recreation Center; use of Western’s Leslie F. Malpass Library; access to WIU’s Office of Career Services; comprehensive short- and long-term medical plan, disability, dental, travel, home and auto insurance opportunities; Alumni Travel Abroad program; alumni class ring, diploma frame and WIU Illinois license plate programs; the WIU affinity credit card; and access to the online directory exclusively for WIU alumni.

The Western Illinois University Alumni Association strives to develop and sustain a lifelong relationship with WIU students, alumni, and friends in order to advance 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 500 student-athletes in a 20-sport National Collegiate Athletic Association (NCAA) Division I program. Both the men and women compete in the Summit League in all sports except football. Football competes in the Missouri Valley Football Conference. Western Illinois is a charter member of the Summit League and the Missouri Valley Football Conferences.

WIU sponsors the following intercollegiate athletic competition:

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

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

The Department of Intercollegiate Athletics offers graduate assistantships in coaching, promotions and marketing, athletic training, and sports information. Possibilities exist to assist in the administrative areas of finance and compliance.

Campus Recreation

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

Campus Recreation provides undergraduate and graduate students with opportunities to pursue a healthy lifestyle and explore recreational interests through a variety of programs, facilities, and services. The Donald S. Spencer Student Recreation Center features five multipurpose courts, two group fitness studios, a 1/8-mile elevated track, weight rooms for weight training and lifting, three cardio areas, 24 televisions, five racquetball/walleyball courts, and the Aquatics Center. Group fitness classes, informational programs, and personal training options present multiple ways for students to accomplish and maintain their personal fitness goals. Class descriptions are available on the website. Currently, there are 31 different sport clubs available to students. Some clubs provide opportunities for regional and national competition just below the intercollegiate level, while others focus on skill development and educational goals. More than 50 intramural sport events are offered yearly with leagues, tournaments, and one-day events in men’s, women’s, and co-recreational divisions at competitive, intermediate and fun levels of play. Special events hosted by Campus Recreation include everything from the Rocky 5K Run and Big Pink Volleyball to Wheelchair Basketball and Dodgeball for Diabetes. The Aquatics Center, with a 25-
University Services and Special Programs

yard, 6-lane pool, a hot tub, and a sauna, offers open/lap swim, aqua cardio tone, and incentive programs to challenge beginning and advanced swimmers. Students also have access to the Sipolt Memorial Disc Golf Course; Vince Grady Field for flag football, soccer, softball, lacrosse, and Ultimate (Frisbee); and several outdoor courts for basketball, volleyball (sand and grass), tennis, and rollerblade hockey.

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

The scenic and challenging 18-hole Harry Mussatto Golf Course is a championship facility located north of campus and offers reduced rates for students. Visit golf.wiu.edu for the course layout, green fees, or to book a tee time.

Career Services

The Career Services Office offers centralized services to all constituents of the University. An interactive computerized registration system and online employer search capability are among the features of the office. Students and alumni of the University may register from the convenience of their homes or offices via the Internet. This service places the credentials of the registrant online and provides prospective employers with access to the student/alumni academic and workplace accomplishments.

The Career Services Office provides assistance in career development and occupational planning appropriate to the individual’s needs. Career Service professionals are readily available to work with individuals or groups in developing resume and vita construction, along with professional communications letters. On-site mock interviews are conducted by appointment in addition to seminars providing professional employment preparation and self-marketing skills.

Career Services Office personnel teach the University 390 course, “Pre-Employment Preparation.” The class is an excellent opportunity to learn job search skills, resume preparation, and on-the-job survival techniques and skills. Annual career/job fairs are sponsored at the Macomb campus each year by the Career Services Office, in addition to online virtual career fairs. The fairs provide students and alumni the opportunity to meet employers and participate in on-site interviews.

Candidates for all degrees are encouraged to register with the Career Services Office throughout their college years.

A complete listing of all services is available at careers.wiu.edu.

Counseling Center

The University Counseling Center (UCC) on the Macomb campus provides personal, academic, study skills, and career counseling services to students. Some students seek assistance for common life problems (i.e. relationships, stress, etc.) while others seek treatment for a mental health condition (i.e. depression, anxiety, etc.). Personal counseling services include individual counseling, couples counseling, and group counseling. Sessions are confidential and free of charge to WIU students. In addition, a number of educational programs are offered throughout the year and an education resource center is available. A relaxation room, which includes a massage chair, light therapy, and a stress-reducing computer program, is accessible for student use.

Complete vocational, psychological, and learning assessment is provided as well as consultation services to other offices and agencies.

The UCC is accredited by the International Association of Counseling Services. All staff counselors hold master or doctoral level degrees and are certified and/or licensed in their respective disciplines. For more information, call (309) 298-2453 or visit ucc.wiu.edu.

Counseling Services

The Counseling Services office at the WIU-Quad Cities campus offers free and confidential counseling assistance to undergraduate and graduate students.
University Services and Special Programs

Counseling is available for personal, academic and career related concerns. Students may seek services for a variety of concerns such as study skills, stress management, relationship issues, anxiety, and depression. In addition to individual counseling, the Counseling Services office is available for educational presentations that help students enhance their skills in a variety of areas such as study habits, self-esteem, relationships, and time management. For more information, call (309) 762-9481, ext. 288.

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 are changed monthly and admission to the galleries is free. Also see Multicultural Services.

The newest addition to the WIU Macomb campus is the Multicultural Center, which houses the Casa Latina Cultural Center, the Gwendolyn Brooks Cultural Center, and the Women’s Center. Four themed lounges are featured, representing the diversity of the cultural centers, and the international community. This is the first building on campus constructed to LEED 2.2 Silver criteria, which stands for Leadership in Energy and Environmental Design. The design is complete with a grass roof, energy-efficient lighting, geothermal heating and cooling, and recyclable materials like bamboo flooring.

Disability Resource Center

Western Illinois University is committed to equity, social justice and diversity. To that end, Disability Resource Center (DRC) collaborates with faculty and staff to facilitate student inclusion and ensure accessibility to University programs for students with disabilities. Students experiencing issues with access or who are interested in accommodations, such as alternative testing accommodations, sign language interpreters, text conversion services (i.e. Braille, electronic, enlarged), and note-taking assistance should contact DRC at (309) 298-2512 or disability@wiu.edu. For more information visit wiu.edu/drc.

Go West Transit

Go West Transit provides students with safe, convenient transportation from their nearby residences to campus and with service to local merchants. Carrying more than 1.5 million riders per year, Go West provides students with a reliable, low-cost public transportation system. For more information, call (309) 298-3353 or visit gowest.wiu.edu.

International Education

The Center for International Studies administers and coordinates activities and programs designed to encourage international and cross-cultural understanding; and to prepare graduates to effectively live and work in an interdependent, global community. The Center oversees admission and academic advisement of English as a Second Language (ESL) students as well as undergraduate and graduate international students; immigration advisement for international students and faculty; study abroad programs; personal counseling for international students; comprehensive orientation for new international students; recruitment; educational programs; special activity programming; and ongoing support for the specific needs of international students.

The University participates in formal exchange programs—for both faculty and students—with distinguished colleges and universities overseas. An ongoing program of intensive courses in ESL is offered by Western’s English as a Second Language
University Services and Special Programs

(WESL) Institute for non-native speakers of English.

The Center sponsors many programs which promote cross-cultural understanding such as the Conversation Partners program for international students and American partners; International Neighbors program, in which American families offer friendship and hospitality to international students; World Café Coffee Hours, in which global issues are discussed in a social setting; and Cultural Café, where international students share cuisine and information of their home countries.

Medical Services

Beu Health Center, located on campus, provides medical services (consultation and treatment) for students and their spouses or domestic partners. The Health Center has its own pharmacy, laboratory, and x-ray facility. There is a user fee for most services.

Clinical services include diagnosis and treatment of acute illness/injury; diagnosis of chronic illness with appropriate referral; assistance in the management of chronic illness; immunizations; allergy injections; TB testing; diagnosis and treatment of sexually transmitted infections and gynecological services. The Health Center also provides limited psychiatric services.

Fees are charged for office visits and some services such as medications, x-rays, allergy shots, immunizations, laboratory tests, and certain office procedures. Payment is expected at the time of service. You can charge services to your student account or pay with cash, check, or MasterCard/VISA. Beu Health Center does not file claims to your insurance carrier. However, they will provide you with the necessary documentation for you to file with your insurance provider. You may wish to save receipts for tax or insurance purposes.

Multicultural Services

Located in the new Multicultural Center building are the Gwendolyn Brooks Cultural Center, Casa Latina Cultural Center, and the Women’s Center. The centers provide a variety of multicultural services, including special facilities and programs to serve the unique needs of African American, Hispanic American, and international students. In addition, the Women’s Center promotes gender equity through education, support and advocacy to respond to issues affecting female students, faculty, and staff as well as, the community and society.

Among the variety of diverse multicultural services provided at the centers are recruiting activities; academic support services; cultural and fine arts events; social and recreational activities; speakers; financial assistance counseling; job placement opportunities; and fundraising events for minority student groups. Also, several performing groups in dance, theatre, and music are sponsored by the centers throughout the year. The centers are committed to helping the campus community develop a multicultural and multiracial society that promotes gender equity and equal opportunities that are not based on race, creed, sex, economic status, or position in life. Also see Cultural Programs.

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 refuelings, and inflating tires. All vehicles using campus facilities must have either a permanent or temporary parking permit displayed on the vehicle 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
University Services and Special Programs

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 commissioned law enforcement officers in the State of Illinois and have full jurisdiction at the University and in the surrounding county. The office provides student emergency medical services with qualified emergency medical technicians on staff. 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 or wiu.edu/registrar.

Student Judicial Programs

Student Judicial Programs promotes responsible individual and group behavior. This office informs students and organizations of their rights and responsibilities through publication of the Code of Student Conduct. Student Judicial Programs staff coordinate the disciplinary review process in response to allegations of misconduct and offer mediation services to students in conflict. This office maintains student disciplinary records and completes law school, transfer applications, and other clearance forms. For more information, call (309) 298-2436.

Student Legal Services

A licensed practicing attorney represents students charged with traffic and misdemeanor offenses in McDonough County Court, and is available to help guide students with court matters outside of the county. In addition, the attorney provides legal advice and counseling for a variety of issues, including landlord/tenant conflicts, consumer problems, small claims court, and rental lease questions. No fees are charged for these services. For more information or for directions to the office, call (309) 298-1003.

University Foundation and Development

The Western Illinois University Foundation encourages and manages private support to strengthen and develop programs and facilities to enhance the educational experience for our students. Our vision is to make Western Illinois University the leading comprehensive university in the United States. This will require increasing private support from our alumni and many friends who share this vision for WIU—to build on its existing strengths and to meet the many challenges of delivering higher education in a constantly changing environment.

Private contributions, when added to state resources, add an extra dimension of support that otherwise would not be possible. Over the past five years, the WIU Foundation has provided more than $28 million in gifts, grants, and endowment-generated earnings to the University. The effects of these gifts are clearly visible in every aspect of University life:

Scholarships that bring the most talented students to Western, while keeping a college education affordable and accessible,

Faculty development programs that help ensure that our students will continue to learn the latest developments in their disciplines; and

Funding for advanced faculty and student research projects, instructional technologies, facility improvements, intercollegiate athletics, and a host of cultural events that represent a vital dimension of University life.

For more information about the Foundation, campus fundraising efforts, or to make a contribution, visit wiu.edu/giving.
University Technology

University Technology (uTech) administers computer resources used by students and faculty for research and instruction. Computers connected to the campus network are available in most instructional and residential buildings on both the Macomb and Quad Cities campuses. Wireless access is available in all academic buildings and in public areas of residence halls.

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

Major computer labs are staffed by trained student personnel and are available for student use in Stipes, Horrabin, Memorial, and Morgan halls and at the Quad Cities 60th Street building. Residence hall students in Macomb may use student-staffed labs in each hall complex, including one 24-hour lab, while late-night access is available for off-campus students in the Lincoln-Washington-Grote hall complex. Internet access is available in all residence hall rooms including graduate and family housing.

Each student is provided a WIU e-mail account, space to create a personal home page, network attached data storage and access to mainframe services. The uTech Support Center in Stipes Hall 126 provides computing documentation, disk file recovery, one-on-one assistance, general information, optical scanning of answer sheets for test scoring and questionnaire analysis, and solves problems with student accounts.

Personal computer and software products are discounted and available for students, faculty and staff for demo and purchase through the uTech Computer Store, located in the University Union Concourse on the Macomb campus. The uTech Computer Store can be contacted at (309) 298-1127.

For technical assistance, contact the uTech Support Center at (309) 298-2704, SupportCenter@wiu.edu, or visit Western’s Knowledgebase at wiu.edu/kb.

Western’s English as a Second Language Institute

Western’s English as a Second Language (WESL) Institute is part of the Center for International Studies and provides an intensive program in academic English for international students who are preparing to enter an American college or university. WESL Institute is accredited by the Commission on English Language Program Accreditation (CEA). The WESL curriculum is designed and taught by a professional faculty to prepare students academically, socially, and culturally for success as university students.

The English as a Second Language Program is offered during the spring, summer, and fall semesters. It consists of three levels of instruction: Foundation, Intermediate, and University Preparation. Upon arrival, students take the WESL Placement Test and are placed in the appropriate level. Students who place at the highest level and who meet WIU admission requirements may be admitted to the Dual level, in which they are enrolled part-time at WESL Institute and part-time at the University. (This program is not available in the summer.)

Full-time students attend classes 20 hours minimum per week. The curriculum integrates academic content with real life skill-building in English, combining textbook lessons and teacher-written materials with opportunities for integrated language practice. WESL has a multimedia computer lab and a wide range of interactive software. Successful students study at each level for a semester. The WESL program consists of two 16-week semesters and an eight-week summer session, all of which follow the WIU academic calendar.
University Services and Special Programs

Students at WESL Institute have access to all University events and facilities. Services of the Center for International Studies are available to WESL students, including assistance with immigration matters.

Specific English-language requirements for prospective students can be found under the ‘Admission of International Students’ section of this catalog.

Writing Center

The University Writing Center (and its satellite centers in Thompson Hall, Bayliss/Henninger Hall, and at WIU-Quad Cities) provides a wide range of across-the-curriculum writing assistance services to students, faculty, and staff at no cost. The Writing Center is staffed by highly qualified graduate and undergraduate students from Western’s Department of English and Journalism and other departments. Consulting services are available for career and academic writing at all stages of the writing process. For more information, contact (309) 298-2815 or visit 341 Simpkins Hall or wiu.edu/uwc.
Admission

Admission of New Students
Application to the School of Graduate Studies at Western Illinois University may be completed online at wiu.edu/grad. A $30 non-refundable application fee is required. 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 usually apply for admission to a degree program simultaneously with admission to the School of Graduate Studies. If the applicant meets the minimum admission requirements of the School of Graduate Studies, a copy of the application materials is forwarded to the program of interest for consideration.

Admission in any program of the School of Graduate Studies 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. No one may pursue an advanced degree at Western without being admitted to the appropriate degree program.

Master's and Specialist Degree Graduate Students
Applicants may qualify under either of the following two conditions if they:
1. have a cumulative grade point average of at least 2.75 (based on all hours attempted at all institutions attended) for their undergraduate work, or
2. have a 3.0 or higher average for their last two years of undergraduate work.

Applicants not meeting conditions 1 or 2 but who have completed at least six semester hours (nine quarter hours) of graduate coursework 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 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.

Probationary Graduate Students
Those students who do not meet the graduate school and departmental grade point requirements for regular admission to a degree program may be recommended for probationary admission by the department. Upon completion of at least six semester hours of graduate-level work at Western Illinois University with at least a B average, probationary graduate students may petition the departmental graduate committee and the Graduate Council for a change in their admission status. Some programs may require nine or more hours of graduate work and require that specific courses
be completed before a petition may be submitted. If the degree program requires the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT), action on the petition will not be taken until the student’s GRE/GMAT scores are available. If the petition is approved by the department and the Graduate Council, the hours earned while a probationary graduate student may be used to satisfy the requirements for the degree.

Nondegree Graduate Students

Students in this category are:

1. those whose records, including transcripts or test scores, are incomplete at the time of their first registration, thus making it impossible to determine their exact admission status;

2. those who are taking courses to transfer to a degree program at another institution;

3. those who meet WIU admission requirements for degree-seeking graduate student status, but who are not interested in pursuing a degree at WIU. (Should these students later wish to pursue a graduate degree, they should contact the School of Graduate Studies and request that they be considered for admission as degree-seeking students);

4. those who do not meet admission requirements for degree-seeking graduate student status and have no intention of ever pursuing a degree at this institution. (Should these students later wish to pursue a degree, they are required to request admission as a degree-seeking graduate student, and if accepted, adhere to the regulations established for that category); and

5. those who graduate from nontraditional bachelor’s degree programs with fewer than 60 semester hours of graded work. (Should these students wish to pursue a degree, they may petition to have their status changed to degree-seeking graduate student after completing six semester hours of graduate-level work at Western Illinois University with at least a B average and after submitting GRE/GMAT scores if required by the program. With the approval of the academic department, the six semester hours may count toward the minimum number of hours required for the degree.)

Application for admission to the School of Graduate Studies and to a degree program must be made online at wiu.edu/grad or upon forms obtained from the School of Graduate Studies. Degree-seeking students must request ONE OFFICIAL TRANSCRIPT to be sent directly to the School of Graduate Studies for EACH college or university previously attended. STUDENT AND FAXED COPIES WILL NOT BE ACCEPTED. Nondegree students must request the registrar of the college or university granting their highest degree to send a statement of degree or official transcript showing the degree and the date it was conferred. It must be sent by the registrar directly to the School of Graduate Studies. All transcripts on file in the Office of the Registrar at Western will be obtained by graduate office personnel. The admission application form and official transcripts must be submitted to the School of Graduate Studies at least three weeks before the student’s first registration. The three-week interval is needed to evaluate credentials and to take official action on admission. If the necessary forms and credentials are submitted after the deadline, the student may still be admitted on a nondegree status but may expect delays in registration. If the necessary forms and credentials are not submitted to the School of Graduate Studies by the end of the first term of a student’s enrollment, the student will not be permitted to register for additional courses until these obligations have been met. The University is in no way obligated to grant graduate credit for any course unless the student complies with the above procedures.

Admission to the School of Graduate Studies does not imply or constitute admission to an advanced degree program.
Admission

Admission to Integrated Baccalaureate and Master’s Degree Programs

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. Integrated baccalaureate and master’s degree applicants must meet the cumulative grade point average and the grade point average for their major as specified by their integrated degree program. Admission must be granted by the School of Graduate Studies before a student will be allowed to enroll in integrated baccalaureate and master’s bridge (“B”) courses. Students may begin taking bridge courses after the completion of 90 semester hours.

A minimum cumulative grade point average of 3.25 and a minimum of 3.25 in the major is required for admission to the integrated program. Higher grade point averages may be required by individual integrated baccalaureate and master’s degree programs. Students must have a minimum cumulative average of 3.25 and a minimum of 3.25 in the major prior to enrolling in bridge courses.

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 U.S. Department of Education regional institutional accrediting agency. Admission requirements for any particular post-baccalaureate certificate program may exceed the minimum admission standards of the School of Graduate Studies. Application for admission must be made upon forms obtained from the School of Graduate Studies or online at wiu.edu/grad. Applicants must request the registrar of the college or university granting their highest degree to send a statement of degree or official transcript showing the degree and date it was conferred. Some programs may require official transcripts of all coursework completed. Verification of degree must be sent by the registrar directly to the School of Graduate Studies. Transcripts on file in the Office of the Registrar at WIU will be obtained by graduate office personnel.

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 International Application for Admission. The application may be completed online at student.services.wiu.edu/admissions/int.
3. Provide evidence of English language proficiency by obtaining a satisfactory score on the Test of English as a Foreign Language (TOEFL) of 550 or better (paper version/PBT) or 79 or greater (internet-based); obtaining a satisfactory score on the IELTS (academic format) of 6.5 or better with a minimum speaking sub score of 6.5 or better; successfully completing the English as a Second Language Program through WESL Institute; or by successfully completing a bachelor’s degree from an American institution with four years in residence, and within two years of matriculation at Western Illinois University. If a prospective student has a TOEFL score between 61 and 79 (IBT) or 500 and 550 (paper-based), he or she will be considered for admission in some programs on the basis of demonstrated academic ability (grade point average). Some departments may require additional demonstration of verbal English proficiency before full acceptance into the program will be granted. Only students whose native language is English are exempt from the English proficiency requirements. All students who have not provided evidence of English language proficiency before arrival on campus must take the WESL placement test during the New
Admission

International Student Orientation period held at the beginning of each semester.

4. Complete and submit an original Declaration of Finances form.

5. Submit original financial documentation proving evidence of adequate assets to support student during first year of study.

6. Submit a $30 application fee.

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 to the School of Graduate Studies should contact:

International Admissions
Center for International Studies
Western Illinois University
1 University Circle
Macomb, IL 61455-1390, USA
Phone: (309) 298-2426
Fax: (309) 298-2405
E-mail: International-Ed@wiu.edu
Website: wiu.edu/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.

2. The candidate must submit a program from the major department to be approved by the Council on Admission, Graduation, and Academic Standards.

3. The candidate must secure approval from the Council of Admission, Graduation, and Academic Standards 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.

Admission to Teacher Certification Programs

Graduate students seeking certification that requires an advanced degree (guidance, educational leadership, school psychology, and speech-language-hearing science) should contact the department chair of their graduate program.

All others seeking initial or subsequent teacher certification, whether by an advanced degree, second bachelor’s degree or as a nondegree graduate student, should contact the University certification officer in the Center for the Preparation of Education Professionals (CPEP) at (309) 298-1434. Information is available at wiu.edu/cpep.

Re-entry Admission Procedures

Students in good standing who have discontinued graduate work for more than one full year must file a readmission application to re-enter the graduate school. This application should be filed at least three weeks prior to the beginning of the new semester in which the student expects to register. The necessary forms may be obtained from the Office of the School of Graduate Studies or online at wiu.edu/grad. Students who re-enter the University after an absence of three or more years, excluding summer sessions, must meet the requirements of the catalog under which they re-enter unless they receive written approval from the dean of the college in which they are enrolled to continue under an earlier catalog.
Admission

Admission Examinations

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

Applicants to those programs requiring the GRE, GMAT, or MAT are encouraged to complete this test either in their senior year of undergraduate work or before filing an application for admission. For further information on the GRE and places where it may be taken, contact the Educational Testing Service (ets.org), or the University Counseling Center, Western Illinois University, 1 University Circle, Macomb, IL 61455-1390. Information on the GMAT can be obtained at gmac.com. Information on the MAT can be obtained at harcourtassessment.com by clicking on post-secondary education, or by contacting the University Counseling Center.

Immunization Policy

Illinois state law and University policy require all enrolled students to provide written evidence, signed by a healthcare provider, of current immune status with respect to certain communicable diseases. Currently, the diseases to which all students must show immunity are measles, rubella, mumps, tetanus, and diphtheria. This policy is a requirement on the Macomb campus. Failure to comply with this policy will result in a processing fee being assessed and a hold on future registration.
Academic Guidelines and Graduate School Policies

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 insure that the academic work of all students will be fairly evaluated, the University strongly condemns academic dishonesty. Please refer to the complete policy at wiu.edu/policies/acintegrity.php.

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, U (unsatisfactory), I (incomplete), W (withdrawal), X (audit), or XU (unsatisfactory audit) 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 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 courses in which the student earns grades below B. No course for which a student has received a grade of C or better may be repeated for credit unless the course is more than six years old. 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 will not be awarded to a student who earns grades of C, D, F or U in more than six semester hours of graduate-level work in a program requiring 30 to 46 semester hours, or more than nine semester hours of such work in a program which requires 47 or more hours with the exception of the Counseling program which allows no more than 6 semester hours of grades lower than C. With the approval of the departmental graduate committee, courses that are outdated, (more than six 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.

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.

After at least nine semester hours of graduate work at the University have been completed and before the completion of 15 semester hours, the student must file the Graduate Degree Plan. Graduate Degree Plans can be obtained from the School of Graduate Studies or online at wiu.edu/grad. The completed degree plan should be filed with the chair of the departmental 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 petition. Petition forms may be obtained in the School of Graduate Studies or online at wiu.edu/grad and, upon completion, submitted to that office.
Academic Guidelines and Graduate School Policies

student who re-enters the University after an absence of three or more years, excluding summer sessions, must re-submit his or her Graduate Degree Plan based on the current catalog unless permission is obtained from the dean of the college in which he or she is enrolled and from the School of Graduate Studies to use the original Graduate Degree Plan.

Master's and Specialist

After at least nine semester hours of graduate work at the University have been completed and before the completion of 15 semester hours, the student must apply for candidacy for the graduate degree. Application forms, titled Graduate Degree Plan, can be obtained from the School of Graduate Studies or online at wiu.edu/grad. The completed Graduate Degree Plan should be filed with the chair of the departmental 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 this degree program can only be made by petition. Petition forms may be obtained in the School of Graduate Studies or online at wiu.edu/grad and, upon completion, submitted to that office. A student who re-enters the University after an absence of three or more years, excluding summer sessions, must re-submit his or her Graduate Degree Plan based on the current catalog unless permission is obtained from the dean of the college in which he or she is 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 will be automatically moved to the next semester. Application forms can be found at wiu.edu/grad.

Degrees are conferred in December, May, and August. Commencement ceremonies are held in May (Macomb and Quad Cities campuses) and December (Macomb campus only). Students wishing to attend commencement must indicate this on the application for graduation. All students completing graduation requirements will be issued a diploma.

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 he or she receives written approval from the dean of the college in which he or she is enrolled to continue under an earlier catalog. This written permission must be filed in the Office of Graduate Studies prior to the submission of a Graduate Degree Plan.

Change of Grade

When an error has been made in computing the student’s final grade, the reported grade may be changed by the instructor. The student may initiate the procedure for the change by contacting 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 can be obtained from the department chair. The department chair and academic dean countersign the form for information purposes only and forward it to the School of Graduate Studies. After the change of grade has been approved by the School of
Academic Guidelines and Graduate School Policies

Graduate Studies, copies will be sent to the Office of the Registrar.

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 he/she plans to take. Instructors may withdraw a student who does not meet course prerequisites/corequisites at any time from course registration through the 100 percent refund/credit period by sending the student written notification (e-mail or letter) with a copy to the Registrar. The written notification must include the reason why the student is being withdrawn from the course and must allow the student five working days to respond to the instructor to determine if the prerequisites/corequisites have been or will be satisfied. After the five working days, unless otherwise notified by the instructor, the Registrar will drop the course from the student’s schedule and send an updated schedule confirmation. Departments 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, work in addition 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 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 department chairperson 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 departments, facilitates the registration and tracking of students who enroll for study outside the U.S. Prerequisites for this course are approval of the study abroad coordinator and the department chairperson. 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, GMAT, and MAT are not forwarded to another university. The student should request test scores directly from Educational
Academic Guidelines and Graduate School Policies

Testing Service (GRE or GMAT) or Pearson Education Incorporated (MAT).

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 that 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 an interval of at least three months.

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.

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 he/she was 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 department chairperson in order to set up a meeting with the faculty member (or to meet with the department chairperson if the faculty member is no longer on campus). 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 his or her first registration, the student must consult the chair of his or her graduate committee or assigned academic adviser. Graduate committees have general supervision over the work of their department's degree students. Until the departmental graduate committee assigns the student to an adviser, the committee assumes responsibility for the student's general orientation and program of study.

Immunization Policy
Illinois state law and University policy require all enrolled students to provide written evidence, signed by a healthcare provider, of current immune status with respect to certain communicable diseases. Currently, the diseases to which all students must show immunity are measles, rubella, mumps, tetanus, and diphtheria. This policy is a requirement on the Macomb campus. Failure to comply with this policy will result in a processing fee being assessed and a hold on future registration.

Incomplete Grade Policy
A temporary grade of “I” (incomplete) indicates that the student has been unable to complete coursework due to circumstances beyond his or her 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.” Faculty members may approve an extension of time for the incomplete. Some academic
Academic Guidelines and Graduate School Policies

departments have automatically extended their capstone/exit option courses (i.e. thesis, applied project, etc.) and students should contact their academic adviser 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.

Notification to Students on Family Educational Rights and Privacy Act of 1974

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

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

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

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

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

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

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

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

Oral English Proficiency Appeal

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

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

Students may appeal the department chair’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 will be final.

If the department chair or dean finds the faculty member’s oral English proficiency is unsatisfactory, a recommendation will be submitted to the academic vice president for consideration. The academic vice president will notify the student and the faculty member of his/her decision.

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

Post-Baccalaureate Certificate Programs

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

Repeatable Courses

Courses may not be repeated for credit unless the catalog course description specifies that the course is repeatable. This is not to be confused with retaking a previously passed course.
Academic Guidelines and Graduate School Policies

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 reviewed by the WIU Institutional Review Board (IRB). Prior to collecting any data from human subjects for research purposes or soliciting subjects for a research study, approval must be granted by the IRB.

A research protocol MUST be reviewed by the IRB under these guidelines if it meets the following criteria: 1) it involves human beings as subjects (this includes surveys and interviews); 2) it is research as defined by University guidelines; and 3) the intention to publish or disseminate results OR the POSSIBILITY of publishing or disseminating results exists. If a project meets these criteria, the protocol must be reviewed and must receive an exemption or approval through the expedited or full board review process. Additional information can be found at wiu.edu/sponsoredprojects/university_compliance/university_compliance.html.

Residency
To be considered a resident, an adult student must be a bona fide resident of Illinois. 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.

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

This policy is reviewed annually and is subject to change without notice. For the complete policy, refer to the Residency Status Regulations at wiu.edu/board_of_trustees/regulations/residency.php.

Retaking Failed Courses
A student may repeat any credit course in which a failing grade (F) was received. 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 decides that his/her mastery of a previously passed course will be improved by retaking the course, he or she 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.
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/graduate_studies/current_students/forms/petition.pdf) 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.
Academic Guidelines and Graduate School Policies

Student Responsibility
Students are responsible for knowing degree requirements and enrolling in courses that will enable them to complete their degree programs. It is also their responsibility to know the University regulations for the standard of work required to continue in the 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 Committees
The thesis 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 departmental chair/program director to determine membership rules for dissertation committees.

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 original thesis/dissertation will be permanently housed in the University Archives and cataloged so that it will be available to researchers. A copy of the thesis will be available via interlibrary loan upon request.

Dissertations must be submitted electronically at www.etdadmin.com/wnill. Deadline for submission is the Friday before finals week. Dissertations submitted after this date will be considered for the next semester.

Theses may be submitted electronically at www.etdadmin.com/wnill or non-electronically directly to the WIU Library, however, the Graduate Council and School of Graduate Studies strongly encourages electronic submissions. Electronic submissions of theses will become required beginning Fall 2012. Deadline for submission of theses is the Friday before finals week. Theses submitted after this date will be considered for the next semester. More information can be found at wiu.edu/graduate_studies/thesis_and_dissertation/.

Time to Complete Degree/Revalidation of Courses
The work required for a graduate degree must be completed within six consecutive calendar years for master’s and specialist students and eight consecutive calendar years for doctoral students, including transfer courses. 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. Transfer courses must be revalidated by instructors from the credit-granting institution. Graduate courses with grades of C or lower may not be revalidated. With the approval of the departmental graduate committee, courses which are outdated (more than six years old for master’s and specialist degrees or more than eight years old for doctoral degrees) will not be included in the calculation of grade point average once an extension of time has been granted.

Transfer Credit
Transfer credits are approved by the School of Graduate Studies or the Graduate Council only after the degree plan has been approved. Petitions for transfer of graduate credit must be submitted to the School of
Academic Guidelines and Graduate School Policies

Graduate Studies, and 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 his or her 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. Students may petition to the Graduate Council, with the approval of the adviser and the departmental graduate committee, for additional hours to be accepted from other accredited institutions.

Undergraduate Enrollment in Graduate-Level Courses

Under certain circumstances, an undergraduate student may enroll in graduate-level courses for either graduate or undergraduate credit. Regulations governing graduate course offerings for undergraduate credit are as follows:

1. The student must be of senior classification and in good academic standing.
2. The student must apply to take the course for undergraduate credit through the Office of the Registrar, Sherman 110, prior to enrolling in the course. A form, requiring the signatures of the adviser and registrar, must be completed by the student.
3. The student must satisfy the prerequisites of the course.
4. No more than nine semester hours of graduate-level courses (numbered 500 and above) may be taken for undergraduate credit.
5. These courses may not be used for a future graduate program unless approved as a bridge course for integrated degree programs.

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

1. The student must be of senior classification.
2. The student must fulfill prerequisites of the course.
3. The student must apply to take the course for graduate credit through the Office of the Registrar, Sherman 110. A form, requiring the signatures of designated authorities in the offices of the Registrar and Graduate Studies, must be completed by the student. The application form must be filed in the Graduate School prior to enrolling in the course.
4. The student must file a graduation application in the Office of the Registrar and an application for admission to the School of Graduate Studies prior to enrolling in graduate-level courses for graduate credit.
5. The student must have a grade point average of 3.00 or better if a first-semester senior and must meet admission requirements to graduate school if a second-semester senior.
6. The student may enroll in a maximum of three graduate-level courses for graduate credit unless an exception is made by the designated authority in the Graduate Studies Office.

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

1. The student must be of senior classification and have filed an application for graduation in the Office of the Registrar.
2. The student must have fulfilled all prerequisites for the course.
3. The student must have applied to the School of Graduate Studies and have been accepted into an integrated degree program.
4. A form must be completed by the student. This form requires the signatures of the undergraduate academic adviser, the graduate department chairperson, and designated authorities in the offices of the Registrar and Graduate Studies.
5. The completed form must be filed in
the Office of Graduate Studies prior to
enrolling in the course for bridge credit.

Variable Credit Courses
Courses with a variable credit designation,
(e.g., 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 ten weeks of a semester.
After the first ten 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.
Costs and Financial Assistance
Costs and Financial Assistance

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.

Cost Guarantee

Western Illinois University offers guaranteed tuition, fees, as well as room and board rates for graduate students. Students eligible for the graduate cost guarantee must meet the following:

1. Must be enrolled in a graduate degree program (unclassified graduate students will not be eligible);
2. The guarantee will be for four consecutive years, or until degree completion, whichever occurs first. If the student has not finished the degree program within four years, the rate will be advanced by one year and will continue for another two years, for a maximum of six years;
3. If the student becomes unclassified during the guarantee program, he/she will be moved to the current rates and will not be covered by the guarantee until enrolled in a degree program;
4. The guarantee will cover per-hour tuition rate, per-hour University fee rate, and room and board.
5. Students who finish a degree program and who then begin a new degree program will be assessed the rate in effect at the time of enrollment in the new degree program and will retain that rate as described above.

The following rates of tuition and fees are listed per credit hour for the fall and spring semesters 2011-2012. These rates apply to all who are classified as graduate students. Students residing in Indiana, Iowa, Missouri, and Wisconsin will be assessed the in-state rate for tuition. The amounts are subject to change without notice by action of the Board of Trustees. The most current tuition and fee rates can be viewed at wiu.edu/billing or can be obtained by contacting the Billing and Receivables Office at (309) 298-1831 or e-mailing billings@wiu.edu.

Tuition

**In-State**
$281.16 per credit hour

**Out-of-State**
$562.32 per credit hour

**Macon Campus Fees**

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<th>Fee Description</th>
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<tr>
<td>Athletic Fee</td>
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</tr>
<tr>
<td>Bond Revenue Fee</td>
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</tr>
<tr>
<td>Computer Fee</td>
<td>4.42</td>
</tr>
<tr>
<td>Facilities Enhancement/Life Safety</td>
<td>14.00</td>
</tr>
<tr>
<td>Health Center Fee</td>
<td>8.81</td>
</tr>
<tr>
<td>Publications Fee</td>
<td>.88</td>
</tr>
<tr>
<td>Talent Grant Fee</td>
<td>1.57</td>
</tr>
<tr>
<td>Transit Fee</td>
<td>2.59</td>
</tr>
<tr>
<td><strong>Total Fees per Credit Hour</strong></td>
<td>$77.73</td>
</tr>
</tbody>
</table>

**WIU-Quad Cities Campus Fees**

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity Fee</td>
<td>$2.80</td>
</tr>
<tr>
<td>Computer Fee</td>
<td>4.33</td>
</tr>
<tr>
<td>Facility Enhancement/Life Safety</td>
<td>7.00</td>
</tr>
<tr>
<td>Talent Grant Fee</td>
<td>1.57</td>
</tr>
<tr>
<td>Transit Fee</td>
<td>4.20</td>
</tr>
<tr>
<td><strong>Total Fees per Credit Hour</strong></td>
<td>$19.90</td>
</tr>
</tbody>
</table>

University fees are evaluated and recommended by the students and staff to help facilitate various services and programs on campus. University fees are mandatory for all students and require payment regardless of whether or not the student receives direct benefits. Students registered for nine or more semester hours of student teaching, internship, or overseas experience will receive a 25 percent reduction in the student activity, athletics, computer, health center, publication and transit fees. The preceding tables reflect the full fee rates. Fees may vary depending on the location of course offering.

University fees are composed of the following:

**Activity Fee:** used by various student organizations to help provide student activities. Examples include University
Union Board, band, theatre, student government, etc.

**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.).

**Computer Lab 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.

**Publication Fee**: supports the student newspaper.

**Talent Grant Fee**: provides funds to give grants to students who demonstrate outstanding talents in extracurricular activities. Examples include art, theatre, 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 non-refundable 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 Health Insurance Office. Students registered and assessed fees for nine hours or more of Macomb campus classes (identified as section numbers 001–399), and all graduate assistants under contract to the University taking one hour or more of any type of classes, are automatically assessed the insurance fee. Students taking WIU-Quad Cities, distance and outreach or web-based classes, as well as students with less than nine hours of Macomb campus classes, are not automatically assessed the Student Health Insurance fee but may be able to purchase it. Please contact the insurance office for further information.

Student health insurance may be waived if the student provides proof of equal or better deductible. Waiver request forms are available at the Student Health Insurance Office in Beu Health Center. Completed forms must be received in the office by the tenth day of the fall or spring semester and the sixth day of the summer session. Information and forms are available at student.services.wiu.edu/beu/insurance/index.asp.

**Room Rates for Residence Halls—Effective Fall 2011–Spring 2012**

**By Semester**
- Double Occupancy ................. $2,580.00
- Single Occupancy .................. $3,741.00
- Super Single ........................ $3,870.00
- Suite (Double) ...................... $2,880.00
- Suite (Single) ........................ $4,896.00
- Grote Hall Double Occupancy .... $2,980.00
- Grote Hall Single Occupancy ...... $3,725.00

**Summer Term**
- Double Occupancy ................. $ 686.00
- Single Occupancy .................. $1,081.00

**Board Rates for Residence Halls—Effective Fall 2011–Spring 2012**

**By Semester** ..................................... $1,650.00
**Summer Term** ................................. N/A

**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 prior month’s billing will be assessed. A student
Costs and Financial Assistance

with a past due (encumbered) account balance will be denied registration and transcripts.

The University bills by semester, not by academic year. Actively enrolled students will receive their billing statement via STARS. Notification will be sent to the student at his or her 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 by updating the information on STARS. The e-mail will include the account balance and the due date.

Payment Plans

WIU does not require advance payment of charges from new students or students in good financial standing with the University. It is recommended that fall charges be paid in full by November 1 and spring charges paid by April 1 to take advantage of pre-registration for the next term. There are two options, the Open Payment Plan and the Automated Payment Plan. However, both have four basic restrictions:

1. All appropriated financial aid including loans may first be applied to the student’s account to cover current semester allowable charges. This will occur whether or not those costs have appeared on the bill.
2. Students will not be permitted to register for the next term if they have financial or administrative obligations.
3. A finance charge will be assessed after each bill’s due date on any billed but unpaid balance (1% per month).
4. University transcripts will not be issued to students who have financial or administrative obligations.

Automated Payment Plan

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

Open Payment Plan

The Open Payment Plan is a flexible plan that allows unlimited choice of payment options; no formal agreement form is needed, as this is the default plan. Payments may be made during the semester according to the student’s individual resources.

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 percent refund/credit period to avoid assessment of tuition and mandatory fee charges. Students will be assessed full tuition and fees in accordance with the University’s tuition and fee schedule for classes dropped after the 100 percent refund/credit period. The 100 percent refund/credit periods for regularly scheduled classes are as follows:

Fall and spring semester: on or before the tenth 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
Costs and Financial Assistance

classified as full-time students must contact the Student Development and Orientation office at (309) 298-1884.

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

Fall and Spring Semesters

A student who has registered for regularly scheduled classes and officially and TOTALLY withdraws from Western Illinois University in accordance with established University procedures on or before the tenth class day of the semester shall receive credit for all tuition, mandatory fees, and pro-rated credit for room and board charges.

A student who officially and totally withdraws after the tenth day of the semester shall be entitled to a refund/credit of tuition, mandatory fees, and room and board charges as follows:

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

Summer 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 assistantships are academic merit-based award programs that provide students with work opportunities in a job closely related to their academic field of study. Students with full-time assistantships are required to work up to 20 hours per week or teach up to 6 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/grad. Assistantship applications received prior to March 15 may be given priority consideration.

Categories of Assistantships

1. Graduate Assistant: Graduate Assistant duties are varied and are designed to support the administrative and operational functions of the University or approved external agencies. Assistants whose primary (i.e. greater than 50%) duties consist of one or more of the following types of activities will be classified as Graduate Assistants: work assignments which are non-classroom/teaching related; technical/support services; classroom support such as grading, tutoring, preparation of class materials, etc.; and clerical assistance.

2. Research Assistant: Research Assistants are usually assigned to faculty members to assist with their research. Research Assistants may be funded with departmental monies, but frequently are funded through externally obtained grants and contracts. Research Assistants’ duties vary by discipline and can involve a variety of responsibilities. Assistants whose primary (i.e. greater than 50%) duties consist of one or more of the following types of activities will be classified as Research Assistants: library research, proposal writing, data collection, data analysis, and collaborating with faculty in preparing publications.

3. Teaching Assistant: The duties of a Teaching Assistant are to conduct or support instruction. Assistants whose primary (i.e. greater than 50%) duties consist of one or more of the following types of activities will be classified as Teaching Assistants: teaching classes under supervision by University faculty person, and leading lab or discussion groups in a course setting.
Costs and Financial Assistance

Application Process: To apply for an assistantship, an Application for Assistantship (available from the School of Graduate Studies or at wiu.edu/grad) must be submitted along with three letters of recommendation (some programs require specialized recommendation letters) and a statement of personal goals. The application, letters, and statement must be submitted to the School of Graduate Studies before an assistantship contract may be written.

Tuition Waiver Benefit: Graduate assistants receive a waiver of tuition (upon receipt of a signed contract in the Graduate School) for the period of appointment plus a maximum of one summer session adjacent to (preceding or following) the employment period. If eligible, the summer tuition waiver is automatically applied for the summer following the end of the contract period; students must notify the Graduate School at the time of signing a fall contract if they choose to use it the preceding summer. The waiver does not include insurance costs or student fees. Tuition waivers may be revoked if the assistant does not fulfill the original term of the contract. Graduate assistant tuition waivers may be subject to taxation.

Pay Schedule: Full paychecks for fall contracts with semester-long employment dates will be issued in October, November, December, and January. There are five paychecks issued to those with spring semester-long contracts: one-half check in February; full checks in March, April, and May; and one-half check in June. Payday is the first of the month unless that day is a weekend or holiday, in which case payday will be the weekday before the first. 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 have a graduate assistantship application, personal statement of goals, and three letters of recommendation on file in the Graduate School.
2. Must be a degree-seeking graduate student regularly accepted into a master's program. Probationary students, non-degree students, and second bachelor's degree students are not eligible to hold assistantship positions. Integrated bachelor's/master's students become eligible for assistantships once their undergraduate degree is completed.
3. Must maintain a 3.0 or higher graduate GPA once graduate-level courses have been completed.
4. Must be enrolled in at least nine semester hours of graduate coursework or undergraduate deficiencies if holding a graduate or research assistant position for fall/spring; or at least six semester hours if holding a teaching assistant position for fall/spring; or three semester hours for summer (any position). If it is the assistant's last semester of coursework (as verified by the degree plan on file in the Graduate School), it is acceptable to be registered for only the remaining required courses.
5. Sign an assistantship contract and complete all required employment paperwork.

Employment Requirements: All graduate assistants must participate in direct deposit of wages, 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 the Graduate School within three days of the contract's begin date.

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, lower level of Beu Health Center, (309) 298-1882. Student health insurance may be waived if the student provides proof of equal or better deductible. Graduate assistants must adhere to the same standards of professional ethics as regular
Costs and Financial Assistance

faculty. All graduate assistants must conform with the Ethics Act of Illinois by completing the annual online test. Additionally, within thirty days of their begin date, newly hired assistants must review the WIU Ethics Orientation for Employees brochure and submit the signature/certification sheet to the Graduate School or the Office of the Vice President of Administrative Services, Sherman 200. The online brochure is available at http://www.wiu.edu/hr/documents/EthicsNewEmp.pdf.

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 department chair. Certification of such evaluation is required on the Graduate Assistant Contract Request, which the department chair must submit to the Graduate School.

Graduate assistants must meet their normal assigned duties but should not be asked or required to perform additional duties without supplemental pay. Payment for duties performed outside of the assistantship duties should be made by the employing department using the Lump Sum Payment Request—Graduate Assistant form available online at: wiu.edu/graduate_studies/faculty_and_staff_resource/forms/lumpsumform.pdf. This method of payment is not to be used on a recurring basis.

Teaching assistants are required to complete training on the WIUP University Information Management Systems (MVS) so they are able to enter grades online for the courses which they are assigned to teach. It is the responsibility of the teaching assistant to contact the Office of the Vice President for Administrative Services (309/298-1800 or Room 200, Sherman Hall) to schedule the one-hour training session.

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

Termination/Resignation: Resignation of an assistantship by a student or by a department/unit must be made to the Graduate School in writing. The employing unit or the Graduate School may terminate an assistantship contract for cause or if eligibility requirements are not met. Likewise, students may terminate a contract at any time for cause. As soon as an assistant has been terminated or has resigned, an e-mail notification will be sent to the hiring department’s fiscal agent, the supervisor, and the student (using WIU e-mail address).

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 minimum of $12,000 (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 currently enrolled in a degree program, have at least a 3.0 graduate GPA, and have completed at least 6 semester hours of WIU graduate coursework.

Application deadline to be considered for the fall semester is September 15; for the spring/summer semesters is February 15. Applications should be submitted to the applicant’s department chairperson on or before the deadline. A maximum of five applications may be submitted from each academic department. Departments must submit the applications to the Graduate School by October 1 (Fall) and March 1 (Spring/Summer).

Applications and full guidelines are available at wiu.edu/graduate_studies/faculty_and_staff_resources/index.php.

Special Opportunities for Minority Graduate Students

Financial assistance programs are available to students who are members of ethnic
Costs and Financial Assistance

groups that have been traditionally underrepresented in higher education. These programs include the President’s Minority Graduate Access Program (PMGAP) and Diversifying Higher Education Faculty in Illinois (DFI). The PMGAP award provides a stipend of $2,000 per semester, which is applied to tuition, fees, or other educational expenses. Students receiving graduate assistantships are not eligible for PMGAP. Applications for the fall semester received before April 1 and applications for the spring semester received before November 1 will be given priority consideration. The DFI awards provide up to $20,000 annually. This program is designed to increase the number of minority faculty and staff at Illinois colleges and universities. Application deadline for the academic year is the previous February. Further DFI information and applications can be obtained at ibhe.state.il.us. PMGAP applications are available at wiu.edu/scholarship/docs.

Departmental Scholarships

Some departments have scholarship opportunities for graduate students. Information concerning these scholarships can be obtained from the Scholarship Office, Sherman Hall 308, (309) 298-2001, or from the academic department.

Veterans Resource Center

The Veterans Resource Center, located in the Wright Residence, is committed to assisting those who have served or are currently serving in the U.S. military, and their family members. The Veterans Resource Center, in collaboration with an array of University departments and community organizations, provides coordinated services and resources in a one-stop location to ensure that all military service members are afforded the greatest opportunities for success. The center staff strives to provide a streamlined approach to helping veterans and military personnel obtain educational and military transcripts; complete applications for the G.I. Bill, Illinois Veterans Grant, Illinois National Guard Grant, Illinois MIA/POW Scholarship, Federal Tuition Assistance, and federal student aid programs. Individualized assistance in additional areas include, but are not limited to: questions regarding periods of military activation and deployment; obtaining 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.

Loans and Part-Time Employment

The University participates in the Federal Perkins Loan Program, the Federal Work Study Program, and the Federal Direct Loan Programs. For detailed information on the application process, contact the Office of Financial Aid, Sherman Hall 127, (309) 298-2446. Please remember enrollment information is not always available to the financial aid office when a loan is processed. Therefore, your loan will be based on the assumption that students will be enrolled for nine hours each semester. Accordingly, revision to loan amounts may be necessary if students take less than nine semester hours. Federal loans and work study require at least six semester hours of graduate level course work each term plus enrollment in a qualified degree program. In addition, loans may be increased by request for the added amount of tuition if students register for more than 9 hours. Audit hours are not considered for financial aid. Enrollment verification requests for the deferment of student loans may be requested through the Graduate School.
Programs of Study

**Educational Doctorate**
*Educational Leadership

**Education Specialist**
*Educational Leadership

**Specialist in School Psychology**
School Psychology

**Master of Accountancy**
Accountancy

**Master of Arts**
Communication
Economics
*English
Geography
History
*Law Enforcement and Justice Administration
**Museum Studies
Political Science
Sociology

**Master of Business Administration**
*Business Administration

**Master of Fine Arts**
Theatre

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

**Master of Music**
Music

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

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

*Program offered at WIU-Quad Cities and Macomb
**Program offered at WIU-Quad Cities only
Accountancy

Chairperson: John A. Elfrink
Graduate Committee Chairperson: Gregg Woodruff
Office: Stipes Hall 418
Telephone: (309) 298-1152 Fax: (309) 298-2952
Website: wiu.edu/accountancy
Location of Program Offering: Macomb

Graduate Faculty

Professors
John A. Elfrink, CPA, Ph.D., St. Louis University
Hassanali Espahbodi, CPA, Ph.D., University of Alabama

Associate Professors
Steven Hunt, CPA, Ph.D., University of Florida
Gregg Woodruff, CPA, Ph.D., University of Memphis

Assistant Professor
Charles Pryor, Ph.D., Mississippi State University

Associate Graduate Faculty

Professor
Martin J. Coe, CPA, CISA, CMA, CGFM, MBA, St. Ambrose University

Assistant Professors
Kevin Diehl, Ph.D., University of Iowa
Christopher Jones, Ph.D., University of South Florida
Yuyun Sejati, Ph.D., Oklahoma State University

Program Description

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

The Department'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 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.

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

In addition to meeting the general admission requirements of the School of Graduate Studies, admission to the Master of Accountancy program requires a 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
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.

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 cumulative undergraduate GPA of 3.60 or higher (on a 4.0 scale) will not be required to take the GMAT exam. International students must also have minimum scores of 550 PBT or 79 IBT on TOEFL; 220 on TSE and 4 on TWE. All application materials and supporting documents must be received before an admission decision is made.

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 351 Management Accounting
ACCT 371 Principles of Taxation
ACCT 441 Advanced Accounting I
ACCT 451 Accounting Systems and Control
ACCT 480 Financial Auditing

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

Degree Requirements

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.

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:
Accountancy

I. Core Courses ............................................................................................................. 12 s.h.
   ACCT 540 Contemporary Issues in Accounting (3)
   ACCT 551 Advanced Management Accounting/Systems (3)
   ACCT 537 Issues in International Accounting (3)
   ACCT 580 Operational Auditing (3)

II. Directed Electives ............................................................................................... 3–9 s.h.
   ACCT 442G Advanced Accounting II (3)
   ACCT 445G The Analysis and Use of Financial Statements (3)
   ACCT 457G Fraud Examination (3)
   ACCT 471G Advanced Federal Taxation (3)
   ACCT 555 Information Systems Auditing (3)
   ACCT 620 Accounting Internship (3)

III. Research Skills .................................................................................................... 3 s.h.
   DS 533 Applied Business Forecasting and Planning (3)
   MGT 540 Applied Business Research (3)
   MKT 526 Applied Business Research (3)

IV. Integrative Experience ......................................................................................... 6–12 s.h.
   MGT 590 Strategic Management (3)
   Graduate-level accounting, business, or computer science courses. (A minimum of three
   hours must be taken outside of accounting.) (3–9)

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

All courses selected are subject to the approval of the Graduate Adviser 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

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 a
grade of C or better.

445G The Analysis and Use of Financial Statements. (3) Integration of concepts from accounting, economics,
business strategy, and other business disciplines to analyze financial statements for investment and credit
decision making. Prerequisite: ACCT 441 with a grade of C or better.

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.

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

513 Accounting for Athletic Administration. (3) An introduction to the basic procedures in accumulating,
reporting, and analyzing financial data; the theory and procedures applicable to accounting for not-for
profit institutions; and the accounting methodology for planning, coordinating, and controlling activities
of departments of athletics. (Not open to students in the Master of Accountancy or Master of Business
Administration programs.)

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.

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. Not open
to undergraduate or graduate accountancy students. Prerequisite: ACCT 307 or equivalent.

551 Advanced Management Accounting/Systems. (3) Application of managerial accounting concepts and
techniques to develop, analyze, and interpret information and participate in management decision making
processes. Prerequisite: ACCT 451 or equivalent with a grade of C or better.
555 Information Systems Auditing. (3) A detailed examination of principles and practices for auditing in computerized environments. Course materials will focus on development and evaluation of specific control plans and activities, and on auditor and management responsibilities. Prerequisites: IM 340 with grade of C or better, or permission of the instructor.

557 Accounting for Management Planning and Control. (3) An advanced analysis of cost management techniques and methodologies for effective decision making. Emphasis will be placed on emerging cost concepts and techniques, financial and non-financial performance measurement systems, and deficiencies of traditional costing systems. Not open to Master of Accountancy students. Prerequisite: ACCT 307 or equivalent.

580 Operational Auditing. (3) The study of internal auditing as an independent internal appraisal function designed to examine and evaluate the activities of the organization. The course includes the study of internal audit standards and techniques, communication of audit results, as well as human relations techniques. 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.

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.
Biology

Chairperson: Michael A. Romano
Graduate Committee Chairperson: Timothy Spier
Office: Waggoner Hall 372
Telephone: (309) 298-1546 Fax: (309) 298-2270
E-mail: biology@wiu.edu
Website: wiu.edu/biology
Location of Program Offering: Macomb, Quad Cities, Shedd Aquarium, Alice L. Kibbe Life Sciences Station

Graduate Faculty

Professors
Laura M. Barden-Gabbei, Ph.D., University of Maryland-College Park
Scott M. Holt, Ph.D., Iowa State University
Michael A. Romano, Ph.D., Miami University-Ohio
Jeanette A. Thomas, Ph.D., University of Minnesota
Roger Viadero, Ph.D., West Virginia University

Associate Professors
Althea K. Alton, Ph.D., Cornell University
Thomas H. Alton, Ph.D., Massachusetts Institute of Technology
Matthew F. Bonnan, Ph.D., Northern Illinois University
Jeffrey E. Engel, Ph.D., University of Iowa
Sean E. Jenkins, Ph.D., University of Missouri-Columbia
Kenneth W. McCravy, Ph.D., University of Georgia
Shawn A. Meagher, Ph.D., University of Michigan
Susan T. Meiers, Ph.D., Louisiana State University
Richard Musser, Ph.D., University of Arkansas
Brian D. Peer, Ph.D., University of Manitoba
Eric Ribbens, Ph.D., University of Connecticut
Timothy Spier, Ph.D., Southern Illinois University-Carbondale

Assistant Professors
Meshack Afitlhile, Ph.D., University of Kentucky
Wendell L. French, Ph.D., University of Missouri-Columbia
Sue Hum-Musser, Ph.D., University of Arkansas
Andrea Porras-Alfaro, Ph.D., University of New Mexico
Susan Peitzmeier Romano, Ph.D., Southern Illinois University-Carbondale

Associate Graduate Faculty

Adjunct Faculty
Stephen Havera, Ph.D., University of Illinois

Program Description

The Department of Biological Sciences offers a graduate program leading to the Master of Science degree on the Macomb campus. Courses are also offered at the WIU–Quad Cities campus in Moline, Illinois, and the Shedd Aquarium in Chicago. Additional field biology courses are taught during the summer session at the Alice L. Kibbe Life Sciences Station along the Mississippi River near Warsaw, IL. The department has an association with the John G. Shedd Aquarium in Chicago where courses are offered and research is conducted.
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**

Applications for admission are accepted at anytime. Students selecting the biological sciences as a graduate major must have received a bachelor’s degree with work in biological sciences recognized as adequate by the Departmental Graduate Committee. Departmental approval may be contingent upon the student making up undergraduate deficiencies. All incoming students are expected to have three semesters of chemistry (including organic or biochemistry) and two semesters each of the following: physics or geology (any sequence) and mathematics. Also required are three semesters of introductory biology (one each of zoology, botany, and microbiology), plus a semester each of genetics, ecology, and cell biology. Undergraduate deficiencies can be taken P/F but must be completed before graduation.

The department has no foreign language requirement for the Master of Science degree. Although the Graduate Record Examination is not required, students are encouraged to submit scores for both the General Test and the Subject Test in biology prior to admission. Acceptance to do graduate work in the department is dependent upon the following: a minimum GPA of 2.75 (unless waived by action of the Departmental Graduate Committee), or a GPA of 3.0 or higher for the last two undergraduate years, three letters of recommendation, and a written statement on student’s interests and career goals. Also, a student must have a faculty member agree to advise the student’s thesis or non-thesis project before the student can be admitted into the program.

**Degree Requirements**

The Master of Science in Biology can be earned by satisfying either the requirements of the Thesis Plan or the Non-Thesis 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 Non-Thesis Plan is recommended for students who want additional advanced training in the biological sciences, but do not have research-oriented career goals. Additional information concerning policies and procedures can be found in the Biology Graduate Handbook, available from the department.

Students must file a Degree Plan at the department level prior to the completion of 15 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 or Non-Thesis Plans listed below.*

**I. Thesis Plan**

A. Graduate Core.............................................................................................................9 s.h.
   - BIOL 501 Biometrics (3)
   - BIOL 502 Molecular Applications in Organismal Biology (3)
   - Or
   - BIOL 542 Molecular Biology of Genes (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
Biology

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.

II. Non-Thesis Plan
A. Graduate Core ............................................................................................................. 9 s.h.
   BIOL 501 Biometrics (3)
   BIOL 502 Molecular Applications in Organismal Biology (3)
   Or
   BIOL 542 Molecular Biology of Genes (3)
   BIOL 503 Biosystematics and Evolution (3)
B. Electives ..................................................................................................................... 19 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 ............................................................................. 4 s.h.
   BIOL 576 Survey of Literature (1)
   BIOL 577 Research Problems (3)

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

D. File non-thesis project proposal and complete coursework.
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).

Post-Baccalaureate Certificate Programs
The department offers post-baccalaureate certificates in Zoo and Aquarium Studies, and Environmental GIS. For program details, please refer to the post-baccalaureate section of the catalog.

Course Descriptions

Biology

419G Organic Evolution. (3) A detailed study of the mechanisms of evolution. Field trip may be required. Prerequisites: BIOL 330 and 340; graduate standing in biology.

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.

435G Radiation Biology. (3) Principles of radiation and radioactivity. Techniques in handling and use of radioisotopes, and radiation effects on biological systems. Prerequisites: BIOL 340; one year each of chemistry and physics.

439G Methods of Teaching Secondary Science. (3) Study of biology teaching methods from the standpoints of theory and practice, curriculum objectives,
materials, and evaluation. Included are demonstrations, discussions, lectures, classroom participation, and observations. Corequisite: EIS 303 or 592 (graduate level). Prerequisites: 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 and ZOOL 200, 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.

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: BOT 200 and ZOOL 200, 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 and ZOOL 200, or permission of the instructor.

479G Tropical Ecology. (3) Introduction to tropical ecology. Includes a required field trip to several research stations in Costa Rica. Prerequisites: BOT 200 and ZOOL 200, or permission of the instructor.

482G (cross-listed with CHEM 482G and PHYS 482G) Science in Context. (3) Interdisciplinary course designed for middle and high school sciences teachers as well as students pursuing secondary science teacher certification. Students explore science as inquiry, the unifying principles of science, and the role of social contexts and ethics in science.

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.

542 Molecular Biology of Genes. (3) Structure and function of nucleic acids and proteins, gene structure, expression and regulation; genetic exchange and rearrangements; DNA replication; molecular cloning and recombinant DNA technology. Prerequisites: BIOL 330, 340, CHEM 332, or permission of the instructor.

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

570 Seminar. (1, repeatable) Topics in biological sciences. Graded S/U. Prerequisite: Graduate standing in biology.


577 Research Problems. (1–3, repeatable to 3) Investigation may be conducted in any of the specialties represented by the staff. Most specialties are represented in the course offerings. Prerequisite: Permission of the department chairperson; graduate standing in biology.

581 Electron Microscopy. (3) Develops skills for fixation, embedment, sectioning, staining, viewing, and photographing of biological tissues with scanning and transmission electron microscopes. Other techniques in electron microscopy are discussed. Prerequisite: Graduate standing in biology.

583 Organizational Management in Zoos and Aquariums. (3) This course challenges future professionals in zoos and aquariums 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 aquariums. 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 department chair, and permission of the student's research committee.


Botany

402G Field Mycology. (3) Identification, systematics, and ecology of macrofungi. Prerequisites: BOT 200 and ZOOL 200, graduate standing in biology.

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 and ZOOL 200, graduate standing in biology.

423G Phycology. (3) Morphology, taxonomy, physiology, genetics, and ecology of the algae, particularly freshwater forms. Prerequisites: BOT 200 and ZOOL 200, 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
**Biology**

and ZOOL 200, and one year of chemistry; graduate standing in biology.

**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 and 210 or 410, and ZOOL 200; 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 and ZOOL 200; graduate standing in biology.

**455G Fire/Disturbance Ecology. (3)** Using laboratory and lecture, this course examines the role of fire and other disturbances on the distribution and ecology of plants in natural environments. Opportunity for The Nature Conservancy's prescribed burn certification will be available. Prerequisites: BOT 200 and ZOOL 200, or permission of the instructor.

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

**462G Diseases of Trees and Shrubs. (3)** Diagnosis, development, cycles, and control of major diseases in forestry and horticulture. Prerequisites: BOT 200 and ZOOL 200; graduate standing in biology.

**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, ZOOL 200, 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, MICR 200, and ZOOL 200; 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)** Topics are studied which are not assigned or covered in other courses in the department. The format of this course will vary depending on the topic, instructor, and the needs of students. Prerequisites: Permission of the instructor; graduate standing in biology.

**Microbiology**

**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, ZOOL 200 and MICR 200; graduate standing in biology.

**401G Mycology. (3)** An introduction to the biology of fungi emphasizing their morphology, ecology, physiology, and applied aspects; laboratory techniques used in isolation, culture, and identification. Prerequisites: BOT 200, ZOOL 200, and MICR 200 or permission of the instructor; graduate standing in biology.

**402G Field Mycology. (3)** Identification, systematics and ecology of macrofungi. Prerequisites: BOT 200 and ZOOL 200; graduate standing in biology.

**404G Biology of Archaea. (3)** Knowing an organism by its genome. Archaeal Cell Structure; Molecular Phylogenetics of Archaea; Life in extreme environments, Biogeography, Ecology, Central Metabolism, Sulfur Metabolism, Methanogenesis, Genetic Exchange, Gene Expression, Growth and Stress Physiology, Archaea in Biotechnology. Prerequisites: BIOL 330, BIOL 340, and MICR 200. MIRC 400 would be useful but not required.

**405G Virology. (3)** A study of the biological characteristics of animal, plant, and bacterial viruses and the viruses which cause disease. Prerequisites: BOT 200, ZOOL 200 and MICR 200; 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 and ZOOL 200; graduate standing in biology.

**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, ZOOL 200, and MICR 200; graduate standing in biology.

**451G Microbial Ecology. (3)** Ecobiology of the major microbial groups and their role in processing carbonaceous and geochemical elements in aquatic and terrestrial environments. Prerequisites: BOT 200, ZOOL 200 and MICR 200; graduate standing in biology.

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

**461G Plant Pathology. (3)** Principles of phytopathology including the causal agents, development, diagnosis, and control of plant diseases. Prerequisites: May not be taken by students who have completed BOT 461. Prerequisites: BOT 200, ZOOL 200, and MICR 200 or permission of instructor.

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

**464G Medical Mycology. (3)** The study of fungi which cause disease in humans. Prerequisites: BOT 200 and ZOOL 200, one advanced course in microbiology (preferably MIRC 401 or 403) or permission of the instructor; graduate standing in biology.

**465G Industrial and Fermentation Microbiology. (3)** Examines the commercial use and large-scale cultivation of microorganisms to produce natural products and processes of major economic, environmental, and social importance. Laboratory exercises in microbial fermentation processes. Prerequisites: BOT 200, MICR 200, and ZOOL 200.

**Zoology**

**408G Field Ornithology. (3)** A course devoted to the study of birds, emphasizing study techniques used in natural environments. Topics covered will include reproductive behavior, ecology, communication, systematic, and conservation. Prerequisites: BOT 200 and ZOOL 200.
410G Ornithology. (3) Identification, biology, ecology, and life histories of birds. Prerequisites: BOT 200 and ZOOL 200; graduate standing in biology.

411G Entomology. (3) Principles of entomology, including classification, general biology, and morphology. Prerequisites: BOT 200 and ZOOL 200; graduate standing in biology.

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

413G Herpetology. (3) Identification, classification, distribution, and biology of reptiles and amphibians. Prerequisites: BOT 200 and ZOOL 200; graduate standing in biology.

414G Ichthyology. (3) Identification, classification, distribution, and life histories of fishes. Prerequisites: BOT 200 and ZOOL 200; 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.

416G Marine Mammalogy. (3) Survey of marine mammals with emphasis on taxonomy, anatomy, physiology, behavior, ecology, and conservation. Laboratory includes observational study of marine mammals at the Shedd Aquarium. Prerequisites: BOT 200 and ZOOL 200; graduate standing in biology or related field.

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 and ZOOL 200, 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, 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 and ZOOL 200; graduate standing in biology.

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

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) Topics are studied which are not assigned or covered in other courses in the department. The format of this course will vary depending on 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. Prerequisite: 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.
Business Administration

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Location of Program Offering: Macomb, Quad Cities

Graduate Faculty

Professors
Chandra S. Amaravadi, Ph.D., University of Arizona
Stephen R. Axley, Ph.D., Purdue University
Ronald J. Bauerly, D.B.A., Southern Illinois University
James Brakefield, Ph.D., State University of New York at Buffalo
Dave DeBoeuf, Ph.D., Louisiana State University
Joseph J. Dobson, Ph.D., Washington University
John T. Drea, D.B.A., Southern Illinois University
John A. Elfrink, Ph.D., St. Louis University
Mikhail Grachev, Ph.D., Russian Academy of Sciences
Don T. Johnson, Ph.D., University of Georgia
Tej K. Kaul, Ph.D., Birla Institute of Technology
James T. Kenny, Ph.D., Oklahoma State University
Peppi M. Kenny, Ph.D., Oklahoma State University
Edward M. Knod, Jr., Ph.D., University of Nebraska
In Lee, Ph.D., University of Illinois at Urbana-Champaign
Douglas J. March, J.D., University of Illinois
Gordon P. Rands, Ph.D., University of Minnesota
Rajeev Sawhney, Ph.D., University of Western Ontario
Mandeep Singh, D.B.A, Southern Illinois University
Emeric Solymossy, Ph.D., Case Western Reserve University
Ann D. Walsh, Ph.D., University of Nebraska-Lincoln

Associate Professors
Kasing Man, Ph.D., University of Chicago
James L. Patterson, Ph.D., Michigan State University

Associate Graduate Faculty

Professor
Adee Athiyaman, Ph.D., Hong Kong Polytechnic

Associate Professors
Craig Conrad, D.B.A., Louisiana Technical University
Farideh Dehkordi-Vakil, Ph.D., University of Iowa
Douglas A. Druckenmiller, Ph.D., Kent State University
Scott W. Hansen, Ph.D., Oklahoma State University
Barton Jennings, Ph.D., University of Tennessee
Hongbok Lee, Ph.D., University of Missouri
Frederick Perry, Ph.D., J.D., University of Akron School of Law and University of Miami
Padmaja Pillutla, Ph.D., Washington State University
Susan Stewart, Ph.D., University of Tennessee
Michael Tracey, Ph.D., University of Toledo
Xiang Yi, Ph.D., University of Illinois at Urbana-Champaign
Assistant Professors
Collette Arens Bates, Ph.D., University of Arkansas
Diana Smrt, Ph.D., Southern Illinois University-Carbondale
Ryan J. Hunt, J.D., Drake University
Anna Valeva, Ph.D., University of California-Santa Barbara
Rodney M. Walter, Jr., M.B.A., Butler University

Program Description
The College of Business and Technology offers graduate work leading to the Master of Business Administration (MBA).

Master of Business Administration courses are offered by the Departments of Management and Marketing; Accounting and Finance; Economics and Decision Sciences; Agriculture; and the School of Computer Sciences.

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.

Admission Requirements
Applicants for admission must meet the minimum requirements of the School of Graduate Studies for degree-seeking students. 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. Applicants with bachelor’s degrees in business from AACSB-International accredited institutions with cumulative undergraduate grade point averages of 3.60 or higher (on a 4.0 scale) will not be required to take the GMAT exam.

Registration in graduate business courses is restricted to students who have been accepted into a graduate program. Students pursuing graduate degrees other than the MBA must meet all course prerequisites prior to registering for graduate business courses; nondegree graduate students are not permitted to register for any graduate business courses.

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
ECON 408G Economic Theory for Decision Makers
STAT 171 General Elementary Statistics
FIN 311 Introduction to Finance
IS 340 Management Information Systems
MKTG 349 Management and Organizational Behavior
MKTG 327 Marketing Principles

Specific background courses may be waived on the basis of a student’s prior completion of equivalent course content or relevant experience. Courses must 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.
Business Administration

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 553 Applied Business Forecasting and Planning (3)
   Or
   MGT 540 Applied Business Research (3)
   ECON 538 Economics for Managers (3)
   FIN 565 Financial Management: Theory and Practice (3)
   IS 524 Corporate Management 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 (department determination) .................................................... 9 s.h.

IV. Integrative Course ...................................................................................................... 3 s.h.

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 adviser and MBA Program Committee. Detailed information on courses and offerings are available from the MBA adviser.

Course Descriptions

Accountancy (See Accountancy)

Agricultural Economics

   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.

   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.

   455G Advanced Agricultural Marketing. (3) Options on futures, applied research methods, current events. Three hours lecture. Prerequisites: AGEC 442 and 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.

   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 instructor.

   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. Prerequisite: ECON 508 or equivalent.

   620 Internship in Agribusiness. (1–6) This course will integrate agribusiness theories with applications to actual business practice. Students will be exposed to a variety of positions within the business firm during the semester. A faculty coordinator and an executive of the hosting firm will supervise all internships. Analytic reports of work accomplished by each student will be presented to the coordinator. Graded S/U. Prerequisites: ECON 508 or equivalent, completion of six hours of 500-level agricultural economics courses, and written approval of Department Chairperson.

Business and Technology

   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 her/his performance on selected learning goals for the MBA program. The course must be taken near the end of the MBA program. Graded S/U. Prerequisites: Completion and/or co-enrollment in at least 24 s.h. of graduate level business courses.
Business Law

484G Legal Environment of International Business. (3) An introduction to the laws regulating international trade and commerce, including international and comparative law, and the legal and ethical environment of international business. Course examines the special risks of international business and how to minimize those risks. Prerequisite: graduate standing.

600 Independent Research. (1–3) Independent research and study of selected topics in Business Law. Prerequisites: Permission of the Department Chairperson.

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 Department Chairperson. (Not repeatable)

Economics (See Economics)

Finance

496G Seminar in Investments. (3) This course is designed to provide students with an opportunity for intensive study in current theory and unresolved problems in investments. Prerequisites: FIN 371 or permission of the instructor.

515 Finance for Managers. (3) The development and study of financial concepts and practices employed by the financial manager in acquiring and administering capital. Topics include financial markets, time value of money, financial planning and analysis, working capital management, and long-term investment and financial decisions. Intended for graduate students with no previous background in finance. Prerequisites: ACCT 507 and BCON 508, or equivalent.

535 Real Estate Investment and Valuation. (3) A study of the real estate industry and marketing sciences courses and written permission of the Department Chairperson.

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. Prerequisite: BAT 501 or equivalent.

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: BAT 501 or equivalent.

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. Prerequisite: BAT 501 or equivalent.

595 Financial Derivatives. (3) An in-depth examination of financial derivatives including forward, future, and option contracts. Topics will include the major strategies based on fundamental analysis, pricing rules,
Business Administration

544 Human Factors in Information Systems. (3) Behavioral issues in the design, implementation, and operation of automated information systems with emphasis on form/function linkages with human performance. Prerequisite: BAT 501 or equivalent.

554 Managing Information Technology. (3) This course addresses the role, implications, and relevance of information technology for today's business managers and professionals. Topics include management issues concerning information technology strategy and planning, enterprise wide process innovation and re-engineering; information infrastructure; technology assessment, management of the application programs portfolio, operations and controls; and interorganization and transnational perspectives are also included. Prerequisite: IS 524.

574 International Issues in Information Technology Management. (3) This course is designed to expose students to the current issues in global information technology (IT) management. This course will examine the international business environment and how information systems (IS) and technology can be effectively utilized for the successful management of business enterprises in that environment. Prerequisite: IS 524 or permission of the instructor.

Management

445G Organization Development. (3) Examines current models and methods for bringing about change in organizations. Emphasizes understanding organizations as complex adaptive systems. Provides knowledge and practical tools to promote and maintain system viability across the dynamic contexts facing modern organizations. Prerequisite: MGT 549, MKTG 527, and either FIN 311 or FIN 331, or permission of the instructor.

474G Entrepreneurship and Small Business. (3) The course examines the decision process of starting a new business. Topics covered include: the role of small business in society; characteristics of small business owners; problems, opportunities, advantages, and disadvantages of being in small business. The process of writing a complete business plan is a major focus of the course. Cases, interviews, and other hands-on methods are used. Prerequisites: MGT 549, MKTG 527, and either FIN 311 or FIN 331, or permission of the instructor.

481G Management and Society: Ethics and Social Responsibility. (3) A study of relationships between business, government, society, and individuals. Topics include ethics, social responsibility, regulation, globalization, and managing ethical and social issues of concern to various stakeholders and the natural environment. Prerequisite: MGT 349 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.

500 The Management of People and Organizations. (3) This course focuses on the theories and applications of managing people and organizations, including the functions of management, organization behavior, organization theory, and human resource management. Topics include decision making/problem solving, planning and organizing, motivation, leadership, organizational change, communication, conflict, teamwork, human resource planning, performance appraisal, training and development, negotiations, and reward systems.

510 Ethical, Social, and Legal Responsibilities of Managers. (3) A course designed to integrate three managerial responsibilities, essential to maintaining a responsive organization in the contemporary business environment. In addition to the ethical, social, and legal dimensions of the modern business organization, political and historical factors affecting decision making will be examined. Specific issues that will be addressed may include corporate social responsibility models, personal and organizational ethics, international trade and other global issues, employee rights, corporate governance, business and the natural ecology, and the civil and criminal liabilities of businesses and their executives.

520 Organization Behavior and Leadership. (3) Examines theory and research on the behavioral and conceptual skills accounting for managerial effectiveness in modern complex organizations, with emphasis on leadership skill building. Special topics include understanding power and influence processes, managerial communication responsibilities, empowerment and motivational strategies, developing productive teams, managing culture, the human implications of technology, organizational change and development, and creating learning organizations, among other current topics. Prerequisite: BAT 501 or equivalent.

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: DS 503 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. Prerequisite: BAT 501 or equivalent.

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.

Business Administration

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 Department Chairperson.

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 Department Chairperson.

Marketing

516 Marketing Strategy and Functions. (3) Analysis of integrated marketing efforts targeted at consumer and industrial markets. Training in information tools, market segmentation processes, development of strategies (combination of product, pricing, distribution, and promotion plans), plus coordination of internal and external resources for a goal-oriented and controlled plan implementation.

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.

536 Buyer Behavior. (3) Exploring the basis of buyer behavior from a marketing management perspective. Emphasis is on the application of behavioral science theories, models, and techniques in the development of marketing strategies. Prerequisite: BAT 501 or equivalent.

566 Marketing Decision Making. (3) Analysis of how different industries organize and realize their marketing efforts based on actual company cases. Basic quality orientation of course is combined with quantitative inputs where needed to assure a realistic learning exercise. All topics address the specific needs of combining good marketing planning with organizational structure to optimally serve customer needs and expectations. Not available to students with credit in MKTG 576. Prerequisites: BAT 501 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. Prerequisites: BAT 501 or equivalent.

586 World Markets and International Marketing. (3) Marketing decision making in the international/global environment. Identifying, formulating, and adjusting marketing strategies in diverse cultural, geographical, and developmental contexts through the use of cases. Not available to students with credit in MKTG 576. Prerequisites: BAT 501 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 Department Chairperson.
Business Administration

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 Department Chairperson.

Operations Management

511 Operations Management. (3) Focuses on value-adding transformation processes in supply and distribution chains for both service and manufacturing organizations. Topics include lean operations, Six Sigma, quality management, cost-volume analysis, materials management, and interfaces with other organization functions. Requires competency in algebra and statistics.

551 Integrated Global Operations Management. (3) Deals with the dynamics of providing high quality goods and services in a rapidly changing and exceedingly competitive global marketplace. The focus is on designing, managing, and operating value-adding transformation processes to support a truly integrated supply chain to satisfy customer demand. Substantial emphasis is placed on total quality management and lean operations as viewed from both the operations and supply chain management executive perspectives.

600 Independent Research. (1–3) Independent research and study of selected topics in operations management. Prerequisites: Permission of the Department Chairperson.

620 Operations Management Internship. (1–6) Integrates Operations 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: 6 s.h. in graduate OM courses and permission of the Department Chairperson.

Supply Chain Management

529 Worldwide Logistics and E-Commerce. (3) Introduction to worldwide logistics that includes both domestic and global logistics. Topics covered include transportation, warehousing, inventory control, material handling, packaging, documentation, terms of trade, and other domestic and global issues. E-commerce is also introduced as it pertains to supply chain management and especially logistics.

531 Supply Management. (3) A survey course in supply chain management from the perspective of the operations and/or supply chain manager. Students will examine effective supply chain strategies involving logistics, transportation, physical distribution, customer service, order processing, inventory management, materials flow, warehousing, distribution network design, procurement and supply management, supply base risk management, and global logistics. Prerequisite: OM 511 or equivalent.

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.

559 Cost Negotiations. (3) An examination of the various styles, tactics and strategies used to achieve successful negotiations. Cost and prices are analyzed regarding both goods and services in establishing a fair and reasonable price with suppliers. Negotiating exercises, cost exercises and mock negotiations are used to integrate theory with reality. Prerequisites: SCM 531 or permission of instructor.

590 Seminar in Supply Chain Management. (3) An examination of current challenges and concepts in supply chain management. Possible topics include, but are not limited to, regulation versus deregulation, small and disadvantaged suppliers, cost reduction, reducing cycle time, lean manufacturing, supplier audits, and integrating the supply chain. Prerequisites: SCM 531 or permission of instructor.

600 Independent Research. (1–3) Independent research and study of selected topics in supply chain management. Prerequisites: Six semester hours of graduate SCM coursework and permission of the Department Chairperson.

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 Department Chairperson.

72
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Graduate Committee Chairperson: Jin Jin  
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E-mail: michem@wiu.edu  
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Location of Program Offering: Macomb

Graduate Faculty

Professors
N. M. Made Gowda, Ph.D., University of Mysore  
Jenq-Kuen Huang, Ph.D., Kansas State University  
J. Scott McConnell, Ph.D., Texas A&M University  
Rose McConnell, Ph.D., Texas A&M University  
T. K. Vinod, Ph.D., University of Victoria  
Lisa Wen, Ph.D., Kansas State University

Associate Professor
R. J. Terry, Ph.D., Loyola University

Assistant Professors
Tarab Ahmad, Ph.D., University of Tennessee-Knoxville  
Hongxia Guan, Ph.D., University of South Carolina  
Jin Jin, Ph.D., University of Albany  
Gilles Kouassi, Ph.D., University of Helsinki

Associate Graduate Faculty

Adjunct Faculty
D. A. Bath, Ph.D., Montana State University  
W. E. Klopfenstein, Ph.D., Penn State University  
M. Venugopalan, Ph.D., Banaras Hindu University

Program Description
The Department of Chemistry 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 inservice 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
Students selecting chemistry as a graduate major are expected to have completed 32 semester hours of undergraduate work in the areas of general, organic, analytical, inorganic, and physical chemistry. With permission of the department, students with at least an undergraduate minor in chemistry may be accepted into the program. Students without one year of physical chemistry will be required to take this course as part of their graduate program. Other deficiency courses may be required for those admitted without a B.S. degree in chemistry. A minimum cumulative GPA of 2.75 for all undergraduate work or at least 3.0 GPA or higher for the last two years of undergraduate work is required for regular admission. Additionally, three letters of recommendation are required. Although the Graduate Record Examination (GRE) is not required, students are strongly encouraged to submit score for both the General test and the Subject Test in chemistry. GRE scores will also be used evaluating applications for an assistantship.

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.

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).

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. Such 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 two-year college level are advised to have satisfied the academic requirements for teacher certification. 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 five semester hours of CHEM 575579 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
géology.

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.

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 Department of
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.

Course Descriptions

401G Inorganic Chemistry III. (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.) Prerequisite: CHEM 332 and 370
or 374.

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.

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.

429G Biochemistry Topics. (1–5) Advanced topics in
biochemistry arranged in one- or two-credit hour blocks
to accommodate special interests. Students may take one
or any combination of the special topics offered in a
given semester. Prerequisite: CHEM 421.

442G Analytical Chemistry. (5) 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.

451G Applications of Forensic Chemistry. (3)
Designed primarily for students interested in forensic
chemistry. In-depth applications of physic-chemical
principles to analysis of physical evidence from criminal
investigations, including explosive residues, arson
debris, hairs, fibers, glass, paint, papers, inks, and soil.
State-of-the-art techniques and instrumentation are used.
Prerequisite: CHEM 332, 341, 370 or 374, or permission
of the instructor.

452G Forensic Toxicology and DNA Analysis. (3)
Designed primarily for students interested in forensic
chemistry. A continuation of CHEM 451. Applications of
pharmacological, toxicological, and molecular biological
principles to analysis of commonly encountered abused
and toxic substances. Topics will include serology
and DNA analysis. State-of-the-art techniques and
instrumentation are used. Prerequisite: CHEM 451.
Prerequisite or corequisite: CHEM 421, or graduate
standing, or permission of the instructor.

463G Advanced Pharmacology. (3) This course
introduces the students to the chemical aspects of
drug-receptor interactions, pharmacokinetics, and
pharmacodynamics of major categories of pharmacologic
agents. Not open to students who have credit for PSY 444.
Prerequisites: CHEM 421, and either ZOOL 231 or ZOOL
430, or NURS 310 and permission of instructor.

482G (cross-listed with PHYS 482G and BIOL
482G) Science in Context. (3) Interdisciplinary course
designed for middle and high school science teachers
as well as students pursuing secondary science teacher
certification. Students explore science as inquiry, the
unifying principles of science, and the role of social
contexts and ethics in science.

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
Chemistry

Combination of lecture and demonstrations are used to describe MSDS, PPE, federal regulations, safe handling of hazardous reagents and isotopes. Prerequisites: 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.

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.

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. Prerequisite: Permission of the instructor.

591 Internship Report. (2) An oral and written report of the internship experience.

600 Research. (2–12, repeatable)

601 Thesis. (3)
College Student Personnel

Chairperson: Reinhard Lindner  
Graduate Committee Chairperson: Thomas Cody  
CSP Program Coordinator: Tracy Davis  
Office: Horrabin Hall 115  
Telephone: (309) 298-1183 Fax: (309) 298-2786  
E-mail: LA-Turke@wiu.edu  
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Location of Program Offering: Macomb

Graduate Faculty
Professors  
Thomas J. Cody, Ph.D., Southern Illinois University-Carbondale  
Tracy L. Davis, Ph.D., University of Iowa  
Deanna S. Forney, Ph.D., University of Maryland-College Park

Associate Graduate Faculty
Adjunct Faculty  
Earl Bracey, J.D., Southern Illinois University-Carbondale  
W. Garry Johnson, Ph.D., University of Missouri-Columbia  
Timothy Sheridan, M.S.Ed., Indiana University

Program Description
The Department of Educational and Interdisciplinary Studies offers a Master of Science in College Student Personnel. The program emphasizes professional education that integrates academic course work with internship and practical experiences. The program is designed to have the flexibility to provide professional preparation for a variety of college and university positions. It is appropriate for those students with career goals of working in admissions, student activities, housing programs, student unions, placement offices, and other student affairs areas. The program integrates theory with practice by combining academic preparation with a series of practical assignments in various student affairs areas. The curriculum includes courses in the areas of higher education, the behavioral sciences, counseling, and research.

Admission Requirements
The student must meet the regular admission requirements of the School of Graduate Studies and be recommended by the Selection Committee of the program. Personal references, interviews, and an essay are required by the Program Selection Committee. Interested persons should contact the program coordinator for information about admission procedures.

Degree Requirements
Students choosing this degree program must complete 48 semester hours of credit. Students are required to take a specialization core of 36 hours, two hours of practicum, and six hours of internship. Four hours of electives from the behavioral sciences, counseling, and other related areas should be taken only after consultation with the student’s adviser.

I. Core Courses

- EIS 500 Methods of Research (3)  
- CSP 550 Legal Issues for Professionals in College Personnel (3)  
- CSP 552 Introduction to College Student Personnel Work (3)
College Student Personnel

CSP 553 Organization and Administration of College Student Personnel Services (3)
CSP 554 Higher Education in the United States (3)
CSP 555 Counseling Theories and Practices for College Student Personnel (4)
CSP 559 Student Development Theory and Application I (4)
CSP 560 Student Characteristics and College Impact (3)
CSP 561 Practicum in Student Affairs (2)
CSP 565 Student Development Theory and Application II (4)
CSP 581 Group Dynamics—Process and Analysis (3)
CSP 597 Internship (3)
CSP 598 Internship II (3)
CSP 600 Professional Development Seminar (3)

II. Electives ................................................................. 4 s.h.
TOTAL PROGRAM .......................................................... 48 s.h.

Graduate School requirements regarding transfer of credit and extension work will apply.

Course Descriptions

533 Special Problems in College Student Personnel. (1–3, repeatable to 6) Designed to provide a group of students an opportunity for further professional growth and to apply problem-solving approaches in dealing with a specific educational problem.

550 Legal Issues for Professionals in College Student Personnel. (3) A study of the complex problems of law and ethics as they influence the field of college student personnel and the student affairs professional’s role.

552 Introduction to College Student Personnel Work. (3) An introduction to student affairs in higher education focusing on the foundations of the profession, its theoretical base, models of practice, and necessary competencies. An overview of specific areas of student affairs practice is provided. Prerequisite: CSP major or permission of the instructor.

553 Organization and Administration of College Student Personnel Services. (3) An analysis of organizational structure and administrative responsibility of college student personnel workers. Attention will be given to administrative procedures, budgeting, planning, records relationships to students, and relationships to other institutional administrative personnel and academic units.

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 or permission of the instructor.

555 Counseling Theories and Practices for College Student Personnel. (4) An examination of the major theories of counseling, the development of basic counseling skills central to, and for use in, college student personnel settings. Prerequisite: CSP major.

559 Student Development Theory and Application I. (4) A critical analysis and review of student development as the theoretical basis for the student affairs profession. Consideration is given to formulating a personal philosophy of student development, current research, and methodology, and writings. Prerequisite: CSP major or permission of the instructor.

560 Student Characteristics and College Impact. (3) Characteristics of college students, focusing on the needs of the diverse student populations on today’s college campuses, will be examined. The impact of college on students, including factors related to retention and attrition and the differential impacts of college on various student populations, will also be explored.

561 Practicum in Student Affairs. (2) The course consists of two components; work experience in a student affairs setting under the supervision of a student affairs professional and seminar conducted by a member of the CSP faculty in which students focus on the link between academic and environmental aspects of training and related issues for beginning professionals. Prerequisite: CSP major.

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 Student Development Theory and Application II. (4) This course will continue the examination of student development theories and their application to student affairs practice, focusing on newer approaches to student development, implications of theory for diverse student populations, and assessment strategies. Prerequisite: CSP 559.

581 Group Dynamics—Process and Analysis. (3) The study of group processes: communication, decision making, cooperation and competition, cohesion, social facilitation and inhibition, leadership, and group roles. Students participate in a small group experience as part of the course.

597 Internship. (3) Intensive professional experience, under supervision, at an internship site. The purpose of this internship is to gain practical experience in applying the knowledge gained in didactic courses to a field of specialization. Prerequisite: Written permission of the instructor or program coordinator.

598 Internship II. (3) Continuation of CSP 597. Intensive professional experience, under supervision, at an internship site. The purpose of this internship is to gain practical experience in applying knowledge gained in didactic courses to a field of specialization. Specific topical focus varies. Prerequisite: CSP 597.

599 Independent Study. (1–4, repeatable to 4) 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. Prerequisite: CSP major and/or permission of the instructor.
600 Professional Development Seminar. (3) An integrative seminar taken in the student’s final semester. Using a case study approach, the seminar is designed to assist students in applying concepts studied in previous courses to current problems and issues in student affairs. Prerequisite: CSP major or permission of the instructor.
Communication

Chairperson: Peter F. Jorgensen
E-mail: PF-Jorgensen@wiu.edu
Graduate Committee Chairperson: Ilon Lauer
Office: Memorial 302
Telephone: (309) 298-1507 Fax: (309) 298-2369
E-mail: MI-Lauer@wiu.edu
Website: wiu.edu/communication/graduate.php
Location of Program Offering: Macomb

Graduate Faculty

Professors
Judith Dallinger, Ph.D., University of Nebraska
Ken Hawkinson, Ph.D., Southern Illinois University
Peter F. Jorgensen, Ph.D., University of Arizona
Lisa A. Miczo, Ph.D., University of Arizona

Associate Professors
Maceio Ilon Lauer, Ph.D., University of Georgia
Nathan Miczo, Ph.D., University of Arizona
John Miller, Ph.D., Wayne State University

Assistant Professor
Breanna McEwan, Ph.D., Arizona State University

Associate Graduate Faculty

Associate Professor
Mary Hogg, Ph.D., University of Iowa

Assistant Professors
Jaime Bochantin, Ph.D., Texas A&M University
Christopher Carpenter, Ph.D., Michigan State University
Tessa Pfafman, Ph.D., University of Missouri
Doshik Yun, Ph.D., Michigan State University

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.

Admission Requirements

Students must have a 2.75 cumulative GPA or 3.0 GPA in their last two academic years in order to be considered for regular admission to the graduate program in communication. 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.
All students applying to the program must provide a written goals statement explaining their decision to pursue a graduate degree in Communication from Western Illinois University. Also, an example of scholarly writing (minimum of 5 pages) must be submitted with the application materials.

International students must have an overall TOEFL score of at least 237 (580 paper score; 92 internet-based).

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 Criticism  
COMM 343 Organizational Communication  
COMM 344 Interpersonal Communication  
COMM 356 Introduction to Persuasion  
CSD 020N English for International Students

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 Introduction to Graduate Study (3)  
   COMM 504 Empirical Research in Human Communication (3)  
   COMM 506 Message Production (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 679.

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)

**TOTAL PROGRAM** ……………………………………………………………………………………………………………………………… 33–34 s.h.
Communication

Course Descriptions

Communication


410G Theory and Methodology in Interpersonal Communication. (3) Study of theory, concepts and methodology relevant to dyadic interaction. Examination of, and participation in, field, survey, and experimental studies of interpersonal behavior. 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) Study of communication in small groups and organizational settings. Examination of field, survey, and experimental studies contributing to the understanding and improvement of group and organizational communication. 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.

441G Rhetoric and Public Culture. (3) The study of rhetoric’s power to shape and sustain public culture. Students learn how rhetoric influences civic and cultural life and execute an independent project examining the rhetorical strategies, argumentative approaches and cultural significance of an influential rhetorical debate.

456G Persuasive Campaigns. (3) Study of the design and execution of persuasive campaigns. Prerequisites: COMM 130 with a grade of C or higher; COMM 311 with a grade of C or higher; COMM 356; COMM 241; ENG 180 and 280.

480G Special Topics in Communication. (1–3, repeatable to 6, for different topics, with permission of department chair) This course deals with selected topics of interest in communication, such as nonverbal communication, intercultural communication, and family communication. Prerequisites: ENG 180 and 280; completion of at least 12 s.h. in communication.

500 Introduction to Graduate Study. (3) Introduction to major theories and concepts relevant to the field. Includes orientation to the communication discipline, as well as exposure to 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.

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.

520 Research in Communication and Broadcasting. (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 adviser and departmental supervisor.

601 Thesis. (3, 6, repeatable to 9) 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.
Communication Sciences and Disorders

Chairperson: Maureen G. Marx
Graduate Committee Chairperson: Kate Pohlpeter
E-mail: M-Marx@wiu.edu
Speech-Language Clinic Coordinator: Ellen M. Ehrgott
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Location of Program Offering: Macomb

Graduate Faculty

Professor
Robert W. Quesal, Ph.D., CCC-SLP, University of Iowa

Associate Professor
Maureen G. Marx, Ph.D., CCC-SLP, University of Illinois

Associate Graduate Faculty
Assistant Professors
Ellen M. Ehrgott, M.S., CCC-SLP, Eastern Illinois University
Kathryn A. Pohlpeter, M.A., CCC-SLP, Western Illinois University

Program Description

The program in Communication Sciences and Disorders (CSD), accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association, offers specialized courses leading to the Master of Science degree with emphasis in speech-language pathology. The program includes academic course work and clinical practicum requirements. Clinical practicum experiences are completed both on campus at the WIU Speech-Language-Hearing Clinic and at various off-campus sites.

The CSD program has two exit options designed to integrate research with clinical practice. The Thesis Exit Option (CSD 601) is designed for students who are interested in research or who wish to continue their education beyond the master's level and the thesis is a complete data-based study. The Research Project Option (CSD 603) is designed for students whose career goals involve practicing as a speech-language pathologist and the project is clinically-based, with a detailed literature review of a treatment approach and data analysis of client performance changes due to the treatment.

At the completion of the program, graduates will have completed all the necessary course work and clinical practica 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. There are additional experience and standardized examination requirements for certification and licensure which are typically completed during the first year of employment.

Students who wish to earn certification to work in the public schools in Illinois must complete all teacher certification requirements established by the state of Illinois and Western Illinois University. (These requirements may extend a student's graduate program. For further information on teacher certification requirements, see the WIU Undergraduate Catalog or contact the College of Education and Human Services.)
Communication Sciences and Disorders

Admission Requirements
Applicants for admission must have an overall grade point average of 3.0 or earn a grade point average of at least 3.25 during the final two years of undergraduate work in order to be considered for regular admission to the graduate program in Communication Sciences and Disorders.

Applicants must also submit the following:
1. Three letters of recommendation from individuals who can attest to the applicant’s academic and clinical potential at the graduate level.
2. A personal statement of the applicant’s specific interest in Western’s communication sciences and disorders program, including reasons why the applicant wishes to attend this program.
3. The Graduate Record Examination (GRE) scores.

Students who wish to obtain a master’s degree and/or meet state licensure and national certification in communication sciences and disorders must complete the courses or course equivalents listed below before undertaking master’s course work. These courses may not be applied toward regular degree requirements.

Undergraduate Prerequisites
CSD 100 Introduction to Communication Sciences and Disorders
CSD 210 Basic Anatomy of the Speech and Hearing Mechanism
CSD 211 Speech Science
CSD 212 Phonetics
CSD 312 Normal Development of Speech and Language
CSD 380 Introduction to Articulation and Phonological Disorders
CSD 382 Introduction to Neurological Disorders
CSD 384 Introduction to Fluency and Voice Disorders
CSD 390 Audiometry and Hearing Disorders
CSD 481 Evaluation Procedures in Speech-Language Pathology
CSD 484 Clinical Methods for Children’s Language Disorders
CSD 494 Aural Rehabilitation I

Students who are deficient in any of the preceding areas will be required to make up these undergraduate deficiencies. Courses at the 200 or 300 level which are required to meet deficiencies may not be taken for graduate credit and none of the above courses at the 400 level may be applied to the graduate degree program.

Degree Requirements
The Master of Science in Communication Sciences and Disorders degree program requires a minimum of 44 to 46 hours, depending on exit option chosen.

I. Core Courses ...........................................................................................................43 s.h.
   CSD 501 Introduction to Research Methods in Communication Sciences and Disorders (3)
   CSD 503 Seminar in Professional Affairs (2)
   CSD 504 Seminar in Speech-Language Pathology (2)
   CSD 510 Oral-Motor and Articulation Disorders (3)
   CSD 511 Language Theory and Development (3)
   CSD 512 Child Language Disorders: Assessment and Intervention (3)
   CSD 523 Neurological Disorders I: Aphasia (3)
   CSD 524 Neurological Disorders II: Cognitive and Degenerative Disorders (3)
   CSD 525 Dysphagia: Assessment and Intervention (3)
Communication Sciences and Disorders

CSD 555 Voice Disorders (2)
CSD 547 Fluency and Fluency Disorders (3)
CSD 548 Applied Phonology (3)
CSD 550 Audiology for the Speech-Language Pathologist (2)
CSD 587 Clinical Practicum in Speech-Language Evaluation (1)
CSD 588 Clinical Practicum in Speech-Language Pathology (4)
CSD 600 Internship (3)
CSD 604 Graduate Portfolio (0)

II. Select one of the following exit options: ................................................................. 1–3 s.h.
A. Research Project
   CSD 603 Research Project (1)
B. Thesis
   CSD 601 Thesis (3)

TOTAL PROGRAM ........................................................................................................ 44–46 s.h.

In addition to the course work above, all CSD majors 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.

Students who opt for the Illinois Public School Certification will also take CSD 521 and CSD 522.

Course Descriptions

479G Augmentative Communication. (3, repeatable to 6) The study of the various means of communication aids and the assessment and intervention strategies utilized to implement them. Prerequisite: Graduate standing in communication sciences and disorders or special education, or permission of the instructor.

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 discover and treat communication disorders. Prerequisites: CSD 312, 380, 382, 384, or permission of the instructor.

484G Clinical Methods for Children’s Language Disorders. (3) Study of procedures for the evaluation and management of language disorders of children. Prerequisite: CSD 312 or permission of the instructor.

494G Aural Rehabilitation I. (3) History and development of methods of speech reading and auditory training. Multisensory approach to rehabilitation and habilitation is emphasized including specific procedures for handling the acoustically handicapped student in the classroom. Prerequisite: CSD 390.

495G Aural Rehabilitation II. (3) Language and psychological and social behavior of the acoustically handicapped. Methods of testing the population for therapy and rehabilitation are also studied. Prerequisites: CSD 390, 494 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 CSD.

504 Seminar in Speech-Language Pathology. (2, repeatable to 4) Investigation of current literature relating to etiology, assessment, and treatment of selected communication disorders. Topics based on faculty and student interest. Prerequisite: Graduate standing in CSD or permission of the instructor.

510 Oral-Motor and Articulation Disorders. (3) Reviews the development of critical oral-motor and articulation abilities from infancy through adulthood. Enables the student to differentially diagnose and treat functional articulation disorders, oral-motor apraxia, and dysarthrias. Cultural issues of dialect are also addressed. Prerequisites: CSD 210, 212, 380, and 382.

511 Language Theory and Development. (3) The study of current research on cross-disciplinary development theories as they relate to the typical acquisition and development of language as a formal and functional system across the life span with emphasis on school age and adolescent years. Prerequisites: CSD 312 and 484.


521 Methods in Public Schools. (3) The study of general program considerations for the speechlanguage pathologist in the public school setting including case management and state and federal legislation.

522 Clinical Practicum in the Public School. (3, repeatable to 9) Supervised clinical practice in speechlanguage and/or hearing in the public school setting. Prerequisites: CSD 521, completion of required CSD coursework, no more than one C grade in CSD 587/588, and approval of faculty.
Communication Sciences and Disorders

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: CSD 382 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: CSD 382 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: CSD 210, 312 and 382.

535 Voice Disorders. (2) Voice production, including vocal development and life span changes. Pathophysiology of voice disorders, their assessment, management and treatment. Prerequisites: CSD 210, 380 and 384.

547 Fluency and Fluency Disorders. (3) 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 stuttering, neurogenic stuttering, psychogenic stuttering. Prerequisite: CSD 384.

548 Applied Phonology. (3) The study of concepts in linguistic theory and models of phonological development as they apply to the understanding of the nature, possible causes, evaluation, and management of phonological disorders. Prerequisites: CSD 212, 380 and 481.

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: CSD 390 and 494, or permission of the instructor.

587 Clinical Practicum in Speech-Language Evaluation. (1) Supervised practicum in speech-language evaluation procedures in the Speech-Language-Hearing Clinic. Prerequisite: CSD 481(G).

588 Graduate Clinical Practicum I Speech-Language Pathology. (1–3, repeatable to 8) Supervised clinical experience in oncampus and offcampus clinical facilities while working with children and adults having speech and language disorders. A minimum of 20 contact clock hours must be obtained for each credit hour. Prerequisite: Permission of the instructor.

590 Research in Communication Sciences and Disorders. (1–6, repeatable to 6)

599 Graduate Clinical Practicum in Audiology. (1–3, repeatable to 8) Supervised clinical experience in oncampus and/or offcampus clinical facilities while working with children and adults having hearing impairments. Prerequisite: Permission of the instructor.

600 Internship in Communication Disorders. (3, repeatable to 6) 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. Prerequisites: Completion of required CSD coursework, no more than one C grade in CSD 587/588, and approval of faculty.

601 Thesis. (3)

603 Research Project. (1) Clinical research project for students who choose not to complete a Master's thesis, exploring the relationship between research and clinical practice. The project, completed concurrently with a clinical practicum assignment, will result in a detailed review of current literature supporting the treatment chosen, and detailed analysis of data gathered over the course of the semester to document change in client performance as a result of treatment. Prerequisite: CSD 501.

604 Graduate Portfolio. (0) Throughout their graduate program, students will develop a portfolio documenting their evolving knowledge and skills in speech-language pathology. The portfolio will be submitted to a faculty committee at the end of each semester, and the student’s mastery of identified knowledge and skills will be documented. The final portfolio will show that the student has met the knowledge and skills outcomes for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP). Graded S/U. Prerequisite: Students taking CSD 604 must be in their final semester of course work, and obtain permission of CSD Graduate Adviser to enroll.
Graduate Faculty

Professors
Dennis DeVolder, Ph.D., Florida State University
Binto George, Ph.D., Indian Institute of Science
Byoung Lee, Ph.D., University of Iowa
Martin Maskarinec, Ph.D., Northwestern University
Kathleen Neumann, Ph.D., Northwestern University

Associate Professors
Yeongkwun Kim, Ph.D., Illinois Institute of Technology
L. Leff, Ph.D., Southern Methodist University
George Mangalaraj, Ph.D., University of Texas-Arlington
James McQuillan, Ph.D., University of West Ontario
Sumesh Philip, Ph.D., State University of New York

Associate Graduate Faculty

Assistant Professors
Justin Ehrlich, Ph.D., Wichita State University
Wanyu Zang, Ph.D., Nanjing University

Program Description
The School of Computer 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
All students must meet the general admission requirements of the School of Graduate Studies. 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
Computer Science

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 adviser 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 Computer Sciences offers three 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 on the research project is required.

Plan 3, the All-Course-Work Plan, requires 33 semester credit hours of course work.

In the All-Course-Work 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.

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. Core Courses ........................................................................................................................................18 s.h.
   CS 410G Operating Systems (3)
   CS 420G Computer Communication and Networks (3)
   CS 460G Artificial Intelligence Methods (3)
   CS 465G Computer Graphics (3)
   CS 470G Database Systems (3)
   CS 560 Computer Architecture (3)

II. Depth Courses (Select one class from each of two different subject areas): ................................................................. 6 s.h.
   A. Subject Area 1
      CS 512 Advanced Operating Systems (3)
      CS 513 Topics in Operating Systems (3)
   B. Subject Area 2
      CS 522 Advanced Database Design and Administration (3)
      CS 523 Topics in Database Systems (3)
   C. Subject Area 3
      CS 548 Advanced Artificial Intelligence (3)
      CS 549 Topics in Artificial Intelligence (3)
D. Subject Area 4
   CS 556 Advanced Computer Networks (3)
   CS 557 Topics in Computer Networks (3)

E. Subject Area 5
   CS 561 Advanced Computer Architecture (3)
   CS 562 Topics in Computer Architecture (3)

F. Subject Area 6
   CS 566 Advanced Computer Graphics (3)
   CS 567 Topics in Computer Graphics (3)

III. Plans of study (Select one):................................................................. 9 s.h.
A. Thesis
   CS Electives (3)
   CS 600 Research (3)
   CS 601 Thesis (3)

B. Project
   CS Electives (6)
   CS 599 Master's Project (3)

C. All-Coursework (This plan is not available to students in the Integrated Bachelor's and Master's degree program.)
   CS Electives (9)

TOTAL PROGRAM ............................................................................................................ 33 s.h.

The successful completion of a final oral examination covering the research project 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

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 350.

412G Graphical User Interface Programming. (3) Development of programs that use multiple windows, dialog boxes, mouse input, interapplication communication using API calls, object-oriented frameworks and application builders. Prerequisite: CS 351.

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.

460G Artificial Intelligence Methods. (3) Survey of major AI applications areas. Introduction to basic techniques in automatic problem solving, pattern recognition, natural language processing, and robotics. Graduate students will need to write a term paper on a topic in or related to AI. Prerequisite: CS 351.

465G Computer Graphics. (3) Provides an overview to the science, theory, and art of computer graphics. It assumes a working knowledge of PC/Windows, C++, and advanced data structures. Covers output modes, basic algorithms, 2- and 3-D rendering, fractals, animation, and 3-D rendering. Assignments will include programs in C++ with OpenGL and work with modern graphics software. Prerequisite: CS 350.

470G Database Systems. (3) Introduction to database concepts. Survey of semantic models such as entity-relationship, network, relational, and hierarchical. Data normalization. Data sublanguages. Design, security, and integrity considerations. Survey of operational systems and their relation to data models. Prerequisite: CS 351 or NET 432. Credit cannot be given for both CS 470, and CS 483 or IS 342.

473G Computer Simulation. (3) This class will introduce the science and art of computer based simulation. We will focus on discrete event simulation using the simulation languages ProModel and GPSSH. The class will focus on discrete event simulation, but will also cover Monte Carlos and continuous simulations. Scientific method and statistics will be used to develop, analyze, and report on a student developed simulation project. Prerequisite: CS 350 or equivalent.

483G Microcomputer Systems with 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 482. 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/
Computer Science

operate networks in business environments. Cannot be applied toward the Computer Science Master’s Program. Prerequisite: CS 101, 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, 203, 482 or equivalent.

512 Advanced Operating Systems. (3) Topics chosen from the theory of distributed, parallel, and concurrent operating systems. Other possible topics include secure systems and formal models of operating systems. Prerequisite: CS 410G.

513 Topics in Operating Systems. (3) Topics to include additional depth, readings, and/or examination of research trends in operating systems. Prerequisite: CS 410G 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) Topics to include additional depth, reading and/or examination of research trends in Database Systems. Prerequisite: CS 470G or equivalent.

540 Computer Simulation. (3) Statistical techniques used in computer simulations. Construction and verification of simulation models. Programming projects. Prerequisites: One statistics course and familiarity with two programming languages.

548 Advanced Artificial Intelligence. (3) The course will included topics from Expert Systems, Knowledge Engineering, Soft Computing, and other advanced topics. Prerequisite: CS 460G, or equivalent.

549 Topics in Artificial Intelligence. (3) Course covers modern trends in artificial intelligence. Prerequisite: CS 460G or equivalent.

550 Workshop. (1–3)

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) 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 largescale and smallscale 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) Advanced topics to include additional depth, readings, and/or examination of research trends in computer architecture. Prerequisite: CS 560 or 400G, or equivalent.

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) Designed to gain depth in computer graphics. Possible topics include the study of 3-D modeling for, and the development of, multi-user virtual words. 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 the department.

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) 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.

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.
Chairperson: Rebecca Newgent
Graduate Committee Chairperson: Carrie Alexander-Albritton
Office: WIU-Quad Cities
Telephone: (309) 762-1876 Fax: (309) 762-6989
E-mail: cned@wiu.edu
Website: wiu.edu/counselored/
Location of Program Offering: Quad Cities only

**Graduate Faculty**

**Professors**
William P. McFarland, Ed.D., Indiana University of Pennsylvania
Rebecca Newgent, Ph.D., The University of Akron

**Associate Professors**
Holly J. Nikels, Ph.D., University of South Dakota
Leslie W. O’Ryan, Ed.D., University of South Dakota

**Associate Graduate Faculty**

**Assistant Professors**
Carrie Alexander-Allbriton, Ph.D., Idaho State University
Shawn Parmanand, Ph.D., Idaho State University

**Adjunct Faculty**
Eldon Partridge, M.S.Ed., University of Illinois

**Program Description**

The Department of Counselor Education offers a Master of Science in Education 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, which includes: 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 Department of Counselor Education is the only program at Western Illinois University that prepares students for school counselor certification.

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 both the Illinois and Iowa Educational Examiner Board.

**Admission Requirements**

A Departmental Selection Committee must recommend applicants for admission to the graduate program in the Department of Counselor Education. The Selection Committee requires references, transcripts, a screening interview, GRE scores, and an essay. Applicants must submit official GRE general test scores (no more than five years old). Applicants seeking school counseling certification for Illinois or Iowa should contact the Chairperson of the Department of Counselor Education for those requirements. Consideration for
Counseling

screening interviews will not take place until all required documents are received and approved by the deadline.

Fingerprint-based Illinois State Police and FBI criminal background investigations are required of admitted students. 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 may have additional background investigations prior to acceptance at their field site. Please email the Department of Counselor Education at cned@wiu.edu for additional information.

Applicants must have completed a Bachelor’s degree (undergraduate course work) in any field from a regionally accredited university.

Applicants must have a cumulative undergraduate GPA of 3.0 or higher (includes all undergraduate work attempted at all institutions), or 3.25 for the last two years (60 semester hours) of undergraduate work, or a cumulative graduate GPA of 3.0 or higher (includes all graduate work attempted at all institutions) and a completed master’s degree from a regionally accredited university.

Applicants failing to meet the minimum undergraduate requirements may be considered for probationary admission with a cumulative undergraduate GPA of 2.75–2.99. Applicants with a cumulative undergraduate GPA between 2.6–2.74 may request consideration for probationary admission—an additional portfolio must be submitted by the applicant at the time of application. The additional material included in the portfolio is intended to assist the Selection and Retention Committee’s evaluation of the applicant’s potential success as a graduate student in the Department of Counselor Education. All applicants admitted as probationary students must petition for full admission after completing nine graduate hours from any of the following courses: CN 540, CN 541, CN 545, CN 551, CN 554, or EIS 500.

Applicants not meeting the above requirements may request individual consideration based upon exceptional circumstances. Applicants must contact the Chairperson of the Department of Counselor Education for further information.

Students will be required to complete a disclosure status (indicating whether or not a student’s criminal background status has changed) during the semester prior to enrollment in techniques, practicum, and internship. All students must register for the CPCE examination while enrolled in practicum. The CPCE will be given during the student’s internship semester and a passing score is required to advance to degree completion.

Degree Requirements

The Master of Science in Education in Counseling degree has two options. Students may pursue a School Counseling option which requires a minimum of 52 semester hours or may select a Clinical Mental Health Counseling option which requires a minimum of 60 s.h. Students should consult with their adviser regarding proper sequencing of courses and specialization in either option.

The Department of Counselor Education 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 548, CN 581, CN 593, and CN 597.

I. Required Core Courses: ...........................................................................................................41 s.h.
   EIS 500 Methods of Research (3)
   CN 500 Introduction to Counseling Skills and Practice (3)
   CN 519 Crisis and Trauma Counseling (3)
## Counseling

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CN 540</td>
<td>Marriage, Family, and Relationship Counseling</td>
<td>(3)</td>
</tr>
<tr>
<td>CN 541</td>
<td>Lifestyles and Career Development</td>
<td>(3)</td>
</tr>
<tr>
<td>CN 542</td>
<td>Assessment Techniques in Counseling</td>
<td>(3)</td>
</tr>
<tr>
<td>CN 545</td>
<td>Counseling Theories and Applications</td>
<td>(3)</td>
</tr>
<tr>
<td>CN 547</td>
<td>Techniques of Counseling</td>
<td>(3)</td>
</tr>
<tr>
<td>CN 552</td>
<td>Counseling/Helping in a Multicultural Society</td>
<td>(3)</td>
</tr>
<tr>
<td>CN 554</td>
<td>Counseling Across the Lifespan</td>
<td>(3)</td>
</tr>
<tr>
<td>CN 581</td>
<td>Group Counseling; Theories and Procedures</td>
<td>(3)</td>
</tr>
<tr>
<td>CN 593</td>
<td>Practicum: Counseling</td>
<td>(3)</td>
</tr>
<tr>
<td>CN 597</td>
<td>Internship</td>
<td>(5)</td>
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</table>

### II. Required Directed Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CN 544</td>
<td>Counseling Techniques for Children and Adolescents</td>
<td>(3)</td>
</tr>
<tr>
<td>CN 546</td>
<td>Developing and Managing Comprehensive School Counseling Programs</td>
<td>(2)</td>
</tr>
<tr>
<td>CN 548</td>
<td>Legal and Ethical Issues for Professionals in School Counseling</td>
<td>(1)</td>
</tr>
<tr>
<td>CN 556</td>
<td>Developmental Counseling</td>
<td>(3)</td>
</tr>
<tr>
<td>CN 562</td>
<td>Principles of Mental Health Diagnosis and Pathology for Practitioners in School Settings</td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>(1)</td>
</tr>
</tbody>
</table>

**TOTAL PROGRAM** 52 s.h.

### Clinical Mental Health Counseling Option

A grade of A or B is required for the following courses: CN 500, CN 521, CN 547, CN 549, CN 581, CN 593, CN 597, and CN 600.

### I. Required Core Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EIS 500</td>
<td>Methods of Research</td>
<td>(3)</td>
</tr>
<tr>
<td>CN 500</td>
<td>Introduction to Counseling Skills and Practice</td>
<td>(3)</td>
</tr>
<tr>
<td>CN 519</td>
<td>Crisis and Trauma Counseling</td>
<td>(3)</td>
</tr>
<tr>
<td>CN 540</td>
<td>Marriage, Family, and Relationship Counseling</td>
<td>(3)</td>
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<tr>
<td>CN 541</td>
<td>Lifestyles and Career Development</td>
<td>(3)</td>
</tr>
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<td>CN 542</td>
<td>Assessment Techniques in Counseling</td>
<td>(3)</td>
</tr>
<tr>
<td>CN 545</td>
<td>Counseling Theories and Applications</td>
<td>(3)</td>
</tr>
<tr>
<td>CN 547</td>
<td>Techniques of Counseling</td>
<td>(3)</td>
</tr>
<tr>
<td>CN 552</td>
<td>Counseling/Helping in a Multicultural Society</td>
<td>(3)</td>
</tr>
<tr>
<td>CN 554</td>
<td>Counseling Across the Lifespan</td>
<td>(3)</td>
</tr>
<tr>
<td>CN 581</td>
<td>Group Counseling; Theories and Procedures</td>
<td>(3)</td>
</tr>
<tr>
<td>CN 593</td>
<td>Practicum: Counseling</td>
<td>(3)</td>
</tr>
<tr>
<td>CN 597</td>
<td>Internship</td>
<td>(5)</td>
</tr>
</tbody>
</table>

### II. Required Directed Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CN 520</td>
<td>Foundations and Professional Orientation to Clinical Mental Health Counseling</td>
<td>(3)</td>
</tr>
<tr>
<td>CN 521</td>
<td>Standards of Care and Management in Clinical Mental Health Counseling</td>
<td>(3)</td>
</tr>
<tr>
<td>CN 522</td>
<td>Psychopharmacology in Counseling</td>
<td>(1)</td>
</tr>
<tr>
<td>CN 549</td>
<td>Professional, Legal, and Ethical Issues in Clinical Mental Health Counseling</td>
<td>(1)</td>
</tr>
<tr>
<td>CN 551</td>
<td>Counseling for Addictions</td>
<td>(3)</td>
</tr>
<tr>
<td>CN 600</td>
<td>Diagnosis and Psychopathology</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>(3)</td>
</tr>
</tbody>
</table>

**TOTAL PROGRAM** 60 s.h.

### Course Descriptions

**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 educational problems. Graded S/U.

**500 Introduction to Counseling Skills and Practice.** (3, repeatable to 6) Introduction to the psychological, sociological and educational reasons for and aspects of the helping relationship. This course combines theoretical knowledge of counseling with supervised practice in helping skills. Various counseling strategies will be presented through lecture, discussion, and audio/
Counseling

video presentations. The students will develop facilitative skills useful for human services professions. Grade of A or B required. Prerequisite: Graduate standing in Counseling and permission of the Department Chairperson. Prerequisite/corequisite: CN 545.

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. Prerequisite: Graduate standing in Counseling.

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 special attention given to the American Counseling Association Code of Ethics and professional competencies. Prerequisite: Graduate standing in Counseling.

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. A grade of A or B is required. Prerequisites: CN 520 and graduate standing in Counseling.

522 Psychopharmacology in Counseling. (1) Students will demonstrate knowledge of commonly prescribed Psychotropic medications including antipsychotic, antidepressant, anti-anxiety and sedative/hypnotic agents. Students will understand and have a basic knowledge of creating psychological evaluations using the mental status exam and psychosocial history when developing treatment plans. Prerequisite: Graduate standing in Counseling. Prerequisite or corequisite: CN 600 or CN 602.

533 Current Issues in Counseling. (1–3, repeatable) 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.

543 Counseling Issues in Sexuality. (3) Course explores various dimensions of human sexuality including factual information, current research, sexual dysfunction, and treatment strategies for counseling. Students will explore their own sexual attitudes, feelings, and values in order to promote sensitive, helpful, and accurate responses as professional counselors.

544 Counseling Techniques for Children and Adolescents. (3) Counseling theories, skills, and materials appropriate for working with children and adolescents are explored. Children’s developmental stages, tasks, and needs relative to clinical practice are given specific attention. Play therapy techniques, adventure based counseling skills, and consultation information is included. Prerequisites: CN 500 and graduate standing in Counseling.

545 Counseling Theories and Applications. (3) This course will survey the major concepts, practices, and applications of contemporary therapeutic systems in counseling. Students will gain an overview of the divergent contemporary approaches to counseling.

546 Developing and Managing Comprehensive School Counseling Programs. (2) Procedures for planning, organizing, and evaluating a school counseling program. Principles of administration, staffing, and budgeting for the school counseling program will be studied. Prerequisites: Graduate standing in Counseling or permission of the instructor.

547 Techniques of Counseling. (3, repeatable to 6) The development and mastery of basic counseling skills through a combination of didactic and experiential approaches. Video and audio tapes, role playing, simulation, and practice in procedures will be utilized. Graded A or B required for majors. Prerequisites: CN 500 with a grade of A or B; CN 545; CN 581 as a prerequisite or corequisite. Majors only.

548 Legal and Ethical Issues for Professionals in School Counseling. (1) A study of the complex problems of law and ethics as they influence the field of school counseling and the school counselor’s role. Grade of A or B required for majors.

549 Professional, Legal, and Ethical Issues in Clinical Mental Health Counseling. (3) This course provides an exploration of the legal, professional, and ethical dilemmas faced by professional counselors. Unique issues of professional identity will also be addressed. Familiarity with and application of the current American Counseling Association Code of Ethics as well as relevant state of Illinois and Iowa, and federal civil and criminal law will be demonstrated by students. 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.

552 Counseling/Helping in a Multicultural Society. (3) Didactic and experiential course to expand personal and professional relationship competencies in working with people in our contemporary pluralistic society. This course cannot be audited.

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.

556 Developmental Counseling. (3) A comprehensive developmental school counseling model will be
presented. The model will be applicable for school counselors in public or private school settings, K–12. 

**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. 

**Prerequisites or co-requisite:** CN 500 and CN 545, lab fee required. Majors only.

**593 Practicum: Counseling.** (3, repeatable to 6) Supervised experience in counseling. 

**Prerequisites:** A GPA of 3.0 or higher in all counseling coursework; CN 554; 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 521, CN 549 and CN 600; additionally, for the school option a grade of A or B in CN 548.

**597 Internship.** (5, repeatable to 10) The student will be assigned to work under careful supervision at an approved internship site. The purpose of this 600 hour internship is to gain practical experience in applying the knowledge gained in didactic courses to his/her field of specialization. Graded A or B. Required to retake if grade of C or below. 

**Prerequisite:** A grade of A or B in CN 593.

**599 Independent Study.** (1–4, 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.

**600 Diagnosis and Psychopathology.** (3) Course explores various aspects of clinical mental health counseling related to diagnosis and psychopathology. Diagnosis and knowledge of abnormal and maladaptive behavior are presented. Students will learn how to make a multiaxial assessment and develop appropriate treatment planning including attention to prescribed psychotropic drugs. Grade of A or B required. 

**Prerequisites:** CN 500 and CN 545. Majors only.


**Prerequisite:** Permission of the Department Chairperson.

**602 Principles of Mental Health Diagnosis and Pathology for Practitioners in School Settings.** (1) Evidence suggests an increase in mental pathologies among elementary and secondary school students. This one-hour course provides an overview of child and adolescent pathologies and diagnostic procedures and criteria. The course is designed to help school counselors and other school professionals identify mental disorders among students in order to assist them with their academic development and school adjustment. This course will provide an introduction to the general principles of diagnosis and assessment. 

**Prerequisite:** Graduate standing in Counseling.
Economics

Chairperson: Tej Kaul
Graduate Committee Chairperson: William J. Polley
Office: Stipes Hall 430
Telephone: (309) 298-1153 Fax: (309) 298-1020
E-mail: t-kaul@wiu.edu
Website: wiu.edu/econ/
Location of Program Offering: Macomb

Graduate Faculty

Professors
Tej K. Kaul, Ph.D., Birla Institute of Technology and Science
Kasing Man, Ph.D., University of Chicago
S. M. Rock, Ph.D., Northwestern University

Associate Professors
Farideh Dehkordi-Vakil, Ph.D., University of Iowa
Joseph Fosu, Ph.D., Iowa State University
William J. Polley, Ph.D., University of Iowa

Associate Graduate Faculty

Associate Professors
Alla Melkumian, Ph.D., West Virginia University
Thomas R. Sadler, Ph.D., University of Tennessee
Tara Westerhold, Ph.D., University of South Carolina

Assistant Professors
Jessica Harriger, Ph.D., State University of New York-Binghamton
Shane Sanders, Ph.D., Kansas State University
Anna Valeva, Ph.D., University of California-Santa Barbara
Bhavneet Walia, Ph.D., Kansas State University

Program Description

The Department of Economics and Decision Sciences offers courses leading to the Master of Arts degree in Economics. Elective concentrations are available for students interested in the areas of teaching, business, commercial banking/financial institutions, government, community/economic development, international economics, agricultural economics, quantitative economics, or energy and natural resources. Further information concerning the program and areas of specialization may be obtained from the department's chairperson. The purpose of the M.A. program in economics is to provide students with a firm foundation for achievement of their goals; furthering their education at the D.A. or Ph.D. level; teaching at the secondary or junior college level; or working as professional economists in business, government, or other institutions. The Master of Arts degree is not reviewed for accreditation by AACSB International.

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

For admission to the Master of Arts in Economics program, students should have completed a minimum of 12 semester hours of undergraduate economics to include intermediate micro- and macroeconomic theory and statistics. Students without the recommended background will be required to complete, with a grade of C or better, intermediate micro- and macroeconomic theory, and statistics, before they may enroll in any 500 level economics courses. Students without an undergraduate course in mathematical economics, or the equivalent, will be required to enroll in ECON 481G in their first semester in the program. This course will be counted in the degree.

Degree Requirements

I. Core Courses .................................................................................................................... 9 s.h.

  Macroeconomic Theory
  ECON 500 Macroeconomic Theory and Policy (3)
  or
  ECON 502 Macroeconomic and Growth Theory (3)

  Microeconomic Theory
  ECON 503 Applied Price Theory (3)
  or
  ECON 504 Price Theory (3)

  Applied Economic Techniques
  ECON 506 Econometrics I (3)
  or
  ECON 507 Econometrics II (3)

II. Select one of the following exit options: .......................................................... 21 s.h.

  A. Thesis
     Electives (15)
     ECON 600 Thesis Research (3)
     ECON 601 Thesis (3)
  B. Non-Thesis
     Electives (18)
     *Select one of the following (3):
     ECON 501 Readings in Economics (1–3, repeatable to 3)
     ECON 599 Internship (1–12, repeatable to 12)
     ECON 506 Econometrics I (3)
     ECON 507 Econometrics II (3)

III. Required Assessment Exam (0)

  ECON 603 Comprehensive Examination (0)

  *To satisfy non-thesis research requirement, must be taken after at least one microeconomic and one macroeconomic core course has been completed.

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

The capstone courses (ECON 506 or 507) are fundamental in providing the knowledge and tools necessary in formulating economic hypotheses and analyzing final results. Students must complete 30 semester hours and may follow either a Thesis or a Non-Thesis Option. Consultation with the department’s graduate adviser concerning course selection is required to insure completion of all requirements. Students wishing to take a readings and/or internship course must receive approval from the economics and decision sciences department prior to registration.

Students may select courses outside of the economics courses, which will assist them in achieving their career goals. A maximum of nine hours of related courses from other
Economics

disciplines is allowed with permission of the graduate committee chairperson. The student may petition for an additional three hours of related course work outside of the economics courses. All special permissions or petitions must be approved prior to registration. Transfer and extension credit will be accepted in accordance with current School of Graduate Studies policy.

While all economics graduate students must complete the required core courses (ECON 500 or 502, 503 or 504, 506 or 507), it is possible to elect courses that will enhance specific career objectives. Examples of elective concentrations are decision sciences, quantitative economics, general business economics, commercial banking/financial institutions, prePh.D., public service, international trade, agricultural economics, or energy and natural resources.

Post-Baccalaureate Certificate

The department offers a post-baccalaureate certificate in Community Development. For program details, please refer to the post-baccalaureate certificate section of the catalog.

Course Descriptions

Economics

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.

420G Economic Development. (3) A study of the problems facing developing countries and their underlying causes. Problems such as population growth, urbanization, agricultural transformation, unemployment, education and training, and capital formation are addressed. Students are encouraged to examine solutions to these problems and evaluate the feasibility and practicality of such solutions. A multidisciplinary approach is used. Prerequisite: ECON 232.

425G Money Markets, Capital Markets, and Monetary Theory. (3) An institutional and theoretical study of money and capital markets in conjunction with monetary policy. Prerequisite: ECON 231.

432G Public Finance. (3) Studies the role of government in promoting a system of effective markets. Includes analyses of the causes and implications of market inefficiencies, the economic rationale for government intervention in market, and the criteria used for public investment decisions. Prerequisite: ECON 330 or 331.

435G Comparative Capitalist Systems. (3) A study of the process of transition from socialism to capitalism to include a study of the various forms of capitalism practiced by the major industrialized capitalist nations. The emphasis of the course is on actual transition processes and case studies. Prerequisite: ECON 232.

440G Labor Theory. (3) Understanding labor market dynamics using theory and empirical methods. Topics of focus include labor supply and demand, labor force composition and trends, human capital, wage differentials, migration, minimum wage, trade unions, and occupational licensure. Prerequisite: ECON 330 or 331, or permission of the instructor.

445G Game Theory and Economic Behavior. (3) Analysis and solution of non-cooperative games toward a deeper understanding of economic behavior. Applications include auction design, bargaining, firm market entry games, information economics, and prisoner's dilemma type games in general. Prerequisites: MATH 137 and ECON 232, or permission of the instructor.

460G Urban and Regional Economic Analysis. (3) A study of the economics literature on urban and regional economic development theories and techniques. Particular attention is paid to economic policies to stimulate employment and foster income growth. Various measurement techniques for monitoring economic development are examined. Prerequisite: ECON 232.

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 330 or 331, or permission of the instructor.

470G International Trade. (3) A study of the theoretical and institutional aspects of international trade; effect of trade and factor movements on economic welfare; problems of international disequilibrium; and the search for economic stability and growth through international cooperation. Prerequisite: ECON 232.

471G International Monetary Economics. (3) A study of exchange rate determination, monetary and fiscal policy in an open economy, balance of payments crises, the choice of exchange rate systems, international debt and global financial imbalances. Prerequisites: Math 137 and ECON 231, or permission of the instructor.

481G Mathematical Economics. (3) Introduction to the mathematics most frequently used by economists—basic set theory; linear algebra; differentiation; comparative statistics; optimization; constrained optimization; linear programming. Prerequisites: ECON 231 and 232, one year of calculus or permission of the graduate adviser.

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: MATH 137, DS 203 or STAT 171, or equivalents; or permission of the instructor.

500 Macroeconomic Theory and Policy. (3) An examination of current macroeconomic theory. The emphasis is on understanding a generalized model of the economy with multiple causal variables. Differences in interpretations of economic data and theoretical approaches are analyzed. Theory is applied to the current economic conditions. Present and proposed policies are discussed to illustrate the use of theory in solving economic problems.

501 Readings in Economics. (1–3, repeatable to 3) Graded S/U. Prerequisites: Permission of Department 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 adviser.

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.

504 Price Theory. (3) An analysis of consumer and firm behavior, market and multimarket equilibrium, and welfare economics. Prerequisite: ECON 481G or permission of the graduate adviser.

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 equation models. Students will complete a project involving hypothesis formulation, data collection, analysis using statistical software, and written presentation of results.

507 Econometrics II. (3) Estimation of single and simultaneous equation systems; estimation of demand, production, investment, and consumption functions; distributed lag models; dummy dependent variable models; multivariate analysis; economy wide models. Can be taken in lieu of ECON 506. Prerequisites: ECON 481G and permission of the graduate adviser.

515 Economic Development. (3) The theory of economic development stressing the role of entrepreneurship, innovation, capital formation, saving, investment, labor, and foreign assistance. The effect of the changing social and value structures of developing countries on the economic system is also examined.

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) The application of relevant theories and methods from microeconomics, macroeconomics, labor, international economics, and regulatory economics to managerial decision making in profit and nonprofit organizations. Topics include market structure, production and cost, foreign exchange and international trade, and public policy toward business. Master’s in economics students must receive approval from the graduate adviser before registering. Prerequisites: ECON 508, or ECON 231 and ECON 232, or equivalent.

548 International Economic Relations. (3) An analysis of the fundamental economic principles, forces and governmental policies which determine the economic relations between countries under changing world conditions. Master of Arts in Economics students must receive approval from the graduate adviser before registering. Prerequisites: ECON 508, 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 adviser to determine applicability of this course in your degree program. Graded S/U.


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 adviser, 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 adviser.

600 Thesis Research. (3) The grade in ECON 600 will remain an incomplete until ECON 601, Thesis, is completed. Graded S/U.

601 Thesis. (3) Graded S/U.

603 Comprehensive Examination. (0) All majors are required to satisfactorily complete the knowledge assessment examination prior to graduation. Graded S/U. Prerequisite: Economics major.
Economics

Agricultural Economics cognate courses which may be taken as part of the Economics Master of Arts Program

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 permission of the instructor.

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 or equivalent.

455G Advanced Agricultural Marketing. (3) Options on futures, applied research methods, current events. Prerequisites: AGEC 442 and 447, or permission of the instructor.

457G Market Profile®. (3) Use of the Chicago Board of Trade Market Profile® and Liquidity Data Bank® for hedging and speculation. Three hours lecture. Prerequisite: AGEC 445.

Quantitative Economics cognate courses which may be taken as part of the Economics Master of Arts Program

Decision Sciences

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: STAT 171 or equivalent or permission of 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. Prerequisite: STAT 171 or equivalent, or PSY 223, or SOC 222, or POLS 284, or permission of department chairperson.


523 Managerial Decision Making and Problem Solving. (3) Applications of management science tools and techniques for effective decision making with emphasis on model building. Topics include PERT/CPM, transportation models, linear, goal, integer and dynamic programming, and queuing theory. Prerequisite: DS 503.

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.

535 Applied Data Mining for Business. (3) This course provides an introduction to data mining methods and techniques for business applications. Students will learn the basics of data preparation, information retrieval, statistical modeling and analysis aimed at the production of decision rules for specific business goals. Prerequisites: DS 503 or permission of the instructor.

600 Independent Research. (1–3) Independent research and study of selected topics in decision sciences. Prerequisites: Completion of six graduate hours in decision sciences and permission of the Department Chairperson.

620 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 Department Chairperson.
Chairperson: Reinhard Lindner
Graduate Committee Chairperson: Thomas J. Cody
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Telephone: (309) 298-1183 Fax: (309) 298-2786
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Location of Program Offering: Macomb, Quad Cities

Graduate Faculty

Professors
J. Q. Adams, Ph.D., University of Illinois
Thomas J. Cody, Ph.D., Southern Illinois University-Carbondale
Tracy L. Davis, Ph.D., University of Iowa
Gloria Delany-Barmann, Ed.D., Northern Arizona University
Deanna S. Forney, Ph.D., University of Maryland-College Park
Georg Gunzenhauser, Ed.D., North Carolina State University
Reinhard Lindner, Ph.D., University of Connecticut
Eric Mansfield, Ph.D., University of Northern Colorado
Gregory P. Montalvo, Jr., Ph.D., University of Oklahoma
Carla Paciotto, Ed.D., Northern Arizona University
P. Lance Ternasky, Ph.D., Cornell University

Associate Professors
Katrina Daytner, Ph.D., Indiana University
Gary Daytner, Ph.D., Indiana University
Yuki Hasebe, Ph.D., University of Illinois-Chicago
James LaPrad, Ph.D., University of Virginia

Assistant Professors
Andrea Hyde, Ph.D., University of Pittsburg
Debra Miretzky, Ph.D., University of Illinois-Chicago
Sharon Stevens, Ph.D., Arizona State University

Program Description
The Department of Educational and Interdisciplinary Studies is characterized by the array of options it provides students in developing a focused sequence of course work, drawing from a variety of academic disciplines. The department is currently the home of two distinct programs. A Master of Science (M.S.) in College Student Personnel is offered for those whose career goals include working in areas such as college admissions, housing, and student affairs (see College Student Personnel). The Master of Science in Education (M.S. Ed.) in Educational and Interdisciplinary Studies permits students to pursue one of four interdisciplinary foci: Cognition and Instruction; Language, Culture and Education; Social Foundations of Education; or Transdisciplinary Studies‡.

The department recognizes that the issues facing society and its institutions are complex and that complex problems typically require complex solutions. Inquiry into and the resolution of such problems are, therefore, enhanced when multiple perspectives are employed. The Department of Educational and Interdisciplinary Studies is 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
Educational and Interdisciplinary Studies

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 specific tracks 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.

The objectives of the program are achieved by providing degree candidates:

1. The opportunity to construct a discipline-grounded knowledge base regarding contemporary psychological, sociocultural, and philosophical theories and research as they pertain to educational problems and related areas of concern;
2. The opportunity to develop the knowledge and skills necessary for the consumption, analysis, and evaluation of scholarly literature and make data driven decisions pertaining to specific programs and problems within one’s profession;
3. The opportunity to explore and investigate educational and related relevant topics, skills, programs and issues beyond one’s current area of professional expertise;
4. The opportunity to grow personally and professionally through in-depth analyses of issues and problems in contemporary education and related areas of concern;
5. The opportunity to extend, activate, and apply one’s knowledge and skills through either an action-based or theoretically-driven culminating investigation of a student-selected research problem, or practical or programmatic issue or question.

Admission Requirements

Students seeking admission must formally apply to the School of Graduate Studies declaring Educational and Interdisciplinary Studies as their area of study. Students must meet general admission requirements of the School of Graduate Studies and have a minimum cumulative GPA for all undergraduate work of 2.75. Prior to consideration for acceptance into this degree program by the Departmental Graduate Committee, a student must interview with a member of the Graduate Committee or the department chairperson and must submit a rationale statement identifying the degree suitability to his/her personal and professional goals and objectives.

Degree Requirements

The 32-hour M.S. Ed. requires that all learners complete 18 semester hours of core course work offered by the department. The remaining course work will be specific to one of four student selected tracks: Cognition and Instruction; Language, Culture and Education; Social Foundations of Education; or Transdisciplinary Studies‡. The tracks are intended to serve as the basic framework for a program of study. Substitutions of coursework will only be permitted with the approval of one’s advisor and that of the Graduate Committee or the department chairperson.

I. Educational Research Core .................................................................9 s.h.
   EIS 500 Methods of Research (3)
   EIS 503 Introduction to Data Analysis (3)
   EIS 504 Qualitative Educational Research (3)

II. Educational Foundations Core* ..........................................................9 s.h.
   EIS 501 Philosophy of Education (3) (Social Foundations of Education track)
   or
Educational and Interdisciplinary Studies

EIS 427G Foundations of Education for Culturally and Linguistically Diverse Populations (3) *(Language, Culture, and Education track)*
EIS 502 Advanced Educational Psychology-Cognition and Instruction (3) *(Cognition and Instruction track)*
or
EIS 587 Advanced Educational Psychology—Human Growth and Development (3)
EIS 507 Social Change and the Multicultural (3)
or
EIS 435G Cultural Studies of Second Language Learners in the Classroom (3) *(Language, Culture and Education track)*

III. Select one of the following tracks: ................................................................. 10 s.h.

A. Cognition and Instruction
   - EIS 523 Advanced Measurement and Evaluation (3)
   - EIS 536 Seminar in Cognition (2)
   - EIS 540 Motivating Students to Learn (2)
   - EIS 587 Advanced Educational Psychology-Human Growth and Development (3)

B. Language, Culture and Education†
   - EIS 430G Methods and Materials for Teaching in Bilingual Programs (3)
   or
   - EIS 440G Sociolinguistics (3)
   - EIS 453G Assessment of Bilingual and ESL Students (3)
   Choose from any combination of the following:
   - EIS 457G Methods and Materials of Teaching English Language Learners (3)
   - EIS 458G Linguistics for the Teacher of English Language Learners (3)
   - EIS 547 TESOL Listening, Speaking and Pronunciation Methodologies (2)
   - EIS 548 Computer Assisted Language Learning for TESOL (1)
   - EIS 599 Independent Study or Electives (1–4)

C. Social Foundations of Education
   - EIS 427G Foundations of Education for Culturally and Linguistically Diverse Populations (3)
   or
   - EIS 440G Sociolinguistics (3)
   - EIS 580 Current Problems in Education (2)
   - EIS 585 Seminar in Social Foundations of Education (2)
   - EIS 599 Independent Study or Electives (3)

D. Transdisciplinary Studies‡ (for cohort groups only)
   - Directed curriculum

IV. Select one of the following exit options: .................................................. 4 s.h.
   - EIS 584 Action Research in Interdisciplinary Studies (4)
   or
   - EIS 601 Thesis (4)

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

*Course selection to meet educational foundations core requirements will be based on concentration track selection.
†Course selection may depend on area of endorsement sought and will be advised by program coordinator.
‡Transdisciplinary Studies is curricula will be designed and selected by cohort director and coordinator.
Educational and Interdisciplinary Studies

Regardless of the track chosen, each learner will conclude her/his program with a culminating action research project or thesis. 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 adviser 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 adviser prior to enrollment in the course. Substitutions must be proposed by petitions, approved by the adviser, 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 Educational and Interdisciplinary Studies program may count toward meeting the requirements of this master's degree, subject to approval by the Departmental Graduate Committee. Only nine total hours of transfer credit from another institution will be accepted.

Students in the M.S.Ed. Educational and Interdisciplinary Studies 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

Educational and Interdisciplinary Studies

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: Special permission required.

405G Classroom Management. (2) Study of classroom management models applied to educational settings. Organization and management to facilitate learning. Legal policies, procedures, and strategies for dealing with behavior, disruption, and conflict resolution. Prerequisite: Prior or concurrent prestudent teaching instructional field experience or concurrent student teaching.

427G Foundations of Education for Culturally and Linguistically Diverse Populations. (3) An introduction to the historical, philosophical, political, social, and educational issues that have contributed to policy regarding public school services for language minority populations. Clinical experience—15 hours required.

430G Methods and Materials for Teaching in Bilingual Programs. (3) Acquaints students with methodology and materials, with instruction in the preparation of audio and visual teaching aids, lesson plans, objectives, and the inquiry teaching methods for the bilingual/ESL classroom. Portion of content presented in Spanish. Clinical experience—15 hours required. A grade of C or higher must be earned for teacher certification.

435G Cultural Studies of Second Language Learners in the Classroom. (3) The study of historical and contemporary social and cultural issues affecting selected ethnic groups, with particular emphasis on the impact of culture, learning, and schooling on second language learners in US schools. Clinical experience—15 hours required.

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.

453G Assessment of Bilingual and ESL Students. (3) Selection, administration, and interpretation of measurement instruments. Description of testing: multicultural, bilingual, ESL, language competency tests; language proficiency/achievement testing; linguistic/cultural aspects of intelligence testing; assessment in classroom. Clinical experience—20 hours required.

457G Methods and Materials of Teaching English Language Learners. (3) Analysis of language learning processes of bilingual children. The appropriate order for learning basic skills in two languages will be discussed and techniques of teaching English as a second language will be introduced and practiced. Clinical experience—15 hours required. A grade of C or higher must be earned for teacher certification.

458G Linguistics for the Teacher of English Language Learners. (3) The study of linguistics applied to teaching limited-English-speaking students. Includes
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. Prerequisite: Some exposure to the basic nature of statistical reasoning recommended before enrolling in the course.

501 Philosophy of Education. (3) Historical and analytical study of philosophic schools of thought regarding teaching, learning, curriculum, social structure and other educational issues from various philosophical viewpoints, ancient to modern.

502 Advanced Educational Psychology—Cognition and Instruction. (3) Introduction to the relationship between psychological theory and educational practice through critical examination of current theories and models in the field.

503 Introduction to Data Analysis. (3) Introduction to the practice of data analysis in contemporary social science. Topics include exploratory analysis, measures of central tendency, measures of variability, probability, correlation and regression, chi square, analysis of variance, and data-driven decision making.

504 Qualitative Educational Research. (3) An introduction to the forms of research falling under the umbrella of "qualitative educational research." Includes discussion of how qualitative research is fundamentally grounded in theories of knowledge and translated into research practice aimed at illuminating educational problems and issues. Prerequisites: EIS 500 or permission of the instructor.

507 Social Change and the Multicultural Aspects of Schooling. (3) Designed to provide students an in-depth examination and evaluation of important views of society and social change as they relate to schooling. Theories will be examined with attention to their possible influences on schooling. The multiethnic and multicultural aspects of schooling will be studied in their relationship to contemporary issues.

510 Community Education: Concepts and Practices. (3) Examination of the concepts and social forces leading to the wide range of educational services outside of traditional schooling and the procedures for implementing and operating such programs, focusing especially on educational options and community education. Discussions will include philosophies and theories as well as specific implementation strategies and operational procedures for a variety of different popular program types.

512 Learning through Adulthood. (3) Study of psychological development and instructional theory applied to adult learners. Special emphasis on skills, perspective, and cognitive, affective, and social challenges encountered by learners throughout the adult years.

520 Computers in Research and Evaluation. (1) A course designed to introduce graduate students to the use of the Statistical Package for the Social Sciences (SPSS) for the coding and analysis of quantitative data.

523 Advanced Measurement and Evaluation. (3) Study of theories and applications of measurement in education including testing and evaluation. Attention to measures of central tendency, data collection, and analysis.

533 Special Problems in Education. (1–3, repeatable to 6) Designed to provide students the opportunity to enhance professional growth and development by gaining familiarity with current thinking in the field in regard to specific educational problems as they pertain to actual educational settings.

535 Adolescent Psychology for Educators. (2) Study of developmental theory focusing on specific issues/concerns facing early, middle, and late adolescents in today's classroom. Emphases include social/emotional, cognitive and physical development with particular attention to the affective elements of adolescence.

536 Seminar in Cognition. (2) 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.

539 Instructional Methods for Secondary Teachers. (3) Study and application of prevailing instructional methodologies, curricular theory, and planning identified as effective in meeting the cognitive, social, and behavioral needs of high school students. Prerequisites: Prior completion of EIS 535 and EIS 536 with a grade of B or better, or permission of instructor.

540 Motivating Students to Learn. (2) The course examines theories of motivation and the personal and social factors that serve to hinder or promote its development and operation. It focuses on the principles and strategies for motivating students to learn.

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) environment.

550 Professional Workshop. (1–3, repeatable to 6) Course is for graduate students only. Workshops deal with topics in the broader areas of educational and interdisciplinary studies. Students will participate in a variety of activities including reading, research, reports, etc.

570 Seminar in College Teaching. (3) Designed for new faculty and graduate students who are interested in preparation for college teaching. Topics will address ethical issues, instructional strategies, and other components for effective practices.

584 Action Research in Interdisciplinary Studies. (4) Applied research specifically focused on solving site-specific, practical problems using the conceptual and methodological tools of the researcher. Enrollment is contingent upon approval of the student's graduate academic adviser.

585 Seminar in Social Foundations of Education. (2) An examination of the social foundations of education in relation to democratic society, social change and the evolution of the educational enterprise.
Educational and Interdisciplinary Studies

586 Adult Education and the Culturally Diverse. (3) Analysis and critique of U.S. historical, cultural, linguistic, demographic, sociological, economic, and political issues impacting the education of culturally diverse adult learners.

587 Advanced Educational Psychology—Human Growth and Development. (3) An examination of contemporary developmental theory in psychology and its application to students, education, and educational institutions and problems in modern society.

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) Investigation of problems related to the student’s major area. A substantial written report, as well as informal oral report, will be required. Students will meet with an instructor during the course on a periodic basis.

600 Internship in Teaching. (5–6, repeatable to 10–12) A culminating, 10–12 week, school-based clinical experience in the student’s major area(s) of specialization under the supervision of a department faculty member and a senior teaching professional. Prerequisites: EIS 507, EIS 535, EIS 536, EIS 538, EIS 539, and EIS 592. 100 clock hours of clinical experience; and recommendation of EIS Graduate Committee.

601 Thesis. (4) Capstone project to integrate and apply the knowledge and skills gained through the degree program. Focused toward investigating a problem or extending the current state of knowledge in an area of interest, employing formal quantitative or qualitative research methodology. Enrollment is contingent upon approval of the student’s graduate academic adviser.

602 Interdisciplinary Studies Portfolio. (0) Upon the completion of 28 graduate credit hours, interdisciplinary studies students will submit examples of work completed in the program. The accompanying narrative will note the alignment between the student’s state objectives and degree plan and the objectives of the program. The narrative also will justify the inclusion of particular items. Three members of the department graduate faculty will review the document for both personal and professional growth, for an understanding of core knowledge, for an understanding of relevant scholarly literature, and for an application of evolving skills to pressing issues in the field of education. Graded S/U. Prerequisite: Approval of the Department Graduate 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: EDAD 600, EDAD 640, and admission to candidacy in the Education Specialist program, or permission of instructor.

701 Quantitative Research for Educational Leaders. (3) The course will enable learners to develop a more sophisticated ability to understand and utilize quantitative research literature and to correctly interpret and use district data, including standardized test results, to make defensible systemic change. Prerequisite: Acceptance into the Ed.D. program in Educational Leadership.

747 Politics of Education. (3) Theoretical, analytical, and functional study of political processes with their social and economic implications on our educational enterprise. Prerequisites: Acceptance into the Ed.D. program in Educational Leadership and completion of the two year-long blocks.
Educational Leadership

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Graduate Committee Chairperson: Jess E. House
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Website: wiu.edu/EducationalLeadership
Location of Program Offering: Macomb, Quad Cities

Graduate Faculty

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Donna S. McCaw, Ed.D., Illinois State University

Associate Professors
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Lloyd C. Kilmer, Ph.D., University of Nebraska-Lincoln
Sandra G. Watkins, Ph.D., University of Nebraska-Lincoln
Stuart O. Yager, Ph.D., University of Iowa

Assistant Professor
John P. Closen, Ph.D., Illinois State University

Associate Graduate Faculty
Assistant Professors
Rene Noppe, Ed.D., Illinois State University
Zhaohui Sheng, Ph.D., University of Missouri-Columbia
Carol E. Webb, Ph.D., University of Iowa

Program Description

The Department of Educational Leadership provides a comprehensive graduate academic program in educational leadership that offers a Master of Science in Education (M.S.Ed.), an Education Specialist (Ed.S.), and an Educational Doctorate (Ed.D.) degree. The master's program concentrates on the general background and skills needed for entry into positions of educational leadership. Courses at the education specialist level expand this base and add elements that contribute to continued professional growth and those required, specifically, to qualify for the position of superintendent of schools. The doctoral program develops instructional leaders who enable educational institutions, regardless of the obstacles, to exceed the No Child Left Behind annual progress requirements. This goal is achieved by means of a collaborative, inquiry-based learning structure that unites a group of practicing professionals to explore how theory, research, applied technology, and heightened political understanding serve to resolve the issues educational leaders regularly face.

Administrative Certification

Persons seeking Illinois Type 75 administrative certification through Western Illinois University must have a master's degree or complete the master's degree in Educational Leadership. The certification program includes the following: 36 semester hours of course work, EDL 555 (Internship), and a minimum of two years of full-time teaching experience.

EDL 500 Leadership Development and Self-Assessment (3)
EDL 505 School Improvement and Organizational Development (3)
Educational Leadership

EDL 511 Educational Planning (3)
EDL 514 School Finance (3)
EDL 517 Fundamentals of Education Law (3)
EDL 518 Administrative Applications of Educational Technology (3)
EDL 519 School-Community Relations (3)
EDL 522 Management of School Personnel (3)
EDL 538 Principal as Instructional Leader (3)
EDL 539 Leadership for Students with Special Needs (3)
EDL 560 Supervision of Instruction (3)
EDL 571 Site-Based Curriculum Planning (3)

Superintendent's Certification—Ed.S. degree

Persons seeking Type 75S superintendent’s certification through Western Illinois University must complete a certification program including the following: 36 semester hours of coursework, EDL 655 (Internship), and a minimum of two years of administrative experience requiring a Type 75 Administrative Certificate or its equivalent.

EDL 600 Organizational Leadership (3)
EDL 617 Legal Aspects of Education Governance (3)
EDL 620 Superintendent and Educational Governance (3)
EDL 622 Management of Administrative Personnel (3)
EDL 623 Collective Bargaining (3)
EDL 627 School Business Management (3)
EDL 635 Educational Facilities (3)
EDL 640 The Educational Executive (3)
EDL 660 Instructional Leadership (3)
EDL 671 Curriculum Theory (3)
EDL 681 Research in Educational Administration (3)
EIS 607 Implications of Diversity for Educational Leaders (3)

Admission Requirements

Master's and Specialist degrees

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 course work 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 Departmental Graduate Committee.

Evaluation for admission to the Master of Science program or Type 75 Certificate program is based upon assessment of applicant’s a) personal references; b) on-site written essay; c) grade point average requirements (information available through the department upon request); d) transcript of all undergraduate and graduate work; e) interview; f) official Graduate Degree Plan approved by the department; and g) successful completion of EDL 500 and 505 with grades of B or better.

Evaluation for admission to the Education Specialist or Type 75S Certificate is based upon a) a master’s degree in Educational Administration/Leadership from an accredited university; b) recommendation by a superintendent; c) transcript of all graduate work; d) official Graduate Degree Plan approved by the department; e) completed application form; and f) successful completion of nine hours of 600 level courses with grades of B or better.

International students must have an overall TOEFL score of at least 231 (575 paper score) with a listening comprehension score of 23 (58 paper score).
Admission and retention of students and the structure of their degree plans are under the direct supervision of the assigned faculty program adviser, the Graduate Coordinator, and the Departmental Graduate Committee. The graduate committee, through the faculty program adviser, 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 hold both a master's degree and an educational specialist degree in educational leadership (or their equivalents) from an institution that is accredited by the appropriate U.S. Department of Education regional institutional accrediting agency. All students will be school district administrators (principals, assistant principals, curriculum directors, assistant superintendents, or superintendents). Students must have, or be eligible for, superintendent certification.

All applicants must submit official Graduate Record Examination (GRE) scores (the General Test in areas of verbal, quantitative, and writing) to the Graduate School before their academic records will be evaluated and transmitted to the Educational Leadership department for consideration. Letters of recommendation, including a rating scale, from a superior and a subordinate are also required in addition to a current vita or resume. Applicants should request 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 GRE scores, transcripts, vita or resume, and letters of recommendation of each applicant to determine the candidates that will be invited to campus for interviews.

At the campus 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. The presentation should be approximately 30 minutes in length and may be presented via electronic format, video format, notebook configuration, or any combination of the aforementioned.

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 Department of Educational Leadership or on-line at wiu.edu/EdLeadership.

Degree Requirements

The master's degree requires the successful completion of a minimum of 38 semester hours. The education specialist degree requires a minimum of 35 semester hours beyond an acceptable master's degree. The doctoral degree requires 43 semester hours beyond an acceptable Education Specialist degree or equivalent. Study programs will require additional hours if administrative certification is sought beyond the degree. Further, at the education specialist and doctoral levels, course work in excess of minimums may be necessary to eliminate deficiencies or meet prerequisite requirements.

I. Master of Science in Education

The Master of Science in Education (M.S.Ed.) degree in educational leadership requires a minimum of 38 semester hours (27 or more in educational leadership from Western Illinois University) to be selected in consultation with the student's adviser if approved
Educational Leadership

by the Graduate Committee. The student may earn certification in K–12 administration (Type 75) 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 505 School Improvement and Organizational Development ................................ 3 s.h.
EDL 517 Fundamentals of Education Law ...................................................................... 3 s.h.
EDL 560 Supervision of Instruction ................................................................................ 3 s.h.
EDL 571 Site-Based Curriculum Planning ....................................................................... 3 s.h.
EIS 500 Methods of Research ........................................................................................ 3 s.h.
or
LEJA 503 Research Methodology in Criminal Justice (may be substituted for EIS 500 with permission of EDL department chair)
Electives to be selected in consultation with the student’s adviser ............................ 20 s.h.
TOTAL PROGRAM ............................................................................................................ 38 s.h.

II. Education Specialist
The Education Specialist (Ed.S.) degree in educational leadership requires a minimum of 35 semester hours to be selected in consultation with the student’s adviser if approved by the Graduate Committee. The student may earn certification in K–12 administration (Type 75S) after completing the degree program.

Courses required of all Ed.S. degree candidates:
EDL 600 Organizational Leadership ................................................................................ 3 s.h.
EDL 623 Collective Bargaining in Education .................................................................. 3 s.h.
EDL 640 The Educational Executive ............................................................................... 3 s.h.
EDL 660 Instructional Leadership ................................................................................... 3 s.h.
EDL 671 Curriculum Theory ............................................................................................ 3 s.h.
EDL 681 Research in Educational Leadership .................................................................. 3 s.h.
EIS 607 Implications of Diversity for Educational Leaders ............................................ 3 s.h.
Electives to be selected in consultation with the student’s adviser ............................ 14 s.h.
TOTAL PROGRAM ............................................................................................................ 35 s.h.

III. Doctorate
The Doctorate in Education (Ed.D.) degree in educational leadership requires a minimum of 43 semester hours.

Courses required of all Ed.D. degree candidates:
EDL 700 Seminar in Doctoral Studies ............................................................................. 2 s.h.
EDL 701 Quantitative Research in Educational Leadership ........................................... 3 s.h.
EDL 710 Facilitating a Vision of Excellence ................................................................... 3 s.h.
EDL 711 Improving the Learning Environment and Instructional Program ................. 3 s.h.
EDL 712 Managing the Organization, Operations, and Resources ................................. 3 s.h.
EDL 715 Research in Schools and Communities ............................................................ 5 s.h.
EDL 725 Prospectus Development ................................................................................ 3 s.h.
EDL 770 Comprehensive Examination in Educational Leadership ............................. 0 s.h.
EDL 790 Doctoral Research and Dissertation ................................................................. 9 s.h.
EIS 701 Quantitative Research for Educational Leaders ................................................. 3 s.h.
EIS 747 Politics of Education ......................................................................................... 3 s.h.
IDT 756 Planning for Technology ................................................................................... 3 s.h.
SPED 613 Families, Diversity, and Social Issues ............................................................. 3 s.h.
TOTAL PROGRAM ............................................................................................................ 43 s.h.

Transfer of Credit: With the approval of a student’s faculty program adviser, a maximum of nine semester hours of graduate credit (grade of B or better and less than 6 years old) may be transferred from an accredited institution and included in the student’s degree plan. Study programs may be selected which meet the academic requirements for a degree
and certification for administrative positions such as subject or area supervisor, secondary department chairperson, educational media specialist, elementary school principal, secondary school principal, special education administrator, director of counseling and guidance, supervisor/director of reading, curriculum director, personnel administrator, school business manager, and superintendent of schools. In addition, programs which do not lead to certification may be arranged that combine course work in educational leadership and another field of special interest to the student.

**Administrative Certification:** Students enrolled in the program who wish to qualify for administrative certification will be advised of specific requirements, and study plans will be developed accordingly. Currently, the University provides certification in two administrative areas: a) principal, and b) superintendent of schools. Students interested in certification should discuss this with their faculty program adviser, the coordinator of the department graduate program, or the department chairperson and must complete the program within 6 years of the beginning date or revalidation of courses will be necessary. Courses older than 8 years must be retaken.

**Research Competency:** Degree candidates are required to demonstrate competence in educational research at the Ed.S. level. This requires the completion of a course in research methods.

**Program Planning:** A member of the department faculty is appointed as the program adviser for each student upon admission to the program. Each student must complete an approved program. A graduate study plan is designed by the student in conference with the program adviser.

Once study has begun and admission to the department is approved, degree candidates will also prepare the official Degree Plan which must be approved by the department and the School of Graduate Studies.

Program guidelines and other planning materials are available from the department office.

**Dissertation Preparation:** Guidelines and requirements for preparation of the dissertation are available in the department or the School of Graduate Studies.

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### Course Descriptions

#### Educational Leadership

**500 Leadership Development and Self-Assessment.** (3) Students will participate in a variety of self-assessment activities, simulations, and group discussions designed to provide information about and insight into effective leadership in schools.

**505 School Improvement and Organizational Development.** (3) Students will study school organization, the correlates of effective schools, and develop leadership skills which can cause meaningful change in education. Students will complete a self-assessment of their school, develop a school improvement plan, and participate in case studies, inbasket exercises, and simulations. **Prerequisite:** EDL 500 or permission of the instructor.

**507 Data for School Leaders.** (3) Development of school leaders’ knowledge and skills to enable them to utilize data for school improvement. Topics include data collection, data analysis, data interpretation, the action research process, and understanding various types of school assessments, and collaboration with other educators on all of the preceding topics. **Prerequisites:** EDL 500 and 505.

**511 Educational Planning.** (3) Purposes and processes of planning comprehensive school programs and short-range, individual projects. A variety of planning modes and analytical tools is considered, along with examples of their applicability for educational planning and problem solving. **Prerequisites:** Admitted to program, EDL 500 and EDL 505, or permission of the instructor.

**514 School Finance.** (3) Students will develop skills in site-based budgeting and fiscal management of building budgets. While the course will review traditional sources of funding for schools (local, state, and federal) and nontraditional sources such as foundations and school/community partnerships, the major emphasis will be on budget administration and facility management. Students will complete simulations and case studies on budget/facility issues. **Prerequisites:** Admitted to program, EDL 500 and EDL 505, or permission of the instructor.

**517 Fundamentals of Education Law.** (3) Legal context within which the public elementary and secondary schools operate. Rights and responsibilities of teachers and administrators and student rights and restrictions. General principles of school law are supplemented with pertinent provisions of the Illinois statutes and rulings in case law. **Prerequisites:** Admitted to program, EDL 500 and EDL 505, or permission of the instructor.

**518 Administrative Applications of Education Technology.** (3) Educational applications of available and developing technology. Utilization of the microcomputer in administration and supervision is emphasized. **Prerequisites:** Admitted to program, EDL 500 and EDL 505, or permission of the instructor.
Educational Leadership

519 School Community Relations. (3) Principles and practices of effective school public relations programs, development of mutual school and community understanding, public participation in planning school programs and services, cooperative activities with appropriate community groups and the relationship of school administrators and staffs with the public. Prerequisites: Admitted to program, EDL 500 and EDL 505, or permission of the instructor.

522 Management of School Personnel. (3) Administration of professional and support personnel in local schools and school districts. Emphasis is given to needs assessment, personnel planning, recruiting, orienting, inducting, assigning, appraising, and compensating school employees. Prerequisites: Admitted to program, EDL 500 and EDL 505, or permission of the instructor.

538 Principal as Instructional Leader. (3) Emphasis is on enabling leaders to generate the tools to assist teachers in improving instruction. Topics include school wide discipline plans, certification requirements, conferencing skills, and communication skills. Prerequisites: Admitted to program, 20 semester hours of graduate course work in Educational Leadership, including EDL 560.

539 Leadership for Students with Special Needs. (3) Students will participate in local research activities, group discussions, and role playing situations designed to provide information about the various students with special needs in school districts, the programs and services available to these students, and the building level administrative management programs that negatively/positively impact the students. Prerequisites: Admitted to program, EDL 500 and EDL 505, or permission of the instructor.

555 Internship. (2, repeatable to 4) Clinical field experience in the student's major area(s) of specialization under the supervision of a local school or school district administrator and a department faculty member. The internship requires a minimum of 75 clock hours of planned activity for each semester hour of credit. Students must file an internship application with the department by the fall deadline of September 15 for placement in the spring semester, and February 15 for placement in the fall semester. EDL 555 is required for all candidates for the supervisory, administrative, or chief school business official endorsement to the supervisory, administrative, or chief school business official certificate. Prerequisites: Admitted to the program, completion of an approved internship application by the specified deadline, EDL 538 with a grade of B or better, 25 semester hours of graduate course work in Educational Leadership, and permission of the Department Graduate Committee.

557 Special Problems in Educational Leadership. (1–5, repeatable) Students are provided opportunities to apply a problem-solving 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 advisers.

560 Supervision of Instruction. (3) Supervisory function in the elementary and secondary schools as it relates to the administrator's role in the evaluation and improvement of classroom instruction. Prerequisites: Admitted to program, 15 semester hours of graduate course work in the Educational Leadership program, including EDL 500, EDL 505, EDL 517; or permission of the instructor.

561 Iowa Evaluator Approval. (0) This course is taken in conjunction with EDL 560, Supervision of Instruction, and will enable students seeking administrative certification in Iowa to meet the requirement of completing the required Iowa Evaluator Training for principal certification. Graded S/U. Prerequisites: EDL 500, 505, and concurrent enrollment in EDL 560.

571 Site Based Curriculum Planning. (3) Components of curriculum design and change; nature and function of schooling; assessment of needs; goals, objectives, and performance criteria; curriculum evaluation; and the politics of curriculum change. These elements are applied to both curriculum content and organization. Past, current, and emerging issues are examined. Prerequisites: EDL 500 and 505, or permission of the instructor.

599 Independent Study. (1–6, repeatable) 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 certification candidates may receive credit toward program requirements to a maximum of six semester hours with the permission of their faculty program advisers. Prerequisites: Completion of contract and permission of the instructor.

Alternative Certification Initiative

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 baccalaureate 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 Certification 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
Pre-requisite for the following courses is a master’s degree or permission of the instructor.

600 Organizational Leadership. (3) Synthesis of the elements of the Educational Leadership Program including evolution of thought and practice in the field of educational leadership; the instructional, political, and managerial roles of the educational executive; and the ethics of educational leadership. Required for admission to candidacy.

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 Superintendent and Educational Governance. (3) 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. Prerequisites: Admission to the program. Required to demonstrate the ability to develop and present a coherent research agenda and to apply existing knowledge to specific practical situations. Students will consider the requirements of professional writing and prepare a research proposal or grant proposal.

622 Management of Administrative Personnel. (3) Selection, development, and appraisal of school administrators and supervisors.

623 Collective Bargaining in Education. (3) Historical development, process, effects, and issues. 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. (3) Education facilities should support the educational program. Participants will evaluate existing facilities for program worthiness, structural barriers, handicapped accessibility, health and life safety code compliance, AHERA compliance, and structural integrity. Emphasis will be placed on remodeling of existing facilities, with some discussion on new construction.

640 The Educational Executive. (3) 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. Prerequisite: EDL 600.

Prerequisite for the following courses is acceptance into the Ed.D. program.

700 Seminar in Doctoral Studies. (2) The course will be an introduction to the doctoral program. This seminar will focus on the dialogue and development of a research-based perspective on effective schools. A comprehensive review of the literature and resulting paper will serve as the basis for the development of a possible research agenda and for students’ required research for EDL 715 in high performing schools. Students will also initiate the development of a standards-based developmental electronic portfolio. Corequisite: Concurrent enrollment in EIS 701.

655 Internship. (2, repeatable to 5) Clinical field experience in the student’s major area(s) of specialization under the supervision of a local school or school district administrator and a department faculty member. The internship requires a minimum of 75 clock hours of planned activity for each semester hour of credit. Students must file an internship application with the department by the fall deadline of September 15 for placement in the spring semester, and February 15 for placement in the fall semester. EDL 655 is required for all candidates for the superintendent endorsement to the administrative certificate. Prerequisites: Admission to program, completion of an approved internship application by the specified deadline, EDL 620 (enrollment can be concurrent with the first semester enrollment in EDL 655), 20 semester hours of graduate course work in educational leadership, and approval of this adviser.

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.


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.

682 Field Problem. (2–4, repeatable to 4) (2 for CSBO) Through a research project or field study studies will demonstrate their mastery of the subject matter and their ability to integrate and synthesize it. Students will demonstrate their ability to generate new knowledge and/or to apply existing knowledge to specific practical situations. Students seeking certification as a chief school business officer register for two semester hours of credit. Prerequisites: EDL 681, admission to candidacy in the department, and permission of the instructor.

699 Independent Study. (1–6, repeatable) 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 advisers. Prerequisites: Completion of contract and permission of the instructor.
Educational Leadership

701 Quantitative Research in Educational Leadership. (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 Facilitating a Vision of Excellence. (3) The focus of this course is to facilitate the development, articulation, implementation, and stewardship of a vision of excellence which is shared and supported by the school/community. Emphasis is placed on the superintendent’s leadership role in the school district. Prerequisites: Completion of EDL 700.

711 Improving the Learning Environment and Instructional Program. (3) This course emphasizes the role of exemplary superintendents in advocating and nurturing a constantly improving learning environment and an instructional program based upon educationally sound principles of curriculum development, learning theory, and professional development. Corequisite: Concurrent enrollment in EDL 715. Prerequisites: Completion of EDL 710.

712 Managing the Organization, Operations, and Resources. (3) The emphasis of this course is on managing the school organization, operations, and resources for a safe, efficient, and effective learning environment. Corequisite: Concurrent enrollment in EDL 715. Prerequisites: Completion of EDL 711.

715 Research in Schools and Communities. (1, repeatable to 3) In conjunction with the three leadership courses in the program (EDL 710, 711, 712), students in the first three semester hours will be developing a case study of an effective school as denoted by the Illinois State Board of Education (Blue Ribbon Schools, Spotlight School). The focus of the study will be on the administrative practices that contribute to excellence with special attention to the development of school district mission, professional development, curriculum development, instructional practices and financial practices. The results of the student research will be incorporated into EDL 710, 711, and 712 and a final report generated. For the last two hours of EDL 715, students will be assigned to work with the administrative team of a low-performing school to determine ways to improve student achievement. While students will be completing the last two hours of EDL 715 at the same time they are enrolled in SPED 613 and IDT 756, the research will not be incorporated into the two classes. Corequisite: EDL 710, EDL 711, EDL 712, SPED 613 or IDT 756. Prerequisite: Completion of EDL 700 and EIS 701.

720 Coalition Building. (3) The emphasis of this course is on building coalitions with families and community members, responding to diverse community interests and needs, and mobilizing community resources. Corequisite: Concurrent enrollment in EDL 725. Prerequisite: Completion of SPED 613 and IDT 756.

725 Prospectus Development. (1, repeatable to 3) This course is the development of the dissertation proposal required of all students during their second year of the Ed.D. program. No grade will be issued until a satisfactory prospectus has been developed and approved by the student’s dissertation committee. Graded S/U. Corequisites: Concurrent enrollment in EDL 720, SPED 613, or IDT 756. Prerequisites: Completion of EDL 700 and 701, and completion of first yearlong block including EDL 710, EDL 711, EDL 712, and EDL 715.

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. Corequisites: Completion of EDL 700 and 701, completion of the first yearlong block including EDL 710, 711, 712, and 715, and completion of the second yearlong block including SPED 612, IDT 756, EDL 715 and 720.

780 Electronic Portfolio. (0) An electronic portfolio will be produced in this course, which reflects the candidate’s original work and best efforts from his or her doctoral program’s coursework. The electronic portfolio must be submitted and approved before the degree will be awarded. Graded S/U. Prerequisites: completion of the first yearlong block including EDL 710, 711, 712, and 715, and completion of the second yearlong block including EDL 715 and 720, SPED 613, and IDT 756.

790 Doctoral Research and Dissertation. (3, repeatable to a minimum of 9) A significant contribution of knowledge to an educational problem or situation. Graded S/U. Prerequisite: Approval of a prospectus by the dissertation committee.
Elementary Education

Chairperson: Cindy J. Dooley
Graduate Coordinator: Angela M. Ferree
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Website: wiu.edu/coehs/curriculum_and_instruction
Location of Program Offering: Macomb, Quad Cities

Graduate Faculty

Professors
Kathy Barclay, Ed.D., Northwestern State University
Cecelia Benelli, Ph.D., The Pennsylvania State University
Laurel Borgia, Ph.D., University of Illinois-Urbana/Champaign
Marie Cheak, Ph.D., Southern Illinois University-Carbondale
Cindy J. Dooley, Ph.D., University of Iowa
Angela M. Ferree, Ph.D., University of Texas-Austin
Pamela Terry Godt, Ph.D., University of Minnesota
LaVerne K. Logan, Ph.D., University of Iowa
Donald T. Powers, Ph.D., Kansas State University
Sara D. Simonson, Ph.D., University of Iowa
Frances A. Steward, Ph.D., Louisiana State University
Barry L. Witten, Ph.D., Kansas State University
Jean M. Wolf, Ph.D., University of Illinois

Associate Professor
Melissa Stinnett, Ph.D., University of Illinois

Associate Graduate Faculty

Assistant Professors
Elizabeth Hommel, M.S.Ed., Western Illinois University
Gregg Jorgensen, Ph.D., Utah State University
Debbie Lee, Ed.D., University of Illinois-Urbana/Champaign
Abha Singh, Ph.D., University of Iowa
Sebastian Szyjka, Ph.D., Southern Illinois University-Carbondale

Program Description
The Department of Curriculum and Instruction offers coursework leading to a Master of Science in Education with a major in elementary education. The degree program enables candidates to develop an area of specialization in literacy education, science, mathematics, social studies, early childhood education, or elementary curriculum (a combination of courses from three other specializations).

Admission Requirements
1. Admission to the School of Graduate Studies.
2. Cumulative GPA of 2.75 or 3.0 in the last two years.
3. Graduate Record Examination not required.
4. Acceptance by the Departmental Graduate Committee.
5. All persons applying for entry into the master’s degree program must hold a U.S. teaching certificate.
Elementary Education

Degree Requirements
The Master of Science in Education degree in Elementary Education requires a minimum of 30 semester hours of coursework. In addition to a capstone course, candidates will complete nine semester hours in core requirements, 12 semester hours in an area of specialization, and 6-7 semester hours of elective coursework.

I. Core Requirements ................................................................. 9 s.h.
   A. EIS 500 Methods of Research (3)
   B. Two of the following, with approval of the adviser:
      C&I 574 Assessment and Differentiation of Instruction (3)
      ELED 566 Recent Trends and Research in Elementary Education (3)
      or the following two courses for those specializing in early childhood education:
      ECH 474G Early Childhood Assessment (3)
      ECH 539 Curriculum in Early Childhood Education (3)

II. Area of Specialization......................................................... 12 s.h.
The areas of specialization are literacy education, social studies, science, early childhood education, mathematics, and elementary curriculum. Courses for the specialization and electives will be chosen with the approval of an adviser. ECH 565, Seminar in Early Childhood Education is a required course for the early childhood area of specialization.

III. Electives ............................................................................. 6–7 s.h.

IV. Select one of the following exit options: .............................. 3 s.h.
   C&I 600 Graduate Seminar (3)
   ECH 603 Research in Early Childhood Education I (3)
   MATH 607 Practicum in Mathematics Education (3)
   SCED 602 Practicum in Science Education (3)
   C&I 605 Leadership in Elementary Education (3)

TOTAL PROGRAM ....................................................................... 30–31 s.h.

Course Descriptions
Curriculum and Instruction
403G Middle Level Education. (4) Philosophical development of the middle school will be analyzed as well as the advisory role of the middle school teacher for health and social services. Developmental and instructional methods including content area reading instruction and techniques for blending subject matter content relevant to the early adolescent are provided. Prerequisite: Fully accepted into Teacher Education Program.

476G Parent/Community Involvement. (3) Techniques for working with and involving families/community, including conferencing skills, newsletters, home visits, parent education, volunteers, meetings, and other ways to develop open communication and parental and community support. A minimum grade of C is required of teacher education students. Restricted: departmental permission. Prerequisite: Fully accepted into Teacher Education Program.

533 Special Problems in Elementary, Middle, and Junior High Education. (1–4, repeatable) Designed to provide a group of students an opportunity for further professional growth and to apply problem-solving approaches in dealing with a specific educational problem in an actual school setting. Graded S/U.

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.

591 Field Study Projects. (1–3) Extensive readings, observations, and interpretations of education systems in the United States and selected foreign countries. Prerequisites: Permission of the student’s adviser and the Departmental Graduate Committee.

599 Independent Study. (1–4, repeatable to 4) An investigation of problems related to the student’s major area. A substantial written report, as well as an informal oral report, will be required. Students will meet regularly with an instructor during the course on a period arranged basis. Enrollment by permission only.

600 Graduate Seminar. (3) Primarily a research writing 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 EIS 500, C&I 574 and ELED 566; and permission of the Graduate Coordinator.

Early Childhood Education
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.
Elementary Education

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 early childhood 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 backgrounds of the student. Prerequisite: Permission of the adviser.

564 Language and Thought of the Child. (3) A detailed study of current theoretical issues and positions related to the young child’s development and use of language and thought. Emphasis on current issues in language acquisition as well as systematic analysis of potential application of various practices for inclusion in early childhood programs.

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.

571 Theory and Function of Play. (3) Students will engage in a detailed study of theoretical and practical positions regarding development of young children, birth through age eight. The emphasis will be on play as a process for learning and for teaching. Observations of children and application of course content to teaching practices are required.

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.

574 Integrated Learning in Early Childhood Education. (3) In-depth study of the theoretical basis for integrated learning and teaching, and of several approaches for integrating curricular areas: language arts, math, science, social studies, art, and music. The value of curricular integration in meeting the needs of diverse learners will be addressed. Students will explore methods and materials for integrating technological and multimedia materials into the early childhood curriculum.

603 Research in Early Childhood Education I. (3) In-depth documentation of knowledge gained through the graduate program leading to application to classroom teaching and the early childhood profession. Credit will be arranged with the instructor. Prerequisites: 24 semester hours in graduate work to include EIS 500, ECH 474G, ECH 539, ECH 565, and permission of the adviser.

Elementary Education

560 Seminar in Elementary Curriculum. (3) An exploration of the curriculum at elementary and middle levels, including the role of the classroom teacher in curriculum development, dynamics of curriculum change and school improvement, factors that influence curriculum decisions, and alternative and innovative ways to approach problems and entertain solutions for improving teaching and learning.

566 Recent Trends and Research in Elementary Education. (3) A review and appraisal of recent trends and practices in elementary education. An examination of recent research done in elementary education and related fields. In addition, course content will directly address the importance of practicing teachers assuming leadership roles in various settings. School leadership research and developments with national and state standards will be examined. Students are expected to read widely and critically in professional books and journals.

Language Arts

567 Teaching Language Arts in the Elementary School. (3) Focuses on the major theories and current research relevant to language arts instruction in the elementary grades. Primary emphasis is placed on the appropriate skills, methods, and materials that support children’s literacy development from kindergarten through sixth grade.

577 Writing in the Elementary Schools. (3) Designed to give exposure to a variety of methods and materials for using a process approach to writing instruction in the elementary school.

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.

Literature and Language Arts

443G (cross-listed with ENG 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: LA 313 or permission of the instructor.

513 Advanced Children’s Literature. (3) Focuses on the wide range of genre to be found in children’s literature, examining its historical development, major awards for fiction and nonfiction, and current trends in the field. Prerequisite: LA 313 or permission of the instructor.

523 Advanced Literature for Young Adults. (3) Traces the development of literature for young adults with particular emphasis on noteworthy authors, major awards, and issues and trends in the field. Prerequisite: LA 433 or permission of the instructor.

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
Elementary Education

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.

Mathematics (See Mathematics)

Science Education

489G Energy Education. (3) Course designed to provide content information on basic energy concepts. Topics include forms and sources of energy, renewable and nonrenewable energy resources, changes in energy forms, energy conservation, historical development of energy use and current technology related to present day energy use. Energy curricula will be examined through discussions, presentations, inquiry-based activities, and possible field trips to energy producing locations.

491G Life Science. (3) Designed to strengthen teachers’ biological science background. Emphasis is on life science concepts from contemporary middle school curricula, stressing inquiry, problem solving, and science methodology through laboratory work and research. Topics include plant biology, animal biology, ecology, human biology, cell biology, heredity, and evolution.

492G Physical Science. (3) This course is designed to provide physical science content through inquiry investigations. Course topics are: sciences as inquiry, technological design, motions and forces, properties of matter, energy and the interactions between them. Specific content includes: chemistry, energy, force, heat, light, magnetism, matter, motion, and sound. Students will explore concepts through discussion and laboratory-based investigations from classic and contemporary science curricula.

505 Science: An Inquiry Approach. (3) This course is designed to help educators learn and better understand inquiry as an instructional approach. Topics include what inquiry is, how to conduct inquiry, and ways to teach inquiry processes and skills to students, particularly those in upper elementary and middle level grades. The course will involve identifying and conducting an inquiry investigation into some science topic. Prerequisites: SCED 364 or equivalent.

507 Science in the Early Childhood Classroom. (3) This course is designed around a constructivist approach to early childhood science education (preschool-grade 3). The focus of this course is on children—how they experience the world, interact with each other, pose questions and problems, and construct knowledge. Topics will include integrated and thematic curriculum representing the life, earth, physical, and environmental sciences. Current research related to the brain and children’s thinking, and curriculum models dealing with modeling, role playing, cooperative play, and the culture of the early childhood classroom will be emphasized. Alternative assessment models for the early childhood science classroom will also be examined.

509 Inquiry Into Science Assessment in the Elementary Classroom. (3) This course is designed to provide students with an in-depth study of the assessment of science in the elementary classroom. Topics include the nature of science assessment, types and purposes of assessment, assessment design, and use of assessment data. Through an inquiry approach, students will plan, develop, and implement science assessments in their own elementary classrooms to measure student performance, enhance student learning, and improve teaching practices.

563 Science Inquiry: Physical and Earth Science. (3) This course is designed to enhance upper elementary and middle school teachers’ knowledge of the basic concepts of physical and earth/space science and the use of inquiry and technology to teach those concepts.

564 Science Inquiry: Biological and Environmental Science. (3) This course is designed to enhance upper elementary and middle school teachers’ knowledge of the basic concepts of biological and environmental sciences and the use of inquiry and technology to teach those concepts.

602 Practicum in Science Education. (3) Direct internship experience in a science education program at the local district level under the guidance of a qualified field representative. Enrollment by permission only. Prerequisites: 24 semester hours in graduate work to include EIS 500, C&I 574 and ELED 566, and permission of Graduate Coordinator.

Social Studies Education

439G Secondary Social Studies Methods. (3) Designed to aid the prospective secondary social studies teacher to develop objectives, to select and organize content, to use various techniques, and to evaluate learning. See other 439 listings under academic areas. These are special methods courses and carry education credit. Prerequisites: Permission of instructor.

550 Workshop in Current Developments in Teaching Social Studies. (1–3, repeatable to 6) Explores current content, techniques, media, and information technology for teaching social studies in school settings. Students will adapt course topics for use in their own classrooms.

568 Improvement of Instruction in Social Studies. (3) This course deals with current developments in techniques, materials and technology for teaching social studies. Explores ways to engage students in social science instruction.

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.
Chairperson: Mark Mossman
Director of Graduate Studies in English: David Banash
Office: Simpkins Hall 124
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E-mail: D-Banash@wiu.edu
Website: wiu.edu/english/
Location of Program Offering: Macomb, Quad Cities

Graduate Faculty

Professors
Bill Knight, M.A., University of Illinois at Springfield
Joan Livingston-Webber, Ph.D., Indiana University-Bloomington
Mark Mossman, Ph.D., Saint Louis University
Alice B. Robertson, Ph.D., Arizona State University
Mohammad A. Siddiqi, Ph.D., Temple University
Margaret Sinex, Ph.D., University of Toronto
Patricia A. Young, Ph.D., Bowling Green State University

Associate Professors
Marjorie C. B. Allison, Ph.D., University of Minnesota-Minneapolis
David Banash, Ph.D., University of Iowa
Merrill Cole, Ph.D., University of Washington
Roberta Di Carmine, Ph.D., University of Oregon
C. Bradley Dilger, Ph.D., University of Florida
Christine Iwanicki, Ph.D., Indiana University-Bloomington
Daniel Malachuk, Ph.D., Rutgers University-New Brunswick
Amy Patrick, Ph.D., University of Minnesota-Minneapolis
Shazia Rahman, Ph.D., University of Alberta
Bonnie Sonnek, Ph.D., University of Iowa
Erika Wurth, Ph.D., University of Colorado-Boulder

Assistant Professors
Neil Baird, Ph.D., University of Nevada-Reno
Everett Hamner, Ph.D., University of Iowa
Tim Helwig, Ph.D., University of Maryland
Christopher Morrow, Ph.D., Texas A&M University
Peggy Otto, Ph.D., University of Louisville

Associate Graduate Faculty

Associate Professors
Teresa Simmons, MBA, University of Illinois
P. M. Strother-Adams, M.A., Chicago State University

Assistant Professors
Rebekah Buchanan, Ph.D., Temple University
Lisa Kernek, M.A., University of Illinois

Program Description

The Department of English and Journalism offers work leading to the Master of Arts degree in English. The program is intended for those seeking a graduatelevel liberal arts education,
English

pursuing careers in secondary or community college teaching, or planning further graduate study toward the Ph.D.

Admission Requirements

Students selecting English as a graduate major shall have completed a minimum of 24 semester hours of undergraduate work in English beyond the required composition course(s). Their preparation should include at least six semester hours in literature courses, 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. 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.

In addition to meeting the general admission requirements of the School of Graduate Studies, applicants for admission to the graduate program in English must have a grade point average of 2.75 overall and 3.0 in English courses taken above the required composition courses.

To apply to the program students are required to submit a Graduate School application form (available online at wiu.edu/grad); one official transcript sent directly to the School of Graduate Studies for EACH college or university previously attended; 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 scholarly writing sample, such as an essay from an upper-division English course; and three letters of recommendation.

Applications will not be reviewed until all materials have been received.

All students will be considered for departmental assistantship unless they decline consideration. Priority will be given to those applications submitted by February 15.

International students who wish to apply for a graduate assistantship in the English department must have an overall TOEFL score of at least 231 (575 paper score) with a listening comprehension score of 20 (54 paper score).

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/english/graduate/applications.shtml.

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

A. Option I: ENG 680 Capstone Course (6)

B. Option II: ENG 690 Thesis (6)

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

Post-Baccalaureate Certificate Program

The department offers post-baccalaureate certificates in Literary Studies, Professional Writing, and Teaching Writing. For program details, please refer to the post-baccalaureate section of the catalog.

Course Descriptions

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 English Methods. (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: EIS 301 ENG 384, and ENG 466.

443G (cross-listed with LLA 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: LS 313 or permission of the instructor.

450G Language Arts Workshop. (3) Contemporay theory and strategies for teaching English and/or the language arts.

466G Literature for Teachers. (3) Constructs teaching units for 6–12 grade students that integrate age-appropriate literary genres, and examines reading strategies derived from literary theory. Prerequisites: ENG 280 and 12 semester hours (or equivalent) of course work in literature, or permission of the instructor.

471G Language Diversity and Grammar for Teachers. (3) Examines the relationships among standard and nonstandard dialects and effective practices for teaching grammar. Prerequisites: ENG 280 and 372, or permission of the instructor.

480G Computers and Writing. (3) Practice and study of computer-mediated communication. File management, word processing, networked communication, hypertext, and other current applications. Prerequisites: ENG 180 and 280.

481G Topics in Rhetoric & Composition. (3) Semester-long study of a topic in the theory, practice, pedagogy, or history of rhetoric and composition. Writing Instruction in the Discipline (WID) course. Prerequisites: ENG 180 and 280.

483G Professional Editing. (3) Study of professional copy-editing techniques and practice editing manuscripts. Prerequisites: ENG 180 and 280, and graduate standing.

484G Writing Center Tutoring. (3) Tutoring in the WIU Writing Center; includes intensive training and work experience in the Writing Center. Prerequisites: ENG 180 and 280, any departmental WID course, and 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 and philosophical traditions. Examination of the religious and the secular via narrative; consideration of literary and filmic interpretation via religious and philosophical questions. Prerequisite: Permission of the instructor.

494G (cross-listed with WS 494G and BS 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).

500 Theory and the Practice of English Studies. (3) An introduction to graduate study in English with special emphasis on research and theory. Required of all English graduate students early in their programs.

530 Forms. (3) The study of the major terms, issues, and 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, erocriticism, 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) 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.
English

552 Pedagogical Issues in English Studies. (3) In-depth examination of a limited number of issues related to teaching in English studies, focusing on a specific area or approach selected by the instructor (e.g. expressivism).

554 Research Methods. (3) Investigation of a particular method or methods for research in English studies, such as archival research, bibliography, ethnography, quantitative work involving human subjects, etc. Can focus on one discipline or take a comprehensive approach.

559 Issues in Disciplinary Studies. (3) In-depth examination of an issue or topic relevant to English studies in relation to other disciplines such as film, philosophy, psychology, or science.

570 History of Writing Studies. (3) History of movements, periods, or approaches to writing studies.

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 Adviser.

582 Rhetoric and Composition. (3) Intensive study of theories of composition and rhetoric with particular emphasis on recent research in the field.

589 Issues in Writing Studies. (3) In-depth examination of an issue or topic relevant to writing studies.

620 Independent Study. (1–3, repeatable to 3) Individual study in literature and language. Prior to registration, approval must be granted by the instructor, Graduate Committee, and Department Chairperson. Prerequisite: Completion of 12 semester 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 and Journalism. Graded S/U. Prerequisites: Completion of at least 15 semester hours of course work for Option I or Option II of the Master of Arts degree in English, approval of supervisor, and on-site supervisor.

653 Literary Studies. (3) Directed by a supervisory faculty advisor and consisting of directed readings and extensive written work in literary studies. To enroll in this course all students are required to meet with the Director of Graduate Studies in English. Prerequisites: Must have completed 6 s.h. in the graduate program. Special permission required by Supervisory Faculty Advisor, Director of Graduate Studies in English, and Department Chairperson.

657 Professional Writing. (3) Directed by a supervisory faculty advisor and consisting of directed readings and extensive written work in professional writing. To enroll in this course all students are required to meet with the Director of Graduate Studies in English. Prerequisites: Must have completed 6 s.h. in the graduate program. Special permission required by Supervisory Faculty Advisor, Director of Graduate Studies in English, and Department Chairperson.

658 The Teaching of Writing. (3) Directed by a supervisory faculty advisor and consisting of directed readings and extensive written work in the teaching of writing. To enroll in the course all students are required to meet with the Director of Graduate Studies in English. Prerequisites: Must have completed 6 s.h. in the graduate program. Special permission required by Supervisory Faculty Advisor, Director of Graduate Studies in English, and Department Chairperson.

680 Capstone Course. (3, repeatable to 6) Directed readings and written summaries ending in an examination. Directed by a supervisory committee. All students must meet with the Director of Graduate Studies in English to submit an exit survey.

690 Thesis. (3–6, repeatable to 6) Prior to registration, approval must be granted by the instructor, Graduate Director, and Department Chairperson. Graded S/U.

Journalism

410G International Communication and the Foreign Press. (3) Comparative study of journalism practices, and of the mass media in representative countries, factors that determine the international flow of news.

412G Problems in Contemporary Mass Communications. (3) Research into current social, economic, and professional problems affecting the mass media.

415G Mass Communications Research Methods. (3) Introduction to questionnaire construction, sampling, research design, and statistical methods used in mass communications research, including those in advertising and public relations.

417G Law of Mass Communications. (3) Study of legal rights of and constraints on mass media: prior restraint, publicity control, source protection, libel, privacy invasion, and other relevant legal issues.

425G Directed Study. (1–6, repeatable to 6) Opportunity for promising students of journalism to pursue journalism and mass communications material in depth.

436G 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 instructor.

*A seminar involves intensive study and substantial independent research and writing on the topic announced.
Chairperson: Samuel K. Thompson  
Graduate Committee Chairperson: Sunita George  
Office: Tillman Hall 312  
Telephone: (309) 298-1648  
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E-mail: geography@wiu.edu  
Website: wiu.edu/geography  
Location of Program Offering: Macomb

**Graduate Faculty**

**Professors**  
Christopher D. Merrett, Ph.D., University of Iowa  
Siyoung Park, Ph.D., University of Minnesota  
Christopher J. Sutton, Ph.D., University of Denver

**Associate Professors**  
Jongnam Choi, Ph.D., The University of Georgia  
Yongxin Deng, Ph.D., University of Southern California  
Raymond Greene, Ph.D., The University of Georgia  
Redina Herman, Ph.D., University of Illinois  
Samuel K. Thompson, Ph.D., University of Akron  
Thomas B. Williams, Ph.D., University of Wisconsin-Milwaukee

**Assistant Professors**  
Marcus Buker, Ph.D., University of Wisconsin-Madison  
Ranbir Kang, Ph.D., Oklahoma State University  
Fuyuan Liang, Ph.D., The University of Georgia  
Susan Peitzmeier Romano, Ph.D., Southern Illinois University-Carbondale

**Associate Graduate Faculty**

**Associate Professor**  
Sunita George, Ph.D., The University of Georgia

**Assistant Professor**  
John Blauvelt, M.A., University of Colorado

**Program Description**

The Department of Geography offers a Master of Arts in Geography and post-baccalaureate certificate programs in Community Development and Environmental GIS. The Department of Geography offers work leading to the Master of Arts degree. The requirements are highly flexible, allowing a student 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.

**Admission Requirements**

Students shall have completed a minimum of 24 semester hours in geography. 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 who lack preparation in basic cartographic techniques and/or basic quantitative analysis techniques are required to complete these undergraduate deficiencies.
Geography

GEOG 208 and/or GEOG 301. Students must complete deficiency coursework prior to starting the M.A. program or during the first semester of coursework.

Degree Requirements

A minimum of 32 semester hours of credit is required for the Master of Arts 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 Arts degree in geography may be earned by one of three plans of study.

I. Core Courses ................................................................. 9 s.h.
   GEOG 504 Philosophy and Literature (3)
   GEOG 505 Methods of Research (3)
   One graduate seminar (GEOG 610, 630, 650, or 680) (3)

II. Select one of the following exit options: ........................................ 23 s.h.
   A. Thesis*
      GEOG 698 Thesis (3)
      Directed Electives (20)
   B. Applied Project*
      Internship (GEOG 596 or 597**) (3–6)
      GEOG 697 Applied Project (3)
      Directed Electives (14–17)
   C. Two Paper Option*
      GEOG 699 Geography Papers (0)
      Directed Electives (23)

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

*Theses, applied projects, and the two papers 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 his or her committee before enrolling in GEOG 697 or 698.
**Internship requirement may be waived with the approval of the chair of the Departmental Graduate Committee.

Students may take a maximum 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 department chairperson has been informed of the nature of the work.

Post-Baccalaureate Certificate Program

The department offers post-baccalaureate certificates in Community Development and Environmental GIS. For program details, please refer to the post-baccalaureate section of the catalog.

Course Descriptions

Theory and Methodology

401G Air Photo Interpretation. (3) Introduction to the techniques of interpreting features of the physical and cultural environment from air photos, with emphasis upon practical applications. Laboratory. Prerequisite: GEOG 120 or 100, or permission of the instructor.

403G Remote Sensing. (3) Principles of remote sensing with particular reference to interpretative applications in the earth sciences, agronomy, conservation, forestry, archaeology, and anthropology. Analysis of radar, infrared, near infrared, and visible light imagery. Laboratory. Prerequisites: GEOG 120 and 121, or GEOL 110 and 112, or a lab sequence in biology or physics, or permission of the instructor.
408G Environmental Geographic Information Science. (3) Emphasis upon raster and 3D modeling based upon continuous data. Integration of vector data and concepts when appropriate for the solution of cell-based problems. Laboratory. Prerequisites: GEOG 302 and GEOG 308.

409G Thematic Geographic Information Science. (3) Emphasis upon GIS modeling based upon coordinate-based spatial data. Integration of raster-based GIS data and concepts when appropriate for the solutions of vector-based problems. Laboratory. Prerequisites: GEOG 308 or GEOG 402, and GEOG 201 or STAT 171 or equivalent.

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: BIOL 102 and 103, or permission of the instructor.

501 Quantitative Methods. (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. 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 Methods of Research. (3) Research techniques employed in graduate work. Methods used in solving geographic problems and in evaluating geographic research projects.

508 GIS and Cartographic Design. (3) An introduction to basic cartographic principles and the application of geographic information system (GIS) tools. Students will learn theory and techniques that will be applied to project(s) associated to their discipline.

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. Prerequisite: GEOG 508.

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

421G Physiography. (3) Characteristics and distribution of landforms of the United States. Prerequisites: GEOG 120 and 121, or GEOL 110 and 112, or permission of the instructor.

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 imagery include clouds, wind, atmospheric water vapor precipitation and storm prediction. The course includes operational procedures fundamental to weather radar. Prerequisite: GEOG 422 or permission of the instructor.

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.

428G Geography of Soils. (3) Distribution of soils, and their regional aspects. The relationship of different kinds of soils to other environmental conditions, both natural and human. Prerequisite: Earth science or a geology lab sequence, 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

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 urban planning antecedents, the framework for planning and the mechanisms for carrying out the planning process, and comprehensive planning and its implementation. Prerequisites: GEOG 445 or POLS 370, or their equivalents, 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 445 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.

Individual Study and Research

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 Department Chairperson.

597 Internship in Planning. (1–6) Assignment as a student assistant in governmental and other public
Geography

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 Department Chairperson.

598 Directed Study—Research. (3–6) A research course designed to allow students to investigate geographic phenomena not covered in their previous graduate level 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 Department Chairperson.

697 Applied Project. (3) Prerequisite: Approved project proposal and permission of the Department Chairperson.

698 Thesis. (3) Prerequisite: Approved thesis proposal and permission of the Department Chairperson.

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 Department Chairperson.
Health Sciences

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Graduate Committee Chairperson: Susan Masden Moore
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Telephone: (309) 298-1076 Fax: (309) 298-2076
Email: HealthSciences@wiu.edu
Website: wiu.edu/health
Location of Program Offering: Macomb, Quad Cities

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R. Mark Kelley, Ph.D., University of Arkansas
Lorette S. Oden, Ph.D., The University of Toledo
Nancy P. Parsons, Ph.D., M.P.H., CHES*, Southern Illinois University-Carbondale

Associate Professor
Susan Masden Moore, H.S.D., R.N., Indiana University

Associate Graduate Faculty

Professor
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Associate Professor
Hal Marchand, Ph.D., University of New Mexico

Assistant Professors
Maureen Bezold, Ph.D., Virginia Tech
Amanda Divin, Ph.D., Oklahoma State University
Jack Rozdilsky, Ph.D., Michigan State University
Mei Wen, Ph.D., Johns Hopkins University

*Certified Health Education Specialist

Program Description
The Department of Health Sciences offers a specialized program of study leading to the
Master of Science degree in Health Sciences. Candidates choose an option in Public Health
or School 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
All candidates must meet the general admission requirements of the School of Graduate
Studies. 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 his/her
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 and/or microbiology course work have been met. If
Health Sciences

these deficiencies have not been satisfied, the applicant may be required to take courses prescribed by the committee and/or coordinator.

A professional internship will be required for those candidates choosing the Public Health option if no field experience was obtained as an undergraduate or if the candidate has not had equivalent work experience. School Health candidates without student teaching and/or actual teaching background will be required to complete a schoolrelated professional experience comparable to the Public Health internship. Prior to the professional internship or the schoolrelated professional experience, students must have completed 27 hours of course work that includes HS 511, HS 512, HS 530, HS 570, and HS 571, and must have a minimum of a 3.25 GPA in all graduate work.

An overall GPA of 2.75 or a 3.00 or higher for the last two years of undergraduate work is required for unconditional entrance into the program. Applicants with lower than the prescribed minimum GPAs may be admitted provisionally with the understanding that they must earn at least a B in each course taken during their initial 12 hours of graduate health education course work. Nine of these hours must be taken from among the required core courses and one of the courses must be either HS 570 or HS 571. A degree plan must be filed immediately after the student completes 15 semester hours of graduate credit.

The Department of Health Sciences does not require Graduate Record Examination (GRE) scores for admission to the program. However, international students whose native language is not English must have a minimum TOEFL score of 550 or must satisfactorily complete the WESL program prior to admission to the graduate program 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.

Degree Requirements

Public Health Option

I. Core Courses .............................................................................................................15 s.h.
   HS 511 Health Education and Promotion in the Community (3)
   HS 512 Planning and Evaluation of Health Education Programs (3)
   HS 530 Health Behavior Theories (3)
   HS 570 Research Design in Health Sciences (3)
   HS 571 Statistics for Health Sciences (3)

II. Public Health Requirements ..............................................................................18 s.h.
   EOS 510 Environmental Health Sciences (3)
   HS 513 Methods in Health Education and Promotion (3)
   HS 551 Public Health Epidemiology (3)
   EM 561 Foundations of Emergency Management (3)
   HSM 514 Health Service Administration (3)
   HS 590 Professional Internship (3)

III. Select one of the following exit options: ...........................................................9 s.h.
   For elective courses, students may choose from among the courses in the Health Sciences program or from other departments' offerings to augment and enhance their program objectives and employment opportunities.
   A. Thesis
      HS 601 Thesis (4)
      Electives (5)
   B. Professional Paper/Project
      HS 602 Professional Paper/Project (1)
      Electives (8)
   C. Comprehensive Exam
The comprehensive examination will cover the content of courses which comprise the student’s program of study. The exam is usually administered on the second Saturday in April, July, and November. Additional information about the comprehensive examination may be obtained from the department.

School Health Option

I. Core Courses .................................................................................................................15 s.h.
   HS 511 Health Education and Promotion in the Community (3)
   HS 512 Planning and Evaluation of Health Education Programs (3)
   HS 530 Health Behavior Theories (3)
   HS 570 Research Design in Health Sciences (3)
   HS 571 Statistics for Health Sciences (3)

II. School Health Requirements ...................................................................................15 s.h.
   HE 432G The Coordinated School Health Program (3)
   HE 433G School Health Curriculum (3)
   HE 440G Sexuality Education in the Home, School, and Community (3)
   HE 442G Drug Education in the Home, School, and Community (3)
   EM 565 Evacuation Planning and Response (3)

III. Select one of the following exit options: .................................................................6 s.h.

For elective courses, students may choose from among the courses in the Health Sciences department (EM, EOS, HE, HS) or from other departments’ offerings to augment and enhance their program objectives and employment opportunities.

A. Thesis
   HS 601 Thesis (4)
   Electives (2)

B. Professional Paper/Project
   HS 602 Professional Paper/Project (1)
   Electives (5)

C. Comprehensive Exam
   HS 603 Comprehensive Exam (0)
   Electives (6)

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

Specific programs of study will be designed for each individual based on personal interests and undergraduate major.

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)

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. 

Prerequisite: Permission of the instructor.

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
Health Sciences

governmental institutions. Prerequisites: HE 432G or permission of the instructor.

Environmental and Occupational Safety (EOS)

450G Environmental Health Workshop. (1, repeatable to 2 with change in topic) Examination of environmental concerns that may impact directly or indirectly on humans and their surroundings. Educational strategies and abatement measures are included.

510 Environmental Health Sciences. (3) The study and analysis of a variety of environmental problems and issues emphasizing the interrelationship between humans and the myriad environmental concerns.

Health Education (HE)

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, learning activities, resources, content, evaluation, sequencing, scheduling, and implementation. Prerequisite: HE 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. Prerequisites: HE 211 or its equivalent and HS 313, or permission of instructor.

441G Mental Health. (3) Overview of the key concepts, roles, settings, and practices of attaining and maintaining mental health, including an in-depth exploration of stress, stress management, and the relationship of stress to illness. Examination of prevalent mental health problems included 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. Prerequisites: HE 212 or permission of instructor.

450G Child and Adolescent Health Crisis Workshop. (1, repeatable to 2 with change in topic) Designed to investigate the multidimensional dynamics of health problems and their relationship to child and adolescent risk behaviors. Possible topics include conflict resolution, substance abuse, eating disorders, suicide, gang involvement, cultrelated activities, and media influence.

450G Consumer Health Workshop. (1, repeatable to 2 with change in topic) Examination of significant current issues in consumer health. Topics may include healthcare, drug products, health insurance, disease treatments, nutrition/weight control products, and consumer laws/protection.

450G Health Promotion Workshop. (1, repeatable to 2 with change in topic) Designed to provide new and updated information relative to current health issues confronting the health promotion professional.

450G Sexuality Education Workshop. (1, repeatable to 2 with change in topic) Provides professionally related information about sexuality. Concentrates on developing, organizing, implementing, and evaluating sexuality content and programs; addresses scope and sequencing; and examines steps to an effective program.

599 Independent Study in Health Education. (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.

600 Seminar in Health Education. (1–3, repeatable to 6 with change in topic) A study of current critical issues in health education as they relate to school and community health education. Examples of topics are: mental health education, consumer education, drug education, and death and dying.

Health Sciences (HS)

400G Grant Writing. (3) Focuses on skills and techniques necessary to research and write grant proposals for nonprofit organizations, businesses, and government agencies.

414G Ethical Conduct and Conflict in Health Sciences. (3) Students will investigate ethical issues in health education, community health and health services management through discussion of case studies and applicable ethical theories. Prerequisites: 12 s.h. of professional health sciences courses or permission of instructor.

450G Health Sciences Careers Workshop. (1, repeatable to 2 with change in topic) Current trends and issues affecting community health professions including professional preparation, job availability, and continuing education for professional growth. Designed for students and professionals in community health promotion, environmental health, and health services management.

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 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; 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) The course will offer experiential opportunities in the techniques and procedures of communication skills, public relations, and grant writing as they apply to the community health education professional. Prerequisite: HS 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.
Health Sciences

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: HS 570 and 571, or permission of the instructor.

570 Research Design in Health Sciences. (3) The process of planning and organizing research studies for the purpose of solving problems unique to health education.

571 Statistics for Health Sciences. (3) The application of techniques used to organize, analyze, and interpret statistical data unique to health education. Topics include measures of central tendency, measures of variability, percentiles, sampling, correlation, standard scores, and tests of significance.

590 Professional Internship. (3–6) Intended to give the student practical experience in 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.

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 Paper/Project. (1) This capstone experience provides the health sciences graduate students with an opportunity for in-depth individual study of a health education problem and demonstration of advanced professional program development, implementation, and evaluation. The project will be planned and carried out under graduate faculty approval and supervision. An oral and written project presentation will be required. Graded S/U. Prerequisite: Approval of the Department 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 Department Graduate Coordinator.

Health Services Management (HSM)

450G Health Services Management Workshop. (1, repeatable to 2 with change in topic) Designed to provide new and updated information relative to current trends and issues in health services management.

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 will equip future health services managers and health educators with a working knowledge of health law as it relates to the health industry. Students who have taken HSM 470 will not be eligible to receive credit for this course.

516 Introduction to Health Policy. (3) The course will equip future health services managers and health educators with a working knowledge of health policy formulation, examination and implementation as it relates to the health industry.

517 Health Services Organizational Behavior and Leadership. (3) Examines behavior and leadership of organizations specific to the health services industry, with a special emphasis on organizational theory involving development, leadership, change, and strategic planning.

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 Department Graduate Coordinator.
History

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Graduate Committee Chairperson: Greg Hall
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Location of Program Offering: Macomb

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Peter Cole, Ph.D., Georgetown University
Scott W. Palmer, Ph.D., University of Illinois

Associate Professors
Lee Brice, Ph.D., University of North Carolina-Chapel Hill
Richard Filippin, Ph.D., SUNY at Buffalo
Greg Hall, Ph.D., Washington State University
Virginia G. Jelatis, Ph.D., University of Minnesota
Walter Kretchik, Ph.D., University of Kansas
Jennifer McNabb, Ph.D., University of Colorado-Boulder
Edward Woell, Ph.D., Marquette University

Assistant Professors
Barclay Key, Ph.D., University of Florida
Roberto Mazza, Ph.D., University of London
Febe Pamonag, Ph.D., University of Alberta
Timothy M. Roberts, Ph.D., University of Oxford

Associate Graduate Faculty

Assistant Professor
Ute Chamberlin, Ph.D., Arizona State University

Program Description

The Department of History offers work leading to the Master of Arts degree. The Department of History's MA program is designed to train students in the methodological and theoretical components of academic history and in broad areas of historical study and analysis. The program prepares students for careers in teaching, academia, law, public and government service, publishing, research, as well as other professions. The program also assists in the professional development of full-time teachers and other educators, and provides the basis for further graduate study.

Admission Requirements

Students selecting history as a graduate major should have completed a minimum of 18 semester hours of undergraduate work in history and must have a cumulative undergraduate GPA of at least 2.75 (based on all hours attempted) or a GPA of at least 3.0 for the last two years of undergraduate study.
Degree Requirements

The Master of Arts degree in history may be earned by one of three plans of study.

Plan I. Thesis
Students choosing the Thesis plan must first secure approval from the graduate director and the consent of a professor who is willing to direct the thesis before pursuing this option. The Thesis Option requires 31 semester hours of course work, including the completion of a master’s-level history thesis. The student writes the thesis in his/her major field, which is customarily in US or European history. The student can request to write a thesis in another field, but only after securing the approval of the thesis adviser, the graduate director, and the graduate committee. Two research seminars are required in this plan. Students should commit to the thesis option no later than the second semester in the MA program. Because the student will need to do background reading, research, writing, and work with a committee of at least three readers/advisers, students should allow three semesters (and summer break) for the process. To earn the master’s degree the student must successfully defend the thesis (Exit Option A) upon its completion.

Students in the thesis plan must enroll in the following:

- HIST 500 Methods of Historical Research.........................................................4 s.h.
- Major field of study (5 courses).................................................................15 s.h.
- Minor field of study (2 courses).................................................................6 s.h.
- HIST 600 Thesis Research........................................................................3 s.h.
- HIST 601 Thesis.........................................................................................3 s.h.

TOTAL PROGRAM...........................................................................31 s.h.

Plan II. Special Project
Students choosing the Special Project plan must first secure the approval of the graduate director and the consent of a professor who is willing to direct the Special Project. The Special Project requires 35 semester hours on topics spread across a variety of geographic areas. Students are required to choose their major and minor areas of study. In addition to the courses that cover the major/minor areas, students must also complete History 500, two research seminars, one readings seminar in the major field, and History 698 and 699. The project must be approved by the graduate adviser and graduate committee. Possible projects include, but are not limited to, the following: presenting a professional conference paper, editing a series of primary documents, writing a paper for publication, conducting and transcribing oral history interviews, and curating museum displays. Student must enroll in History 599 for at least 4 semester hours to complete the Special Project. Students are required to successfully complete Exit Option B, the comprehensive written and oral exams, in their last semester of course work. These exams include questions on the methodology and the significance of the Special Project. The professor supervising the Special Project must be on the examination committee.

Students in the Special Project plan must enroll in the following:

- HIST 500 Methods of Historical Research.........................................................4 s.h.
- Major field of study......................................................................................15 s.h.
- Minor field of study......................................................................................9 s.h.
- Electives (1 course)......................................................................................3 s.h.
- HIST 599 Special Project................................................................................4 s.h.
- HIST 698 Written Exam...............................................................................0 s.h.
- HIST 699 Non-thesis Oral Exam.....................................................................0 s.h.

Courses taken to satisfy requirements 2-4 must include at least one reading seminar in the major field and two research seminars.

TOTAL PROGRAM...........................................................................35 s.h.
History

Plan III. General Coursework
Students choosing the General Coursework plan must first secure the approval of the graduate director. In this plan, students are required to take 37 semester hours of courses on topics spread across a variety of geographic areas. Students must choose a major and a minor area of study. In addition to covering the major and minor areas, students must also complete History 500, two research seminars, one readings seminar in the major field, and History 698 and 699. Students are required to take Exit Option B, the comprehensive written and oral exams, in their last semester of coursework.

Students in the General Coursework plan must enroll in the following:

- **HIST 500 Methods of Historical Research** ............................................................................. 4 s.h.
- **Major field of study** (6 courses) .............................................................................................. 18 s.h.
- **Minor field of study** (3 courses) .............................................................................................. 9 s.h.
- **Electives** (2 courses) ............................................................................................................... 6 s.h.
- **HIST 699 Written Exam** .......................................................................................................... 0 s.h.
- **HIST 699 Non-thesis Oral Exam** ............................................................................................ 0 s.h.

Courses taken to satisfy requirements 2–4 must include at least one reading seminar in the major field and two research seminars.

**TOTAL PROGRAM** .................................................................................................................... 37 s.h.

The two pre-approved major fields of study are U.S. and European history. A student's major field may be in another area, but students must secure permission from the graduate director and the graduate committee. The pre-approved minor fields are—based on instructor availability—United States, Europe, Asia, Latin America, Middle East, and World. The minor field may be a thematic area (e.g. gender, diplomatic, labor, etc.), but students must secure permission from the graduate director and the graduate committee. Prospective students should familiarize themselves with the faculty in the history department when considering a major and minor field.

Course Descriptions

**History (HIST)**

- **400G Soviet Union, 1917–1991. (3)** An intensive study of political, diplomatic, economic, social, and cultural developments in the Soviet Union from the Bolshevik revolution to the USSR’s collapse. Prerequisite: HIST 126 or 399, or permission of the instructor.

- **402G American Colonial History. (3)** A history of the discovery, settlement, and development of the American colonies to 1763. Prerequisite: HIST 105 or permission of the instructor.

- **412G American Environmental History. (3)** A history of Americans’ interaction with their natural environment from pre-contact to the present with special emphasis on the last two hundred years. Prerequisite: HIST 105 or permission of the instructor.

- **413G American Revolution and the New Nation. (3)** A study of developments which caused the Revolution; examination of the War of Independence, the Confederation, the federal Constitution, and subsequent events to 1800. Prerequisite: HIST 105 or permission of the instructor.

- **414G Civil War and Reconstruction. (3)** An intensive study of the political, social, economic, military, and diplomatic history of the period 1848 to 1877, focusing on the causes, course, and consequences of the Civil War (1861–1865). Prerequisite: HIST 105 or permission of the instructor.

- **416G America in Transition, 1877–1914. (3)** An examination of the forces transforming America from Reconstruction to the Wilson administration. Prerequisite: HIST 106 or permission of the instructor.

- **420G Capstone Seminar: Illinois History. (3)** A study of periods and themes in the history of Illinois including social, political, economic, cultural, and environmental change. Prerequisite: HIST 105, 106 and 201; ENG 280, or permission of instructor.

- **422G The Vietnam War and Its Times. (3)** A seminar on the Vietnam War, with particular emphasis on domestic, social, and political aspects during the 1960’s. Research in primary sources will be required. Prerequisite: HIST 105 or 106, or permission of the instructor.
426G The Enlightenment, 1721–1784. (3) Advanced study of a cultural revolution in the Atlantic world: a “republic" of philosophers, ideas, and debates; social institutions promoting reform; emergence of new media, mass literacy, public opinion, and private sentiment; and the broader context in which these flourished. Prerequisite: HIST 126 or permission of the instructor.

427G French Revolution and Napoleon. (3) A detailed examination of the period from 1789 to 1815 in Europe. Prerequisite: HIST 126 or permission of the instructor.

428G Nineteenth-Century Europe. (3) A study of Europe from 1815 to 1914. Prerequisite: HIST 126 or permission of the instructor.

429G Europe, 1914–1968. (3) A study of Europe from 1914 to 1968. Prerequisite: HIST 126 or permission of the instructor.

430G Topics in Ancient History. (3) Study of a theme or chronological period in Greek or Roman History. Topics will vary. Repeatable to six hours with permission of Departmental Graduate Committee. Prerequisite: HIST 125 or permission of the instructor.

431G Alexander the Great. (3) The course examines the context of the life and achievement of Alexander III with particular focus on the impact outside Europe. Few individuals has as much of an impact on their contemporary and later world as Alexander III of Macedon. Prerequisite: HIST 320 or permission of instructor.

433G Tudor/Stuart England: 1485–1714. (3) Political, economic, cultural, and social history of early modern England during the reigns of the Tudor and Stuart monarchs, emphasizing social structures, cultural movements, religious continuity and change, and constitutional developments. Prerequisites: HIST 125, 325 or 333; or permission of the instructor.

434G Topics in British History. (3, repeatable to 6) Selected topics dealing with the political, social, and economic development of Britain. Topics will vary. Prerequisite: HIST 125, 126, 333, or 334 as appropriate, or permission of the instructor.

438G Germany, 1918–1949: From Defeat to Division. (3) A 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 126 or 333, or permission of the instructor.

440G Topics in Latin American History. (3, repeatable to 6) Selected topics in the social, political, economic, or intellectual history of Latin America. Topics will vary. Prerequisite: HIST 125, 126, 340, or 341 as appropriate; or permission of the instructor.

444G Topics in Middle Eastern History. (3, repeatable to 6, with permission of department chairperson) Selected topics in the political, social, economic, and intellectual history of the Middle East. Topics may vary. Prerequisite: HIST 144 or 344, or permission of the instructor.

445G Modern East Asia. (3) A study of China, Japan, and Korea in the 20th century. Prerequisite: HIST 145, 345, or 346, 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 125 or 126, 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 145, 345, 346, or 445, 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 present. Prerequisite: HIST 105 or 106, as appropriate, or permission of the instructor.

494G Internship. (1–12, repeatable) Supervised experience of work in archives, historical institutions, or other institutions requiring historical experience. May be repeated, but only three semester hours of credit will be applied to the minimum program requirement of 31 hours.

500 Historical Theory and Methods. (4) Seminar in the theory and practice of historical research and writing.

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.

512 Research Seminar in Diplomatic History. (3) A research-centered investigation of selected topics in diplomatic history, with special attention to application of methods of research, critical analysis, and writing. May be repeated with a change in topic.

513 Readings Seminar in Diplomatic History. (3, repeatable) A readings-centered investigation of selected topics in diplomatic history, with attention to historiographic issues. May be repeatable with a change in topic.

515 Readings Seminar in Military History. (3, repeatable) A readings-centered investigation of selected topics in military 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.
History

550 Workshop. (1–3, repeatable) Offered irregularly on specific topics. May be repeated with a change in topic.

598 Readings in History. (1–6, repeatable) Individual reading. May be repeated, but a maximum of six hours will be counted toward degree requirements. Prerequisites: Six semester hours in history.

599 Special Problems in History. (1–6, 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 six hours may count toward a degree. Prerequisites: Six semester hours in history and approval by the Departmental Graduate Committee.

600 Thesis Research. (1–6, repeatable) May be repeated, but only three semester hours will count toward degree requirements. Prerequisites: HIST 500 or 501, and approval of the thesis prospectus.

601 Thesis in History. (3) Prerequisite: HIST 600.

698 Non-thesis Written Exam. (0) Students in degree program II or III will take a written exam in their major field of study, which will be administered by faculty members on the written and oral exam committee, the committee of three faculty members being selected by the student and approved by the chair of the Departmental Graduate Committee. Graded S/U. Prerequisite: Permission of the department chair.

699 Non-thesis Oral Exam. (0) Students in degree program II or III will take an oral exam in their major and minor fields of study, which will be administered by faculty members on the written and oral examination committee, the committee of three faculty members being selected by the student and approved by the chair of the Departmental Graduate Committee. Graded S/U. Prerequisite: Permission of the department chair.
Instructional Design and Technology

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Associate Graduate Faculty

Associate Professors
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Seung-won Yoon, Ph.D., University of Illinois at Urbana-Champaign

Program Description

The Department of Instructional Design and Technology offers both a Master of Science in Instructional Design and Technology and Post Baccalaureate Certificates in Instructional Design and Technology. Certified teachers who 1) complete the IDT Master's program with a Technology Specialist emphasis OR complete the Technology Specialist Post Baccalaureate Certificate, and 2) pass the required state tests can apply for an Illinois State Board of Education Technology Specialist (Type 10) certification.

Master of Science Program

The M.S. degree is designed to prepare technology specialists; graphic designers; educational technologists; trainers in industry and business; and classroom teachers to develop, produce, and evaluate instructional and training materials. Courses are offered in various formats including online, two-way compressed video, and hands-on experience. With careful planning through the department graduate advisor, the Master's program may be completed entirely online. The program provides students with knowledge and skills in the following areas:

1. Distance learning applications in training and education
2. Multimedia applications in training and education
3. Course work and training program development
4. Systematic instructional design and evaluation of instruction and training
5. Instructional software development and utilization
6. Technology integration in the K–12 classroom and at the K–12 building level

Graduates of the program will enter or continue careers in interactive multimedia, computer-based graphics, and distance learning. Graduates may also use their skills to integrate technology in their classrooms or school and for professional development of
Instructional Design and Technology

educators. The program also serves students interested in pursuing advanced graduate studies in instructional design and related areas.

The Department of Instructional Design and Technology is dedicated to a high level of academic scholarship in its professional program and to excellence in the preparation of technology specialists. Faculty associated with the department includes distinguished scholars, researchers, and authors of national and international reputation. Most faculty have either taught or served in public schools or have worked in professional training and instructional product development settings. All have shown commitment to the continued improvement of education through the process of professional study, the development of new approaches to teaching, and the design and publication of innovative and scholarly courses of study.

Admission Requirements

The IDT program welcomes and invites qualified applicants from diverse fields and interests. Applicants desiring admission into the IDT graduate program must formally apply to the School of Graduate Studies declaring Instructional Design and Technology as their area of study. Furthermore, applicants must indicate whether they are applying for the General Instructional Design and Technology Emphasis or the Technology Specialist Emphasis.

Applicants may qualify for admission to the General Instructional Design and Technology Emphasis under the following conditions:

1. Applicants must meet the general admission requirements of the School of Graduate Studies. Currently, the School of Graduate Studies admits students with an overall undergraduate GPA of at least 2.75 (or a GPA of at least 3.0 for the final two years of undergraduate coursework). If undergraduate requirements are not met, the departmental admissions committee will consider for admission applicants who have completed at least 12 semester hours of graduate coursework with a cumulative graduate GPA of 3.2 or higher from a regionally accredited university. All others will be denied admission. No more than nine semester hours completed before being admitted to the program can be used to meet degree requirements, unless the hours were earned while in an IDT Post-Baccalaureate Certificate program.

2. Applicants must submit a 1000-word structured essay that describes their interests and career goals as they apply to the field of instructional design and technology. (Structured essay questions are available in the department.)

3. Applicants must submit three letters of recommendation from individuals who can attest to the applicant’s academic potential at the graduate level.

4. International students whose native language is not English must satisfy one of the following criteria:
   a. meet the minimum TOEFL admission score required by the School of Graduate Studies;
   b. complete the WESL program prior to taking IDT graduate courses;
   c. hold a bachelor's degree (with four years in residence) from an accredited college/university within the USA and within two years of matriculation at WIU.

In addition, applicants for the state-approved Technology Specialist Emphasis must also meet the following conditions:

1. Applicants must have completed a state-approved teacher education program and hold a teaching certificate/license.

2. Applicants must show evidence of meeting the National Educational Technology Standards for Teachers (NETS-T) by submitting a self-assessment of competencies.
Applicants should also be aware of the following:

1. Applicants who lack basic competencies in microcomputer application software may be required to take IDT 503.

2. Applicants to the Technology Specialist Emphasis who have identified NETS-T deficiencies may be required to take IDT 504, or they may be required to complete a faculty approved plan of selected professional development activities.

3. Completion of the Technology Specialist Emphasis does not automatically lead to an Illinois State Board of Education Technology Specialist (Type 10) certification. Questions concerning this certification should be directed to the IDT Graduate Advisor.

Degree Requirements

Students seeking the Master of Science in Instructional Design and Technology may choose to follow a research plan or a course work plan. The research plan is 32 semester hours and includes either IDT 600 Applied Project, or IDT 605 Thesis. The course work plan is 35 semester hours. Students in the course work plan must complete an additional six semester hours chosen from courses in the IDT program. Students selecting the course work plan are required to complete IDT 603, and present to their Departmental Graduate Committee a portfolio of completed projects that demonstrate competencies in specific areas (i.e., instructional design, multimedia development, graphics applications, technology integration, etc.).

There are two emphasis options for students pursuing the Master of Science in Instructional Design and Technology: General Instructional Design and Technology Emphasis, and Technology Specialist Emphasis.

I. Core Courses ......................................................................................................................11 s.h.
   IDT 500 Preseminar (2)
   IDT 505 Foundations of Instructional Technology (3)
   IDT 510 Principles of Instructional Design (3)
   EIS 500 Research Methods (3)

II. Directed Electives (select one emphasis) ........................................................................15 s.h.
A. General Instructional Design and Technology Emphasis
   IDT 503 Microcomputer Applications in Instructional Technology (3)
   IDT 504 Technology Applications for the Classroom Teacher (3)
   IDT 515 Telecommunications and Distance Learning (3)
   IDT 516 Internet Resources for Education and Training (3)
   IDT 517 Classroom Integration of the Internet and Multimedia (3)
   IDT 525 Grant Writing Basics (3)
   IDT 529 Integration of Computer-Based Technology in Schools (3)
   IDT 530 Graphics Applications in Education and Training (3)
   IDT 532 Fundamentals of Performance Technology for Instructional Designers and Technologists (3)
   IDT 534 Technology Issues and Professional Development for Educators (3)
   IDT 535 Photographic Applications in Education and Training (3)
   IDT 536 Video Production for Multimedia (3)
   IDT 537 Instructional Video Production (3)
   IDT 538 Imaging Technology (3)
   IDT 539 Hardware, Operating Systems, and Networking in the Schools (3)
   IDT 540 Interactive Multimedia Development (3)
   IDT 541 Advanced Interactive Multimedia Development (3)
   IDT 545 Instructional Web Development (3)
   IDT 550 Advanced Instructional Design (3)
Instructional Design and Technology

IDT 560 Visual Literacy (3)
IDT 561 Instructional Simulations and Gaming (3)
IDT 565 Management of Instructional Technology (3)
IDT 591 Independent Study (1–4, repeatable to 6 with change in topic)
IDT 595 Technology Planning and Research (3)
IDT 601 Seminar in Instructional Technology (2)
IDT 620 Instructional Design and Technology Internship (4)

OR

B. Technology Specialist Emphasis
IDT 517 Classroom Integration of the Internet and Multimedia (3)
IDT 529 Integration of Computer-Based Technology in Schools (3)
IDT 534 Technology Issues and Professional Development for Educators (3)
IDT 539 Hardware, Operating Systems, and Networking in the Schools (3)
IDT 595 Technology Planning and Research (3)

III. General Electives
Students may choose from among courses in the IDT program or from other departments’ offerings to augment and enhance their program objectives and employment opportunities.

IV. Exit Options (select one of the following options)
A. Research Plan .................................................................3 s.h.
IDT 600 Applied Project (3)
or
IDT 605 Thesis (3)
TOTAL PROGRAM ...........................................................................32 s.h.
B. Course Work ............................................................................6 s.h.
IDT 603 Graduate Portfolio (0)
General electives (6)
TOTAL PROGRAM .........................................................................35 s.h.

Post-Baccalaureate Certificate Programs
The department offers post-baccalaureate certificates in Distance Learning, Educational Technology Specialist, Graphics Applications, Multimedia, Technology Integration in Education, and Training Development. For program details, please refer to the post-baccalaureate section of the catalog.

Course Descriptions

433G Instructional 3D Modeling and Animation. (3)
Instructional uses of three-dimensional modeling and animation are explored including basic modeling tools, virtual camera controls, materials, video production, and lighting. Lab fee required. Prerequisites: IDT 205 or equivalent, or permission of the instructor.

460G Instructional Virtual Reality Design. (3)
Focuses on the integration of virtual reality technologies for instruction and training. Provides opportunities to develop instructional/training virtual environments utilizing virtual reality authoring systems. Lab fee required. Prerequisite: IDT 355 or 561.

480G Advanced Web-Based Instruction. (3)
Emphasizes the potential of Internet technology to foster interactivity in design of performance solutions. Students move beyond static Web page creation to advanced incorporation of resources in support of highly interactive forms, database creation and management, and client/server integration. Prerequisite: IDT 250 or permission of instructor.

500 Preseminar. (2) (On-line course only) Introduction to the field of instructional design and technology. Through readings, presentations, and discussions a broad sweep of the field will be explored.

503 Microcomputer Applications in Instructional Technology. (3) (On-line course only) Introductory survey of applications of microcomputers in education and training including Computer Assisted Instruction, communication and presentation graphics, multimedia, and hypermedia authoring on the Internet, word processing databases, and spreadsheets.

504 Technological Applications for the Classroom Teacher. (3) Build on basic computing skills, focusing on the effective use of technology-enhanced instruction practices to meet the state and national technology standards for teachers. Intended for students who have completed their educational methodology courses or who are practicing teachers. Prerequisite: Working knowledge of computers and the Internet.

505 Foundations of Instructional Technology. (3)
(On-line course only) Introductory survey of the field
Instructional Design and Technology

of Instructional Technology. Upon completion students will be able to: (1) communicate about the field’s terminology, history, accomplishments and issues; (2) describe the advantages, disadvantages, characteristics, and critical attributes of various instructional media; and (3) critically evaluate the foundations in instructional technology.

510 Principles of Instructional Design. (3) (On-line course only) Develop knowledge and skills in systematic analysis of the teaching-learning process using an instructional design approach. Study and application of instructional design theories and models.

515 Telecommunications and Distance Learning. (3) (On-line course only) Examines a variety of telecommunications systems used for distance learning and the challenges surrounding their selection and application. Emphasis is on the fundamentals of development, and delivery of instructional strategies for distance learning environments. Prerequisite: IDT 505 or 510.

516 Internet Resources for Education and Training. (3) (On-line course only) Focuses on developing skills in utilizing electronic mail and World Wide Web browsers to locate, download, and integrate Internet resources. Opportunities for students to develop Web pages and discuss issues and challenges surrounding the use of the Internet. Prerequisite: Working knowledge of computers.

517 Classroom Integration of the Internet and Multimedia. (3) Focuses on effectively integrating Internet technologies and multimedia into curricular materials. Prerequisite: IDT 504, evidence of meeting the National Educational Technology Standard for Teachers, or permission of instructor/department chair.

525 Grant Writing Basics. (3) (On-line course only) To identify and select appropriate grants, learn strategies for effective proposal writing, and develop skills for utilizing a team approach to generate ideas, coordinate writing, maximize organizational involvement, and strengthen successful grant implementation.

529 Integration of Computer-Based Technology in Schools. (3) (On-line course only) Focus on the integration of technologies in the classroom. This course provides opportunities for direct application of knowledge and competencies acquired in prerequisite course work.

530 Graphics Applications in Education and Training. (3) Survey of imaging-related applications such as image editing, 3D modeling, movie editing and special effects software. Course materials cost required.

532 Fundamentals of Performance Technology for Instructional Designers and Technologists. (3) This course surveys performance technology approaches and tools to improve the performance of individuals, work groups, and work processes. Students will collaboratively identify instructional and non-instructional performance problems, suggest interventions based upon data-driven needs analyses, and implement and evaluate programmatic solutions in cooperation with the clients. Prerequisites: IDT 505 or 510.

534 Technology Issues and Professional Development for Educators. (3) (On-line course only) Provides students with opportunities for further professional growth in instructional technology through exploring contemporary issues in K–12 school settings.

535 Photographic Applications in Education and Training. (3) Production techniques such as still camera handling, basic darkroom skills, and color slide presentations, and the use of photographic images in microcomputer-based multimedia will be explored. Course materials cost required.

536 Video Production for Multimedia. (3) Emphasizes digital video production techniques such as video camera handling, lighting techniques, special effects, and desktop video editing for use in computer-based multimedia.

537 Instructional Video Production. (3) Project research, planning and budgeting, script-writing, and media design for instructional video. Course includes casting, lighting, audio, camera movement, angles and camera techniques. Course materials cost required. Prerequisites: IDT 360, 536, or permission of instructor or department chair.

538 Imaging Technology. (3) Study of imagery as a language of communication. Provides practical experiences in digital and electronic still images and nonverbal messages. Students will produce electronic images to be incorporated into educational products. Course materials cost required.

539 Hardware, Operating Systems, and Networking in the Schools. (3) Plan for, design, use, and evaluate computer hardware and software, operating systems, and networking for educational settings. Prerequisites: IDT 504 or evidence of meeting the National Education Technology Standards for Teachers, or permission of instructor/department chair.

540 Interactive Multimedia Development. (3) Basic principles of design and development of interactive instructional computer applications. Students will complete several projects utilizing a representative multimedia authoring tool and will create prototype instructional software. Course materials cost required.

541 Advanced Interactive Multimedia Development. (3) Advanced skills in development of media, efficient software design, and application of instructional design principles to deliver computer-based multimedia. Students will perform a series of exercises and continue development of refined multimedia products. Course materials cost required. Prerequisite: IDT 540.

545 Instructional Web Development. (3) Development of web-based instruction and the application of current commercial products for web-based course delivery. Deals with HTML authoring and adapting graphics and movies for web-based delivery. Course materials cost required. Prerequisite: IDT 540.

550 Advanced Instructional Design. (3) Design, develop, and evaluate an instructional system. Using the knowledge of instruction design, students will develop a mini-instructional system. Prerequisite: IDT 510.

553 Professional Development. (1–3, repeatable) Studies leading to applications of instructional technology and telecommunications which emphasize competency development in a specialized area, such as: distance learning, electronic classrooms, and computer-based presentation systems. Does not apply to degree program. Graded S/U.

560 Visual Literacy. (3) Understanding the theories of visual communication and application in preparation of illustrations, icons, and moving images. Students will review the salient literature on visual literacy and apply principles for nonverbal communication in text and computer-based media.

561 Instructional Simulations and Gaming. (3) Focuses on the use of simulations and games for instruction and training. Provides opportunities to develop instructional simulations utilizing appropriate development software. Also focuses on the effective and efficient development of game-based instruction. Course materials cost required.

565 Management of Instructional Technology. (3) Emphasis is given to project management, assessment of
Instructional Design and Technology

Instructional needs, coordinating instructional design and production of instructional materials and projects, and identifying resource needs and allocation. **Prerequisite:** IDT 505 or 510.

573 Professional Development. (1–3, repeatable to 9) Studies leading to applications of Instructional Technology and Telecommunications which emphasize competency development in a specialized area, such as: distance learning, electronic classrooms, curriculum integration, presentation systems, and multimedia techniques. Course includes the completion of a project. Does not apply to degree program.

591 Independent Study. (1–4, repeatable to 6 with change in topic) An investigation of issues related to the student's major area, not specifically covered in other courses. A substantial written report, as well as an informal oral report will be required. **Prerequisites:** 15 hours of IDT classes, filing of degree plan, graduate committee formed, and permission of the department chair.

595 Technology, Planning and Research. (3) Emphasis on the planning, leadership, and evaluation of technology integration in the schools. Provides students with the opportunity to apply theories and techniques of educational technology through on-site field experiences. **Prerequisites:** EIS 500, IDT 510, IDT 529, IDT 534, IDT 539, or permission of instructor/department chair.

600 Applied Project. (3) Advanced level fieldwork in a setting appropriate to the student's professional goals. The result of the applied project will be presented to the student's Graduate Committee. Graded S/U. **Prerequisite:** Permission of department chair.

603 Graduate Portfolio. (0) Throughout their graduate program, students will develop a portfolio documenting their knowledge and skills in instructional design and technology. The result of the portfolio will be presented to the student's Graduate Committee. Graded S/U. **Prerequisite:** Permission of the Department Chair.

605 Thesis. (3) Thesis direction under the guidance of a major adviser to meet the need of the student. A written thesis will be presented to the student's Graduate Committee. Graded S/U. **Prerequisite:** Permission of the department chair.

620 Instructional Design and Technology Internship. (4) Integrates instructional technology theories and practical skills with application in a real-life environment. Students are exposed to a variety of positions in that environment during the semester. During the internship, the student will demonstrate his/her ability to integrate, organize and manage a project. Graded S/U. **Prerequisites:** Completion of 15 hours of approved IDT course work and permission of the department chair.

756 Planning for Technology. (3) This course focuses on the role of the school administrator in addressing issues and strategies for integrating technology in K–12 schools. Topics explored include the use of technology to support teaching and learning, the integration of technology into long- and short-term planning and budgeting; models for technology staffing, professional development, and support; and alignment with state and federal technology initiatives and standards. **Corequisite:** Concurrent enrollment in EDL 725. **Prerequisites:** Acceptance into the Ed.D. program in Educational Leadership and completion of the first year-long block: SPED 613.
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Jennifer Plos, Ed.D., Nova Southeastern University
Dali Xu, Ph.D., University of Illinois

Instructor
Judy A. Yeast, M.S., Western Illinois University

Program Description

The Department of Kinesiology offers the Master of Science degree in kinesiology. The broad mission of the degree program is to assist students to develop conceptual and theoretical understandings and to obtain knowledge and skills which will prepare them as master teachers, researchers/scholars, practitioners, or administrators in their respective areas.

The degree leads to a wide variety of career choices. Graduates of the kinesiology degree program pursue careers in cardiac rehabilitation, corporate fitness, university or public school teaching/coaching, adapted physical education, and sport psychology.
Kinesiology

Admission Requirements
All applications must include the following items:
1. Completed graduate application (wiu.edu/grad)
2. Official transcripts from completed undergraduate degree and all institutions attended
3. Statement of intent (a minimum of 500 words and maximum of 1,000 words, double-spaced):
   a. 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.
   b. 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.
4. A current resume
5. Three letters of recommendation—two must be written from an advisor and/or professor addressing applicant’s academic performance and/or potential for graduate school.
6. Official GRE scores (optional but required for applicants with undergraduate GPA less than 2.75)

The GPA requirement for admission to the program is as follows:
1. Full admission status—a minimum of 3.0 overall for four years or a 3.2 GPA for the last two years (required to be eligible for a graduate or teaching assistantship)
2. Probationary admission status—2.75–2.99. Probationary students petition for full admission after completion of nine graduate hours, including KIN 511 or KIN 512, with a minimum of 3.0 GPA.

Those applicants not meeting the above stated undergraduate GPA, 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. Submission of GRE scores is required for applicants with undergraduate GPA less than 2.75.

A maximum of 6 hours of graduate course work completed before a student is admitted to the Kinesiology or 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. Each student is required to complete both KIN 511 Measurement and Statistical Analysis, and KIN 512 Research Methods in Kinesiology within the first 12–15 semester hours of academic work.

Students may elect to pursue in-depth study in the following areas: exercise science, wellness promotion and fitness management, pedagogy (includes adapted physical education), and sport and exercise psychology.

Capstone Options—All students must complete one of the following options as a requirement for graduation:
1. Thesis
2. Departmental comprehensive exam

Students may choose one of the following plans:
I. Thesis ............................................................................................................................................. 32 s.h.
   KIN 511 Measurement and Statistical Analysis (3)
   KIN 512 Research Methods in Kinesiology (3)
   KIN 601 Thesis (4)
   Kinesiology Electives (7)
   Electives from other departments (3)
   Directed Electives: Choose any four of the following courses (12)
   KIN 522 Instructional Models and Strategies in Physical Activity Settings (3)
   KIN 540 Wellness and Risk Reduction Concepts (3)
   KIN 548 Social and Ethical Issues in Sport (3)
   KIN 549 Comprehensive Stress Management (3)
   KIN 551 Biomechanics of Physical Activity (3)
   KIN 553 Physiology of Exercise (3)
   KIN 556 Motor Learning and Human Performance (3)
   KIN 559 Sport Psychology (3)

II. Non-Thesis—Comprehensive Examination ................................................................................... 38 s.h.
   KIN 511 Measurement and Statistical Analysis (3)
   KIN 512 Research Methods in Kinesiology (3)
   KIN 602 Comprehensive Exam (0)
   Kinesiology Electives (17)
   Electives from other departments (3)
   Directed Electives: Choose any four of the following courses (12)
   KIN 522 Instructional Models and Strategies in Physical Activity Settings (3)
   KIN 540 Wellness and Risk Reduction Concepts (3)
   KIN 548 Social and Ethical Issues in Sport (3)
   KIN 549 Comprehensive Stress Management (3)
   KIN 551 Biomechanics of Physical Activity (3)
   KIN 553 Physiology of Exercise (3)
   KIN 556 Motor Learning and Human Performance (3)
   KIN 559 Sport Psychology (3)

Students selecting the M.S. degree in Kinesiology are required to have satisfactorily completed undergraduate coursework in four of the five following areas (or the equivalent): anatomy and physiology, exercise physiology, biomechanics, sport psychology, and motor behavior. Students admitted to the graduate program who have not yet completed these undergraduate courses must fulfill this requirement within the first three semesters of coursework.

Graduate students may transfer in up to nine semester hours of credit earned in a related field, with graduate advisory committee approval.

Course Descriptions

439G Methods and Materials in Physical Education. (3) Planning, developing, and teaching physical education content at the secondary level. Includes a field experience at the middle or high school level.

450G Special Problems in Physical Education and Athletics. (Credit Arranged) Workshops, institutes, or clinics in physical education, or athletics, not specifically covered in other courses listed. Credit will depend upon nature of project undertaken and length of time involved. Course may be repeated.

511 Measurement and Statistical Analysis. (3) Introduction to statistics and experimental designs that are necessary to evaluate data collected from measurement commonly obtained in kinesiology.

512 Research Methods in Kinesiology. (3) Research techniques employed in graduate work. Methods used in solving problems common to kinesiology and evaluating research projects in these fields.

522 Instructional Models and Strategies in Physical Activity Settings. (3) This course is designed for those who teach physical activity. Students will develop skills and knowledge associated with specific instructional models in physical activity. The material should enhance the instructional quality of those who teach activity in college/university settings, exercise and fitness settings, and K–12 school settings.

540 Wellness and Risk Reduction Concepts. (3) A study of the rationale and guidelines for developing wellness and risk reduction programs, with an emphasis on cardiovascular disease. The course is designed to provide the student with an understanding of health.
Kinesiology

risk appraisal techniques, health behavior models, and wellness and risk reduction program objectives and strategies specifc for cardiovascular disease prevention and intervention. Prerequisite: Anatomy and physiology, or permission of the instructor.

543 Strength and Conditioning Enhancement. (3) Examine exercise science concepts and current practices in the development of strength and conditioning programs for wellness/fitness and sports enhancement. Review requisite knowledge and skills for national professional organization certifcation exams (ACSM, NSCA). Survey issues related to ergogenics and body composition. Examine current strength and conditioning research. Prerequisites: KIN 553 and undergraduate principles of weight training, or permission of the instructor.

544 Organization and Management of Exercise Programs. (3) A study of organizational and management strategies for exercise program development in ftness facilities. Issues include participant screening, exercise test and prescription, safety and emergency planning, staff selection and development, equipment and space utilization, facility operation, budgeting, and specialized programs.

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 fnancial analyses.

548 Social and Ethical Issues in Sport. (3) Investigate social issues connected with sport and with social functions of sport. Explore critical issues in sport related to professional ethics, rights and responsibilities. Understand how social and ethical issues influence sport and its development.

549 Comprehensive Stress Management. (3) Background study of stress; indepth study and application of stress management components. Prerequisites: An undergraduate course in some form of relaxation technique or permission of the instructor.

550 Professional Workshop. (1–3)

551 Biomechanics of Physical Activity. (3) The application of mechanical principles to the development of motor skills. Prerequisite: Undergraduate physics or permission of the instructor.

552 Wellness Program Development and Administration. (3) A study of organizational and administrative concepts related to the development and operation of wellness programs in corporate, commercial, community, clinical, and school settings.

553 Physiology of Exercise. (3) A multidimensional study of exercise physiology, including theoretical foundations and practical applications, with scientifc information drawn from the related disciplines of anatomy, physiology, biochemistry, and others. Prerequisites: Undergraduate chemistry, physiology of exercise or permission of the instructor.

554 Exercise Stress Testing and Electrocardiogram Evaluation. (3) A study of the administration and interpretation of graded exercise treadmill tests with 12-lead electrocardiography, with application to exercise prescription for normal and diseased populations. Prerequisite: KIN 553.

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 in Kinesiology.


558 Organizational Theory in Sport. (3) A comprehensive study focusing on organizational behavior and processes relating to amateur, interscholastic, intercollegiate, and professional sports.

559 Sport Psychology. (3) A survey of the theories and research related to sport psychology. Includes the study of individual differences, motivation, and social inffuence processes in sport, exercise, and physical education settings.

560 Internship in Sport Management. (4–6) Supervised experiences in the various aspects of sport management involving secondary or college athletic directors, or professional sports organizations. Prerequisites: Completion of 30 hours of coursework, including the sport management program core courses, and permission of the instructor.

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.

562 Internship in Kinesiology. (4–6) Designed to provide an internshipsbased experience for the student desiring an emphasis in kinesiology. The internship is to be tailored to the student's potential professional interests. Prerequisites: Completion of 27 hours of coursework, including core courses and undergraduate deficiencies, and permission of the instructor.

563 Physical Activity and the Older Adult. (3) A study of the benefts of physical activity on the psychological, physiological, and sociological well-being of the older adult. Programs will be presented that will introduce physical activities that can be modifed for various functional levels.

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.

565 Computer Application in Kinesiology. (3) Application of microcomputers in kinesiology, including applications in exercise physiology, sport management, coaching, and teaching physical education. Prerequisite: Introductory microcomputer course or permission of the instructor.

566 Cardiorespiratory Physiology. (3) A study of the benefits of physical activity on the psychological, physiological, and sociological well-being of the older adult. Programs will be presented that will introduce physical activities that can be modified for various functional levels.
Kinesiology

or exercise specialist. Prerequisites: Anatomy and Physiology, undergraduate Physiology of Exercise.

569 Applied Sport Psychology. (3) Examines the application and effectiveness of sport psychology interventions for enhancing performance in sport, exercise, and physical education settings. Prerequisite: KIN 559 or permission of the instructor.

571 The Development of Expert Performance. (3) An examination of theoretical and applied research on the factors that contribute to acquisition of expert performance in the psychomotor, cognitive, and creative domains. Prerequisite: KIN 512.

573 Laboratory Applications in Exercise Physiology. (3) Students will (1) learn techniques for operating various types of laboratory equipment; (2) utilize these skills to conduct small-scale lab experiments addressing areas such as muscular strength, body composition, and cardiorespiratory/metabolic responses to exercise; (3) interpret laboratory results in relation to relevant scientific literature. Prerequisite: KIN 553

579 Research and Professional Issues in Sport Psychology. (1) A survey of current research and professional issues in sport and exercise psychology. Prerequisites: Concurrent enrollment in or previous completion of KIN 559, or permission of the instructor.

589 Sport Psychology Intervention Techniques. (1, repeatable to 3) Supervised experience in the organization, administration, and evaluation of applied sport psychology programs. Consideration of professional issues in educational sport psychology including ethics and marketing. Features role-play, case study, videotaping, and supervised interventions. Prerequisites: KIN 559, KIN 579, and concurrent enrollment in or completion of KIN 569.

598 Independent Study in Kinesiology. (1–3, repeatable to 6) An investigation of independent projects/directed readings related to the student’s area of study. Prerequisites: Permission of the Graduate Coordinator and completion of 15 hours of graduate work.

599 Research in Kinesiology. (1–3) Independent research study of an approved problem. Prerequisites: Permission of the Graduate Coordinator and completion of 15 hours of graduate work.

600 Seminar in Kinesiology. (1–3, repeatable to 6) Course content in response to needs and approved programs of graduate students. Utilization of specialists, consultants, and visiting professors.

601 Thesis. (4) Graded S/U.

602 Comprehensive Examination. (0) The student will complete a written comprehensive examination covering the content of courses which comprise his/her program of study. The departmental examination will be administered in the fall and spring semesters and may be taken a maximum of three times. Graded S/U. Prerequisites: Student must have completed a minimum of 27 hours of course work; approval of the Department Graduate Coordinator.
Law Enforcement and Justice Administration

Director: Terry M. Mors
Graduate Committee Chairperson: Jill J. Myers
Office: Stipes Hall 403
Telephone: (309) 298-1038 Fax: (309) 298-2187
Website: wiu.edu/leja
Location of Program Offering: Macomb, Quad Cities, Chicago, Springfield

Graduate Faculty

Professors
Barry M. Anderson, J.D., University of Iowa Law School
Dennis Bowman, Ph.D., Southern Illinois University-Carbondale
Gayle Tronvig Carper, J.D., DePaul University
Kenneth A. Clontz, Ph.D., Florida State University
Clyde L. Cronkhite, D.P.A., University of Southern California
Michael H. Hazlett, Ph.D., Sam Houston State University
William P. McCaney, Ph.D., University of Iowa
J. Gayle Mericle, Ph.D., Florida State University
Terry M. Mors, Ed.D., Northern Illinois University

Associate Professors
C. Suzanne Bailey, J.D., The Thomas M. Cooley Law School
Bonny Mhlanga, Ph.D., University of Surrey
Jill Myers, J.D., University of Baltimore School of Law
William R. Rehling, J.D., DePaul University

Assistant Professor
Kimberly Dodson, Ph.D., Indiana University-Pennsylvania

Associate Graduate Faculty

Professor
Kenneth Durkin, M.A., Western Illinois University

Associate Professor
Dean C. Alexander, L.L.M., Georgetown University

Assistant Professors
Seungmug Lee, Ph.D., Rutgers University
Todd Lough, Ph.D., Loyola University
Anthony McBride, Ed.D., Duquesne University
Barry S. McCrary, Ed.D., Duquesne University
Vladimir A. Sergevnin, Ph.D., Moscow Institute of National Economy
Hyeyoung Lim, Ph.D., Sam Houston State University

Instructor
Donald E. Bytner, M.A., Western Illinois University

Program Description
The School of Law Enforcement and Justice Administration offers a Master of Arts in Law Enforcement and Justice Administration. The law enforcement and justice administration (LEJA) graduate program is internationally known for academic excellence. It provides students with a rich blend of theoretical, administrative, and practical knowledge as well as
Law Enforcement and Justice Administration

with research skills. Those who have earned the degree occupy positions of responsibility 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, 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.

Admission Requirements

All students must meet the general admission requirements of the School of Graduate Studies and have a cumulative grade point average for all undergraduate work of at least 3.0, or have a 3.0 GPA or higher for the last two years of undergraduate work. Waiver of GPA requirement may be requested if demonstrated subsequent training and work experience justify a waiver. 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 department chair. Undergraduate courses in statistics or research methods are required or waived.

Only those files completed with all required documents listed below will be forwarded to the departmental 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.

1. Application to the School of Graduate Studies
2. Official GRE or MAT scores (five years old or less)
3. Three letters of reference (which may also be used for graduate assistantship application, if applicable)
4. Current resume/vita
5. Writing sample 1000–1500 words in length emphasizing academic, nonacademic, and employment experiences relevant to the degree
6. Official transcripts from all institutions previously attended

Degree Requirements

The Master of Arts degree in Law Enforcement and Justice 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 Criminal Justice (3)
   LEJA 501 Theory in Criminal Justice (3)
   LEJA 502 Management Issues in Law Enforcement Administration (3)
   LEJA 503 Research Methodology in Criminal Justice (3)
   LEJA 504 Civil and Criminal Liability (3)

II. Select one of the following plans:
   A. Thesis.........................................................................................................................18 s.h.
Law Enforcement and Justice Administration

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.
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. LEJA 518 Comprehensive Seminar in Law Enforcement and Justice Administration (3) "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 a post-baccalaureate certificate in Police Executive Administration. For program details, please refer to the post-baccalaureate section of the catalog.

Course Descriptions

500 Advanced Quantitative Techniques in Criminal Justice. (3) A consideration of advanced statistical methods and computer techniques that are applicable to criminal justice. Particular attention will be given to multivariate analysis. Prerequisite: LEJA 301 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 Law Enforcement Administration. (3) Focus on the law enforcement 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 permission of the instructor/School Director.

503 Research Methodology in Criminal Justice. (3) Critical examination of current research in criminal justice with regard to methodological adequacy, significance and importance; problems in the design and execution of criminal justice research. Prerequisite: LEJA 501 or permission of the instructor/School Director.

504 Civil and Criminal Liability. (3) The study of law enforcement and justice 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 criminal justice context. Prerequisite: LEJA 501 or permission of the instructor/School Director.

511 Diversity and the Police. (3) This course examines the nature and extent of alienation and isolation of police personnel from minority citizens they are to serve. Human relations are discussed as the basis for successful community relations programs with special emphasis on encounters between police officers and members of racial and ethnic minority groups, the history of police minority relations, and the difficulties and consequences of attracting and hiring minority police officers.

512 Ethics in Criminal Justice. (3) This course focuses on a variety of ethical/moral issues confronting criminal justice practitioners. Ethical choices, their consequences, and the relationships among law, morality, and ethics are discussed. Prerequisite: Permission of the instructor/School Director.

514 Executive Management Seminar. (3) The Executive Management Seminar is designed to meet the needs and challenges of top level law enforcement personnel. Topics of instruction include a variety of traditional management subjects as they relate to the management of law enforcement agencies. Subjects include, but are not limited to: Future of Policing, News Media Relations, Administrative Law Update, Leadership, TQM, Negotiating Skills, Problem Employees, Performance Evaluations, Community Policing, Gang Control. Prerequisite: Prior management courses or relevant experience, or permission of the instructor/School Director.

517 International Studies in Criminal Justice. (3–6, repeatable to 9) Integrates the study of international Criminal Justice with student international travel to countries selected for the course. Focuses on preparing students for global environment of the 21st century by providing first-hand knowledge of different cultures. Requires substantial written comparative analysis of criminal justice systems and cultures based on the first-hand experiences of the student in the country, required readings, and class meetings.

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 LEJA Graduate Coordinator or School Director.

598 Seminar in Social and Legal Problems. (3, repeatable to 9 with different topics) Current topics in criminal justice. 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 LEJA Graduate Coordinator or School Director.

601 Thesis. (3) Prerequisites: LEJA 500, 501, 502, 503, and 504 (must have all courses completed), or by permission of the LEJA Graduate Coordinator or School Director.
Liberal Arts and Sciences

Director: Althea K. Alton
Graduate Committee Chairperson: Althea K. Alton
Office: Dean’s Office, College of Arts and Science, Morgan Hall 118
Telephone: (309) 298-1828 Fax: (309) 298-2585
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Website: wiu.edu/CAS
Location of Program Offering: Macomb and Quad Cities

Faculty

Faculty teaching in the Master’s of Liberal Arts and Sciences (LAS) are full or associate members of the graduate faculty from departments in the College of Arts and Sciences (CAS) and, subject to LAS Director approval, full or associate members of the graduate faculty from other colleges at WIU.

Integrated Baccalaureate and Master’s Degree Program

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

Program Description

The Master of Liberal Arts and Sciences (LAS) is for students who need or desire advanced education but do not require a specific specialized content area. This interdisciplinary degree stresses critical thinking, comparative analysis, and highly flexible content rather than a more traditional advanced specialization in a fairly small content area. LAS is designed especially for students seeking a master's degree as an occupational qualification and for those who wish more in-depth inquiry into the liberal arts and sciences as a step toward greater personal fulfillment. LAS promotes an advanced level of critique, analysis, and comparison; students explore the broad questions faced by human beings, as well as the specific means by which individual disciplines in the Humanities, Social Sciences, Natural Sciences, and Mathematics have addressed these questions. The degree requires 33 semester hours, including core courses and a capstone experience, and incorporates post-baccalaureate certificates currently available in the CAS. Students who do not hold one of these post-baccalaureate certificates can construct their own individualized LAS program. These students will design a course of study from the CAS’s general list of courses offered, in consultation with the Director of LAS. They must then explain their program in a written statement, which will be reviewed by the Director of LAS and the LAS committee.

Admission Requirements

All students who have completed an undergraduate degree by an accredited institution and who qualify for graduate study according to the admission standards of the Graduate School may be admitted to the program. To apply, student are to submit the following documents:

1. a School of Graduate Studies application form (available at wiu.edu/grad)
2. official transcripts from each college or university previously attended
3. a 1–2 page personal statement which explains their larger personal career goals and how the LAS degree will further those objectives
4. 2 letters of recommendation, while optional are recommended

Degree Requirements

I. Core Courses ........................................................................................................................................12 s.h.
Liberal Arts and Sciences

Area One: LAS 501 Tradition and Change: Focus on the History and Philosophy of the Sciences (3)
Area Two: LAS 502 Tradition and Change: Focus on the Social Sciences (3)
Area Three: LAS 503 Tradition and Change: Focus on the Humanities (3)
LAS 504 Integration Independent Study (3)

II. Any College of Arts and Sciences Post-Baccalaureate Certificate and/or directed electives approved by the Director of LAS master's degree program ........... 15 s.h.

III. Select one of the following exit options: ................................................................. 6 s.h.
A. Thesis
   LAS 665 Directed Readings (3)
   LAS 667 Thesis (3)
B. Internship
   LAS 665 Directed Readings (3)
   LAS 696 Internship (3)
C. Applied Project
   LAS 665 Directed Readings (3)
   LAS 699 Applied Project (3)

TOTAL PROGRAM ............................................................................................................. 33 s.h.

Post-Baccalaureate Certificate Programs
The College of Arts and Sciences offers post-baccalaureate certificate programs in African and African Diaspora World Studies, Applied Mathematics, Community Development, English, Environmental GIS, Women's Studies, and Zoo and Aquarium Studies. For program details, please refer to the post-baccalaureate certificate section of the catalog.

Course Descriptions

Liberal Arts and Sciences (LAS)

495G/B Liberal Arts and Sciences Senior Capstone. (3) Capstone course for the Bachelor of Liberal Arts and Sciences degree. Students will study examples of scholarship from a multidisciplinary perspective, research and present an interdisciplinary solution to a significant problem, and prepare a self-reflective academic personal narrative. This course is offered only to students accepted in the integrated bachelor's/master's program in LAS. Prerequisites: A&S 195, ENG 280, senior standing, and permission of the Director of LAS.

501 Tradition and Change: Focus on the History and Philosophy of the Sciences. (3) This course covers the development of the physical and natural sciences since the scientific revolution. The use of the scientific method in the development of foundation paradigms and the links between math, the physical sciences and biological sciences will be covered.

502 Tradition and Change: Focus on the Social Sciences. (3) This course covers the divergent approaches used in the social sciences to study human behavior. The historical development of disciplines in the social sciences, the field of inquiry in each of the branches of the social sciences, as well as the methods used to study human behavior will be covered.

503 Tradition and Change: Focus on the Humanities. (3) This course is a comparative introduction to the language, methodologies, and scholarship of the Humanities. The course prepares students to engage in and complete the research and writing necessary to complete the Master of Liberal Arts and Sciences degree, centered on the study of self and identity.

504 Integration Independent Study. (3) Investigation of a specific topic based on the student's major interests or area of study and in relation to at least one of the LAS core courses (501, 502, or 503). This is a required course in the Master of Liberal Arts and Sciences degree, preparing students for further work and must be completed to register for the thesis, applied project, or internship. Prerequisite/Corequisite: Completion of at least two of the following: LAS 501, 502 or 503 with a corequisite of the third.

665 Directed Readings. (3, repeatable) Investigation of a specific topic related to the student's major interests or area of study. This is a required course in the Master of Liberal Arts and Sciences degree, preparing students to formalize and complete their thesis, applied project, or internship option. No more than 6 s.h. may count toward the degree. Prerequisite: Completion of LAS 504.

667 Thesis. (3) Preparation of a thesis under the direction of an adviser and must be defended before a committee of three faculty members, including the Director of Master of Liberal Arts and Sciences program. Prerequisite: LAS 504.

696 Internship. (3, repeatable) Supervised internship which integrates the student's approved topic of inquiry and practical skills in a real-life environment as well as appropriate to the student's primary disciplinary area, under the direction of an adviser from the internship site and a faculty mentor, which must be approved by a committee of three faculty members, including the Director of Master of Liberal Arts and Sciences degree. No more than 6 s.h. may count toward the degree. Prerequisite: LAS 504.

699 Applied Project. (3, repeatable) Advanced level applied project appropriate to the student's professional goals and to the student's primary disciplinary area, as
Liberal Arts and Sciences

well as related to student’s approved topic of inquiry, directed by a faculty mentor, which must be approved by the Director of Masters of Liberal Arts and Sciences degree. No more than 6 s.h. may count toward the degree. *Prerequisite: LAS 504.*
Manufacturing Engineering Systems

Chairperson: C. Ray Diez
Graduate Committee Chairperson: Ralph Dirksen, (309) 298-2388
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E-mail: miet@wiu.edu
Website: wiu.edu/engrtech
Location of Program Offering: Macomb

Graduate Faculty

Professors
C. Ray Diez, D.I.T., University of Northern Iowa
Thomas L. Erekson, Ed.D., University of Illinois
Garrett D. Hunter, Ph.D., Purdue University

Associate Professor
Ralph Dirksen, Ph.D., Ohio State University

Assistant Professor
Hong Liu, Ph.D., University of Massachusetts

Associate Graduate Faculty

Associate Professors
Kevin Hall, Ed.D., Illinois State University
Brent Payne, Ph.D., Southern Illinois University

Assistant Professors
Denise Gravitt, Ph.D., Indiana State University
Seongchan Kim, Ph.D., Texas A&M University
Rafael Obregon, M.S., Western Illinois University
Roger Runquist, Ed.D., Illinois State University
Charles Weiss, Ph.D., Virginia Polytechnic Institute and State University

Program Description

The Department of Engineering Technology offers a Master of Science degree in manufacturing engineering systems. The program is designed to prepare manufacturing professionals to be knowledgeable about worldclass manufacturing systems. The program provides advanced course work in manufacturing strategies, agendas, and quality control. In addition, the program addresses principles of worldclass organizations and restructuring of manufacturing practices, which include, but are not limited to: simultaneous/concurrent engineering practices, justintime manufacturing, material requirements/resources planning, and product and process simplification with value analysis/value engineering.

The program permits advanced course work for those persons having baccalaureate degrees in a variety of related technological fields (manufacturing, engineering, industrial, and production are a few examples). For those persons actively engaged in manufacturing production management positions, this program offers an opportunity to research technical and scientific developments in advanced manufacturing systems. Other professionals who find it necessary to develop technical knowledge and skills from disciplines as diverse as computer science, industrial engineering, and business administration can benefit from the program.
Manufacturing Engineering Systems

The program enables the University to assist individuals in industry who wish to advance into positions of increased responsibility in the area of manufacturing systems. The program permits those in industry to keep abreast of changes in technology and enables those with a technical background to have manufacturing experience at the graduate level prior to, or while, being employed fulltime.

The courses offered by the department are highly relevant to advanced manufacturing with the computer being utilized as an integral problem-solving tool. Manufacturing course work includes technology-centered learning experiences in the departmental manufacturing laboratories. Experiences include automation, CAD/CAM, CNC, robotics, measurement, and process control. These experiences help students connect theories and principles learned in courses to real-world professional practice. The opportunity to participate in industrial work experiences (manufacturing internship), to pursue independent studies, and to perform independent research, coupled with graduate laboratory courses, 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 bachelor's degree with a major in manufacturing engineering technology, engineering technology, industrial technology, industrial education, technical education, engineering or similar field from an accredited institution is required. It is expected that the candidate will have completed basic technical courses. The Graduate Record Examination is not required.

The Master of Science in Manufacturing Engineering Systems degree program is also open to graduates from the liberal arts, science, mathematics, education, and other fields. Students who have been awarded a bachelor's degree from an accredited institution and who have had less than 32 hours of course work in the technical areas may enroll in a twophase program. Phase One consists of obtaining a total of 32 hours of Engineering Technology courses as proposed by the student and adviser and approved by the Departmental Graduate Committee. Phase Two is the completion of the program as outlined below.

Degree Requirements

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 .................................................................................................................27 s.h.
   - MES 545 Design of Experiments (3)
   - MES 548 Automated Industrial Production I (3)
   - MES 549 Automated Industrial Production II (3)
   - MES 581 Workcell Integration (3)
   - MES 590 Research Techniques in Technical Areas (3)
   - Directed Electives (A minimum of 6 s.h. must be from MES courses) (12)

Students will have an option to include (with prior MES graduate adviser 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 department.
II. Select one of the following exit options: ................................................................. 3 s.h.
A. Thesis Plan
   MES 601 Thesis (3)
   MES 602 Professional Certification (0)
   OR
   MES 603 Comprehensive Exam (0)
B. Professional Internship Plan
   MES 593 Internship in Manufacturing Systems (3)
   MES 602 Professional Certification (0)
   OR
   MES 603 Comprehensive Exam (0)
C. Independent Research Plan
   MES 592 Independent Research (3)
   MES 602 Professional Certification (0)
   OR
   MES 603 Comprehensive Exam (0)

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

The independent studies (MES 580) or research (MES 592) courses may not be taken until the student has been admitted to candidacy. When registering for MES 601, work must be completed within the calendar year. Exceptions may only be granted prior to registration by the Departmental Graduate Committee.

Course Descriptions

Engineering Technology (ET)

482G Fundamentals of Computer Aided Design. (3)
The application of computer aided design techniques utilizing industrial software within a minicomputer and workstation environment. Two hours lecture, two hours lab. Prerequisite: MET 207.

Manufacturing Engineering Systems (MES)

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.

545 Design of Experiments. (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 Automated Industrial Production I. (3) A comprehensive study of advanced activities, elements, and principles of computer integrated manufacturing, including group technology (GT), manufacturing resource planning (MRPII), justintime (JIT), Kanban, computer assisted process planning (CAPP), computer aided engineering (CAE), and other appropriate implementation and manufacturing management practices.

549 Automated Industrial Production II. (3) A comprehensive study of the determination of appropriate levels of manufacturing automation based on economics and productivity. This course will study elements of work simplification, control system, sensors, flexible manufacturing system (FMS) and simulations, as well as automatic identification practices.

550 Industrial Workshop. (1–3)

573 Computer Aided Decision/Management Applications. (3) The use of computer applications to design, monitor, and/or enhance manufacturing processes, facilities, and maintenance operations. Students will solve case studies using various manufacturing management software programs to include process simulation and MRP-II/ERP.

580 Independent Study. (2–3, repeatable to 6) Topics for independent study include (section 1) drafting technology; (section 3) graphic arts technology; (section 5) industrial education; (section 7) industrial wood technology; (section 9) fluid power technology; (section 11) automotive technology; (section 13) metals technology; (section 15) electronics technology; (section 17) computer aided technology; (section 19) manufacturing technology. Prerequisite: Admission to candidacy and approval of the graduate adviser.

581 Workcell Integration. (3) A study of workcell integration using fixtures, robots, conveyor systems, programmable logic controllers, sensors and production machines to produce products. Prerequisite: MET 477 or permission of the instructor.

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) This course will be designed by the student for independent study. Approval of a written proposal must be obtained prior to registration. The independent research may involve; a) industrial techniques, materials, or processes; b) teaching or teaching techniques. All independent research will be presented upon completion in written form to the Graduate Committee and orally to graduate faculty and graduate students in the department. Graded S/U. Prerequisites: Admission to candidacy and approval of the Graduate Committee.
Manufacturing Engineering Systems

593 Professional Internship in Manufacturing Systems. (3) Off-campus work experience in a preapproved manufacturing site or research facility. During the internship, the student will be able to demonstrate her/his ability to analyze, integrate, organize, and manage a manufacturing system. Prerequisites: Completion of Engineering Technology master’s core courses, an additional 12 semester hours of approved course work, and a minimum of 3.0 GPA.

601 Research in Engineering Technology—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 Manufacturing Systems. (0) The student will complete a written comprehensive examination covering contemporary topics in manufacturing systems. The exam content will reflect course work and all other material covered during the student’s master’s program. The exam will be graded S/U. The exam will be offered once each term. The student may repeat the exam. Prerequisites: Completion of engineering technology master’s core courses, an additional 12 semester hours of approved course work, and a minimum of 3.0 GPA.

Graphics Communication

412G Digital Image Manipulation. (3) The use of digital image manipulation equipment in creating special effect images. Emphasis will be placed upon advanced color theory, color separation, and digital enhancement. 2 hrs. lecture; 2 hrs. lab. Prerequisite: GCOM 312.

414G Advanced Image Transfer and Printing Processes. (3) The study of advanced printing and image transfer systems and processes. Emphasis will be upon supervised experience in a graphic communication lab. Prerequisite: GCOM 313.

415G Printing Production Management. (3) The study and application of estimation and production practices in the publishing industry. Emphasis will be on methods, planning, production, estimating, and techniques characteristic of the publishing industry. 2 hours lecture, 2 hours lab. Prerequisite: GCOM 312.

417G Electronic Desktop Publishing II. (3) Advanced work with electronic desktop publishing programs. Emphasis will be upon advanced design and layout techniques. Projects include multiple page documents, forms, booklets, and brochures. Integration of work from multiple software programs will also be stressed. Two hours lecture, two hours lab. Prerequisites: GCOM 217 and 313, or permission of the instructor.
Chairperson: Iraj Kalantari
Graduate Committee Chairperson: Dinesh Ekanayake
Office: Morgan Hall 476
Telephone: (309) 298-1054 or (309) 298-2467 Fax: (309) 298-1857
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Location of Program Offering: Macomb

Graduate Faculty

Professors
Samson A. Adeleke, Ph.D., Johns Hopkins University
Don B. Campbell, Ph.D., University of Delaware
Iraj Kalantari, Ph.D., Cornell University
Marko Kranjc, Ph.D., University of California-Los Angeles
James R. Olsen, Ph.D., University of Northern Colorado
Nader Vakil, Ph.D., University of Washington
Galen Weitkamp, Ph.D., Pennsylvania State University
Lawrence V. Welch, Ph.D., University of Illinois

Associate Professors
Fedor Andreev, Ph.D., St. Petersburg Steklov Mathematical Institute
Victoria Baramidze, Ph.D., University of Georgia-Athens
Robert Mann, Ph.D., University of Nebraska-Lincoln
Mei Yang, Ph.D., University of Canterbury

Assistant Professor
Dinesh Ekanayake, Ph.D., Texas Tech University

Associate Graduate Faculty

Associate Professors
J. Thomas Blackford, Ph.D., Ohio State University
John Chisholm, Ph.D., University of Wisconsin
Rumen Dimitrov, Ph.D., George Washington University
Kimberly Hartweg, Ph.D., University of Iowa
M. Koissi-Kouassi, Ph.D., Abo Akademi University
Boris Petracovici, Ph.D., University of Illinois
Lia Petracovici, Ph.D., University of Illinois
Feridun Tasdan, Ph.D., Western Michigan University

Assistant Professors
Clifton Ealy, Ph.D., University of California-Berkeley
Amy Ekanayake, Ph.D., Texas Tech University
Elizabeth Hansen, Ph.D., University of Iowa
Jana Marikova, Ph.D., University of Illinois at Urbana-Champaign

Program Description
The graduate program in the Department of Mathematics 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
Mathematics

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.

Admission Requirements

Students entering the program should normally have completed an undergraduate degree program including course work equivalent to a major in mathematics. Other students may be admitted at the discretion of the Departmental Graduate Committee with admission usually conditional upon the student completing specified deficiencies. Applicants are strongly encouraged to take the general part of the Graduate Record Examination and it is a requirement for an assistantship.

Degree Requirements

Degree requirements of this 36-semester hour program consist of 21 semester hours of core courses, 3 semester hours of mathematics directed electives, and 12 semester hours of focus area courses that will allow for focus in a single area of applied or pure mathematics, as well as other areas of study outside the Department of Mathematics, as sanctioned by the Department Graduate Committee. For example, the focus area courses may be in statistics, numerical analysis, teaching of mathematics, Ph.D. pursuit, biology, business, chemistry, computer science, economics, financial mathematics, or physics. Focus area courses (12 semester hours) will share a common thread with the first 6 semester hours taken in MATH 599 and/or MATH 596; or through directed electives from another department. The second 6 semester hours of the focus area courses may also be earned through directed electives; or in special topics (MATH 699) and/or thesis (MATH 600), and/or project (MATH 601), and/or internship (MATH 602). All directed electives used to satisfy focus area requirements must be taken within the same academic department.

The program consists of two steps. The first step requires 18 semester hours that lead to a post-baccalaureate certificate in Applied Mathematics. Please refer to the post-baccalaureate certificate section for more specific information. The second step includes an additional 18 semester hours of coursework leading to the Master of Science degree in Mathematics.

I. First-Year Core Courses ............................................................................................ 12 s.h.
   MATH 551 Methods of Classical Analysis (3)
   MATH 552 Scientific Computing with MATLAB (3)
   STAT 553 Applied Statistical Methods (3)
   MATH 554 Methods of Symmetry in Algebra, Geometry, and Topology (3)

II. Second-Year Core Courses ...................................................................................... 9 s.h.
   MATH 651 Elements of Modern Analysis (3)
   MATH 652 Computational Differential Equations (3)
   STAT 653 Elements of Statistical Inference (3)

III. Focus Courses ........................................................................................................... 12 s.h.
    The focus courses must be approved by the Department Graduate Committee. Students must select 6 s.h. from A. and 6 s.h. from B.
    A. MATH 599 Special Topics (1–6), and/or
       MATH 596 Project in Applied Mathematics (3–6)
       OR
       Directed Electives from any department but in a single focus area (6)
    B. MATH 699 Advanced Special Topics (3–6), and/or
       MATH 600 Thesis (3), and/or
       MATH 601 Advanced Project in Applied Mathematics (3–6), and/or
       MATH 602 Internship in Applied Mathematics (3–6)
       OR
Mathematics

Directed Electives from any department but in the same single focus area as selected above in A. 3 s.h.

IV. Directed Electives 3 s.h.

须在数学或统计学。

TOTAL PROGRAM 36 s.h.

Post-Baccalaureate Certificate Program

The department offers a post-baccalaureate certificate in Applied Mathematics. For program details, please refer to the post-baccalaureate section of the catalog.

Course Descriptions

402G Investigations in School Geometry. (3) A conceptual development of geometry through the investigation of geometric relationships and informal understandings leading to formal deductions. Middle and junior high school emphasis. Prerequisite: MATH 123 or MATH 128 or equivalent.

406G Mathematical Reasoning in School Mathematics. (3) Problem solving using a variety of reasoning patterns, proof in mathematics, the concept of mathematical groups, and related topics. Open only to students majoring in an elementary education program. Prerequisite: MATH 128 or equivalent.

407G Number Theory Concepts in School Mathematics. (3) Divisibility, prime numbers, perfect numbers, modular arithmetic, linear Diophantine equations, and related topics. Open only to students majoring in an elementary education program. Prerequisite: MATH 125 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 421 or permission of the instructor.

430G Multivariable Calculus. (3) The algebra of functions, continuity, differentiation and integration of n-place functions, and related topics. Prerequisites: MATH 231 and 311.

435G Introduction to Real Variables I. (3) Topology of the real line, limits, derivatives, integrals, improper integrals, sequences, series, and introduction to calculus of functions of several variables. Prerequisites: MATH 231 and MATH 341.

436G Introduction to Real Variables II. (3) A continuation of MATH 435. Prerequisite: MATH 435.

441G Mathematical Logic. (3) Introduction to some of the principal topics of mathematical logic. Topics include Propositional Calculus, Quantification Theory, the Completeness Theorem, Formal Theories, Models of Theories and Recursion Theory. Prerequisite: MATH 341.

461G Introductory Topology. (3) Basic properties of topological spaces. Open and closed sets, compactness, the intermediate value theorem, metric spaces, completeness, and uniform continuity. Prerequisite: MATH 341 or permission of the instructor.

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 211 and 212 or CS 225 or equivalent, MATH 251 and 311, or permission of the instructor.

483G Numerical Analysis II. (3) A continuation of MATH 481G. Numerical differentiation and integration, numerical solution of ordinary and partial differential equations, function approximation in various norms. Prerequisite: MATH 481 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: MATH 231, MATH 311, and one of CS 211 and CS 212 or CS 225 or equivalent, or CS 240, or permission of the instructor.

500 Teaching of Elementary Mathematics. (3) A study of current trends and problems in the teaching of elementary and junior high school mathematics. Prerequisite: Permission of the instructor.

501 Elementary Mathematics for Teachers. (3) A study of mathematical concepts of number and operation, algebra, geometry, measurement, and data analysis and probability as they pertain to the elementary and middle school curriculum.

502 Algebraic Mathematical Modelling for Middle School Teachers. (3) Case study analyses of mathematical models of real-world problems, using algebraic, graphical, and numerical representations. Students will use algebra and technology to model, analyze, and solve real-world problems.

503 Methods of Teaching Secondary School Mathematics. (3) A study of current trends and problems in the teaching of secondary school mathematics. Prerequisite: Permission of the instructor.

504 Research in Secondary Mathematics Education. (3) A survey, evaluation, and application of recent research related to the teaching of secondary school math. 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. Prerequisites: MATH 106 and 206 (C grade or better) or equivalent.

507 Research in Elementary Mathematics Education. (3) A survey, evaluation, and application of recent research relative to the teaching of elementary and junior high school math. Prerequisite: Permission of the instructor.
Mathematics

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 Diagnostic and Prescriptive Teaching of School Mathematics. (3) The assessment of strengths and weaknesses of students in school mathematics with the development of appropriate prescriptive remediation materials and strategies. Prerequisites: Teacher certification, MATH 366 or MATH 367.

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 424 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. Prerequisite: MATH 436 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 complex and multivariable analysis with a significant lean toward applications. Topics include sequences and series, conformal mappings, complex integration, geometry and topology of R^n, Newton's method and Taylor polynomials, extreme values of functions on R^n, manifolds and their tangent spaces. Prerequisites: MATH 231 and MATH 311, or equivalents.

552 Scientific Computing with MATLAB. (3) Design, analysis, and MATLAB 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 with a significant lean toward applications. Topics of study include group of Euclidean transformations, symmetries of planar sets, topological classification of compact surfaces, crystallographic patterns and classification of their symmetry groups. Prerequisite: MATH 424 or permission of the instructor.

560 Advanced Topology. (3) Product and quotient spaces, path-connectedness, local compactness, homotopy, fundamental group. Additional topics may include Raire category, function spaces, Brouwer Fixed Point Theorem. Prerequisites: MATH 421 and MATH 461, or permission of the instructor.

590 Independent Study. (1–3, repeatable to 6) Prerequisite: Approval of the Department Chair.

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) 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 adviser.

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. (3) Direct internship experience for action research in mathematics education (K–8) under guidance of qualified faculty. Prerequisites: MATH 500 or 505, and approval of degree plan, completion of over half of candidate's course work, including EIS 500. Modifications in the above requirements are subject to the approval of the candidate's adviser.

651 Elements of Modern Analysis. (3) A study of elements of modern analysis with a lean toward developing the theory. Topics include topology in normed linear spaces; inner product spaces, Hilbert space, Fourier series, eigenvalues and eigenvectors, and the Hilbert space, Fourier series, eigenvalues and eigenvectors, and the Ascoli-Arzelà-Ascoli theorem, Banach contraction principle, Picard's theorems, Peano's theorem; Gateaux differential and the Euler-Lagrange equation; compact operators and existence of solutions of Fredholm integral equations. Prerequisites: MATH 435 and MATH 551, or equivalents.

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 Secondary School Mathematics. (3) An advanced study of the mathematics of secondary school curriculum for the purpose of 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, Geometry, and Statistics. Prerequisites: Permission of the Department Chair.

699 Advanced Special Topics. (3, repeatable to 6) Advanced special topics in mathematics or statistics with
Mathematics

Statistics

409G Probability and Statistics for Middle School Teachers. (3) Probability laws, random variables, probability distributions, estimation and inference, sampling and data analysis, emphasis on concepts and connections of probability and statistical content to the challenges of teaching statistics for middle school teachers. Prerequisite: Math 123 or 128 or equivalent.

471G Introduction to Mathematical Statistics I. (3) The mathematical foundations of probability and statistics, principles of probability, sampling, distribution, moments, and hypothesis testing. Prerequisite: MATH 231 or equivalent.

472G Introduction to Mathematical Statistics II. (3) Continuation of Statistics 471, including further topics in estimation and hypothesis testing. Prerequisite: STAT 471.

474G Regression and Correlation Analysis. (3) Least squares theory, correlation theory, simple, multiple, and stepwise regression, computer-assisted model building, and applied problems. Prerequisite: STAT 276 or equivalent.

478G Analysis of Variance. (3) A study of analysis of variance and covariance. Includes experimental design with applications. Prerequisite: STAT 276 or equivalent.

490G Topics in Statistics. (1–6) General topics in statistics. Prerequisite: Permission of the instructor.

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 time dependent stochastic processes. Prerequisite: STAT 471 or equivalent.

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 and STAT 553.
Museum Studies

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Location of Program Offering: Quad Cities/Figge Art Museum

Graduate Faculty

Faculty teaching in the Master of Museum Studies program are full, associate, and temporary members of the graduate faculty from the Department of Art; Department of Recreation, Parks, and Tourism Administration; and museum professionals at the Figge Museum of Art and other institutions.

Program Description

The purpose of the Museum Studies Program is to educate students as to the history of museums, the various aspects of museum work to include administration, collections management, exhibition development, education, community development, tourism, and fund raising. Also, the program strives to acquaint students with the opportunities and problems faced by museums and museum personnel, and to create career opportunities for students who might seek employment in a museum. Emphasis is placed on practicum experiences involving such basic museum functions as exhibition, curatorial research, cataloging, acquisition, community service, education, and administration.

This program offers coursework through the departments of Art, and Recreation, Park and Tourism Administration working in conjunction with museum professionals at the Figge Art Museum in Davenport, Iowa.

Admission Requirements

It is expected that students enrolled in the program will hold at least a bachelor's degree and be seriously committed to a career in museums, historical agencies, preservation organizations, or related institutions. No prior museum experience is required.

Requirements to be considered for admission into the program include:

1. Official transcripts indicating a Bachelor's degree (or foreign credentials equivalent to the U.S. bachelor's degree) with a cumulative or last two years' undergraduate GPA of 3.0 or higher
2. TOEFL score of 600 (paper based), 250 (computer based), or 100 (internet based) or better for international applicants
3. Three letters of recommendation
4. A current resume
5. 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

Preference will be given to applicants who come from backgrounds in the following areas: art; recreation, park and tourism administration; anthropology; education; and history.

After being accepted to the program but before beginning the program, students must purchase a "Museum Studies" membership at the Figge Art Museum. This fee will be paid to
the Figge Art Museum to cover incidental expenses and admission to workshops held at the museum. The fee will include a 2-year membership to the Figge Art Museum. Students who do not complete the program in two years must purchase another 2-year membership.

Degree Requirements
The Master of Arts degree in Museum Studies requires 34 semester hours of coursework including workshops, a portfolio, and a ten-week internship/special project.

I. Core Courses .................................................................22 s.h.
- MST 500 Introduction to Museums: Purpose, Function and History (3)
- MST 501 Museum Administration (3)
- MST 502 Museum Exhibition (3)
- MST 503 Museum Collections Management (3)
- MST 515 Introduction to Museum Education (3)
- RPTA 424G Fund Raising and Volunteerism in Leisure Services (3)
- MST 600 Internship and Special Project (4)
- MST 601 Workshops in Museum Studies (0)
- MST 602 Graduate Portfolio (0)

II. Directed Electives .........................................................12 s.h.
- RPTA 448G Interpretation of Cultural and Environmental Resources (3)
- RPTA 460G Community Tourism Development (3)
- RPTA 467G Special Event Planning and Management (3)
- ART 485G Research in Art History (3, repeatable to 9)
- ART 496G History of Contemporary Art (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 (1–3, repeatable)

TOTAL PROGRAM .............................................................34 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 Introduction to Museums: Purpose, Function and History. (3) This course will provide students with an overview of the purpose, function, and history of museums and their role in society. Students will be introduced to all of the disciplines within the museum and will discuss recent issues in the field.

501 Museum Administration. (3) This course will provide students with an overview of museum 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 Introduction to Museum Education. (3) Public education is at the core of the service that museums provide. This course focuses on all aspects of the educational role of museums from the mission through an exploration of museum learning, the use of new technologies, and the development of public programs and evaluation.

516 Visitor Studies. (3) The purpose of this course is to introduce evaluative methods used to design
Museum Studies

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. (1–3, 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. Graded S/U. Prerequisite: Completion of at least 21 s.h. in the program.

601 Workshops in Museum Studies. (0) Students are required to attend at least five workshops run through the Figge Art Museum or other workshops approved by the program director. Graded S/U.

602 Graduate Portfolio. (0) Throughout their graduate program, students will develop a portfolio documenting their evolving knowledge and skills in the Museum Studies program. Graded S/U. This course should be taken during the last semester of coursework in the program.
Director of the School of Music: Bart Shanklin
Assistant Director of the School of Music: Moisés Molina
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Location of Program Offering: Macomb

Graduate Faculty

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Bruce C. Briney, D.M.A., Northwestern University
James Caldwell, D.M., Northwestern University
John Cooper, Ph.D., New York University
Michael B. Ericson, M.M., Indiana University
Randall E. Faust, D.M.A., University of Iowa
Moisés Molina, D.M., Florida State University
Paul Paccione, Ph.D., University of Iowa
Bart Shanklin, D.M.A., Arizona State University
James Stegall, D.M.A., University of Missouri-Kansas City
Tammie Walker, D.M.A., University of Illinois-Urbana-Champaign
Anita E. Werling, D.M.A., University of Michigan

Associate Professors
Jennifer D. Jones, Ph.D., Florida State University
Brian Locke, Ph.D., State University of New York-Stony Brook
James Romig, Ph.D., Rutgers University
Michael Stryker, D.M.A., Eastman School of Music

Associate Graduate Faculty

Professors
Eric Ginsberg, M.M, Juilliard School
Douglas Huff, D.M.A., University of Iowa
Christine Lapka, Ed.D., University of Illinois
John W. Vana, M.M., University of Michigan

Associate Professors
Terry Chasteen, M.M., Indiana University
Michael Fansler, Ed.D., University of Illinois
Richard Hughey, D.M.A., University of Arizona
Mary Kay Karn, M.M., Rice University
Richard Kurasz, D.M.A., University of Illinois-Urbana-Champaign
Juljeta Mihai, D.M.A., University of Illinois-Urbana-Champaign
John Mindeman, M.M., American Conservatory of Music
Kevin Nichols, M.M., Northwestern University
Glen Solomonson, M.M., University of Louisville
István Szabó, D.M.A., University of Illinois-Urbana-Champaign
James Thompson, M.M., University of Louisville
Music

Assistant Professors
Virginia Broffitt, D.M.A., University of Cincinnati
Jeffrey Brown, D.M.A., Eastman School of Music
Richard Cangro, Ph.D., University of Hartford
Charolette Megginson, M.M., Florida State University
Kelly Miller, D.M.A., Michigan State University
Matt Thomas, Ph.D., Florida State University

Program Description
The School of Music 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. The School of Music is accredited by the National Association of Schools of Music.

Course work may be completed in one year, but the degree in most circumstances will require two years for completion because of the recital and/or thesis requirements. Students who wish to pursue the performance specializations (pedagogy, conducting, composition, musicology, and jazz) must be in residence during the regular term.

Before students are admitted to candidacy, a committee of four faculty members must be chosen by each in consultation with the graduate adviser. The committee must have one member in each of the areas to be addressed by the comprehensive examination.

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 adviser. 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 adviser 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
All students must meet the general admission requirements of the School of Graduate Studies. Students majoring in music must have an earned bachelor’s degree or equivalent with a major in music from an accredited institution. The School of Music may request an acceptable score on the aptitude portion of the Graduate Record Examination. The undergraduate major is subject to approval by the Graduate Committee.

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.

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 his/her 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 Master of Music in Music Education.

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. Proficiency in German, French, or other research language will be determined with a proficiency exam upon arrival. 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 courses (Select one):
  MUS 581 Analytical Techniques (3)
  MUS 582 Analytical Techniques (3)

- Research course:
  MUS 591 Graduate Research in Music (3)

- Music History period course (Select one):
  MUS 491G History of American Music (3)
  MUS 593 Music in the Baroque Period (3)
  MUS 594 Music of the Classical Era (3)
  MUS 597 Music Since 1900 (3)
Music

Other degree requirements:
MUS 603 Comprehensive Examination in Music (0)

II. Select one of the following tracks: ................................................................. 25 s.h.
A. Music Education
   MUS 504–529 Applied Performance (4)
   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)
   MUS 538 Advanced Conducting and Score Analysis (2)
   OR
   EIS 539 Advanced Methods and Literature Review of K–8 Music (2)
Electives (10)
B. 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)
C. Vocal Performance
   MUS 512 Voice (12)
   MUS 403G Pro-Seminar in Music (3)
   MUS 590 Literature of Applied Field (Vocal Literature) (2)
   MUS 501 Ensemble Performance (Opera Workshop) (4)
   MUS 602 Recital (0)
Electives (4)
D. Composition
   MUS 511 Composition (12)
   MUS 601 Thesis (3)
   MUS 515 Piano (4)
Electives (6)
E. Piano Performance
   MUS 515 Piano (12)
   MUS 495G Piano Literature I (2)
   MUS 496G Piano Literature II (2)
   MUS 602 Recital (0)
Electives (9)
F. 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)
G. Organ Performance
   MUS 514 Organ (12)
MUS 463G Church Service Playing I (2)
MUS 464G Church Service Playing II (1)
MUS 462G Organ Pedagogy (1)
MUS 493G Organ Literature I (2)
MUS 494G Organ Literature II (2)
MUS 602 Recital (0)
Electives (5)

H. Choral Conducting
MUS 510 Conducting (Applied) (12)
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 (5)

I. 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)

J. Musicology
*MUS 491G History of American Music (3)
*MUS 593 Music in the Baroque Period (3)
*MUS 594 Music of the Classical Era (3)
*MUS 597 Music Since 1900 (3)
MUS 599 Seminar in Music (3)
MUS 601 Thesis (6)
Directed Electives (7) chosen from the following: MUS 581/582 (if not core), MUS 481G, MUS 482G, MUS 485G, MUS 497G, MUS 500, or MUS 504–529.
*One of these will be taken as part of core

K. Jazz Studies
Applied Lessons (12)
MUS 501 Ensemble Performance (6)
Directed Electives (7) chosen from the following: MUS 481G, MUS 482G, MUS 483G, MUS 485G, MUS 497G, MUS 508, MUS 599, or MUS 601
MUS 602 Recital (0)

TOTAL PROGRAM ............................................................................................................ 34 s.h.

Course Descriptions

403G Pro-Seminar in Music. (3) In-depth study of one musical topic.

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.

462G Organ Pedagogy. (1) Examination of introductory organ methods and literature for the beginning organ student. Student participation in teaching experiences. Prerequisites: Organ major or permission of the instructor.

463G Church Service Playing I. (2) Practical training in the playing of hymns and liturgy, choral, and solo accompaniments. Discussion of hymnody and liturgies, and selection of music for the church service. Prerequisites: Organ major or permission of the instructor.

464G Church Service Playing II. (1) Advanced techniques of church service playing including varied hymn accompaniments and introductions, and improvisation. Prerequisite: MUS 463G.

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.
Music

481G Counterpoint. (3) Studies in tonal counterpoint. Representative techniques and genres including invention and fugue. Prerequisites: MUS 200 and 282.

482G Materials of Twentieth-Century Music. (3) Studies in 20th-century compositional practices and styles through analysis and exercises in 20th century techniques. 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.

491G History of American Music. (3) The history of music in America from colonial times to the present.

492G String Literature I. (2) History of stringed instruments and early performance practices including performers, pedagogical treatises, and technical literature through the 18th century. Prerequisites: String principal and permission of the instructor.

493G Organ Literature I. (2) Survey of organ literature from the 15th century to 1725. Prerequisites: Organ major or permission of the instructor.

494G Organ Literature II. (2) Survey of organ literature from 1725 to the present. Prerequisite: MUS 493G or permission of the instructor.

495G, 496G Piano Literature I and II. (2) 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. (3) 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 “Mélodies”. 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 department chairperson 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 area chairperson and instructor.

504 Violin 519 Clarinet
505 Viola 520 Saxophone
506 Cello 521 Flute
507 Double Bass 522 Oboe
508 Applied Jazz Studies 525 Bassoon
509 Guitar 524 Trumpet
510 Conducting 525 Trombone

511 Composition 526 Euphonium
512 Voice 527 Horn
513 Jazz Composition 528 Tuba
514 Organ 529 Percussion
515 Piano

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, 439, 459, or permission of the instructor.

532 Organization and Supervision of Music Program. (3) The planning, administration, and supervision of a fully integrated music program that fits into the general curriculum and administrative pattern of a school system: content, scope, finance, equipment, personnel, scheduling, and teaching methods. Prerequisite: MUS 333, 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. Criterior 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.

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.

550 Workshops in Music. (1–3, repeatable to 4) Advanced music study for general or exploratory classes in K–8 music. 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.


582 Analytical Techniques. (3) A study of various analytical techniques and approaches, including Tovey, Schenker, Reti, and Schoenberg.

590 Literature of Applied Field. (1–2, 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-
Music

nineteenth centuries. An examination of various musical genres, styles, and works in cultural context.

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.

601 Thesis. (1–3, repeatable to 6) Thesis direction under the guidance of a professor in his/her 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 write a comprehensive examination in music history, music theory, music research, and his/her area of specialization. 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 department chairperson since different topics will usually be chosen each semester. All proseminars are repeatable to a maximum of six hours.
Physics

Chairperson: Mark S. Boley
Graduate Committee Chairperson: Kishor T. Kapale
E-mail: KT-Kapale@wiu.edu
Office: Currens Hall 212
Telephone: (309) 298-1596 Fax: (309) 298-2850
E-mail: Physics@wiu.edu
Website: wiu.edu/physics
Location of Program Offering: Macomb

Graduate Faculty

Professors
Mark S. Boley, Ph.D., University of Missouri-Columbia
James A. Rabchuk, Ph.D., University of Illinois-Chicago

Associate Professors
Kishor Kapale, Ph.D., Texas A&M University
Pengqian Wang, Ph.D., Peking University

Assistant Professors
Esteban Araya, Ph.D., New Mexico Institute of Mining and Technology
P. K. Babu, Ph.D., Indian Institute of Science

Program Description
The Department of Physics offers a program of graduate study leading to the Master of Science degree. The program serves as preparation for a) further advanced study in physics or related fields, b) a career in government or industrial research, or c) teaching at the secondary or postsecondary 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
Students entering the program should have received their bachelor's degree with a major in physics. At the discretion of the Departmental Graduate Committee, other students may be admitted to the program; however, they may have to remedy deficiencies in their undergraduate preparation. The Graduate Record Examination is not required in physics.

Applications for admission are accepted at any time, but decisions concerning graduate assistantships are generally made by March 1 for the following academic year.

Degree Requirements
Students must complete 34 semester hours of graduate credit including:

I. Core Courses ............................................................................................................. 9 s.h.
   PHYS 510 Classical Mechanics I (3)
   PHYS 520 Electromagnetic Theory I (3)
   PHYS 530 Quantum Mechanics I (3)

II. Select one of the following plans of study:.................................................................25 s.h.
    A. Internship
PHYS 572 Internship Preparation (to be completed before the internship is begun) (1)
PHYS 578 Graduate Physics Internship (8)
Directed Electives (PHYS 577 not to exceed 3 s.h.) (16)
Oral report to the Graduate Committee following the internship is required.

B. Thesis Plan
PHYS 571 Introduction to Thesis (must take prior to Thesis) (1)
PHYS 601 Thesis/Thesis Research (3)
PHYS 577 Special Problems in Physics (4)
Directed Electives (PHYS 577 not to exceed 4 s.h.) (17)

C. Course Work Plan
PHYS 528 Advanced Modern Optics (3)
PHYS 555 Statistical Mechanics (3)
PHYS 567 Mathematical Physics (3)
PHYS 570 Experimental Techniques in Physics (3)
PHYS 600 Seminar (1)
Directed Electives (PHYS 577 not to exceed 6 s.h.) (12)

TOTAL PROGRAM ............................................................................................................ 34 s.h.

Only two of the following 400-level physics courses can be counted toward the 34 credit hour requirement:
PHYS 410G Computational Methods (3)
PHYS 421G Electricity and Magnetism II (3)
PHYS 431G Introductory Quantum Mechanics II (3)
PHYS 468G Mathematical Methods of Physics II (3)
PHYS 477G Special Problems in Experimental and Theoretical Physics (1–4)

Course Descriptions

410G Computational Methods. (3) Applications of FORTRAN and/or MATHMATICA to programming of numerical and analytical calculations, data fitting, simulation of physical problems, and individualized work on problems chosen from the student's field of interest. **Prerequisite:** Basic knowledge of FORTRAN, one year of general physics, one year of calculus, or permission of the instructor.

421G Electricity and Magnetism II. (3) Maxwell's equations, plane EM waves in infinite media, reflection and refraction of EM waves, guided EM waves, radiation of EM waves, relativistic treatment of electricity and magnetism. **Prerequisites:** PHYS 320, PHYS 467 or permission of the instructor.

430G Introductory Quantum Mechanics I. (3) Atomic nature of matter, introduction to quantum mechanics including the Schrödinger equation. **Prerequisite:** PHYS 201 and MATH 333.

431G Introductory Quantum Mechanics II. (3) Spin, fine structure, atomic spectroscopy, perturbation theory, applications. **Prerequisite:** PHYS 430.

439G Physics Methods. (3) Preparation for student teaching. Includes analysis of objectives, new approaches, development of laboratory experiences, resources and utilization of instructional materials, test and evaluation, and prestudent-teaching instructional experiences. **Prerequisites:** Permission of instructor.

468G Mathematical Methods of Physics II. (3) Complex variables, orthogonal functions, special functions, general solution of partial differential equations in physics. Fourier series and Fourier integrals. **Prerequisite:** PHYS 467.

476G Special Topics in Physics. (1–4, repeatable) Lecture course in topics of current interest are given under this number. Topics based on the student's previous training and interests. Subjects announced in the class schedule. **Prerequisite:** Permission of the instructor.

477G Special Problems in Experimental and Theoretical Physics. (1–4, repeatable) Individual investigations or studies of any phase of physics not provided for in the regular subjects. Opportunity for undergraduates to engage in experimental or theoretical research under the supervision of staff member. **Prerequisite:** Permission of the instructor.

482G (cross-listed with CHEM 482 and BIOL 482) Science in Context. (3) Interdisciplinary course designed for middle and high school science teachers as well as students pursuing secondary science teacher certification. Students explore science as inquiry, the unifying principles of science, and the role of social contexts and ethics in science.

490G Seminar. (2) Reading, discussion, and criticism of selected topics. Oral presentation and formal paper on a chosen topic. **Writing Instruction in the Discipline (WID) course. Prerequisite:** ENG 280.

510 Classical Mechanics I. (3) Variational principles: Lagrangian and Hamiltonian formulations of mechanics; applications to central force motion, dynamics of rigid bodies, and small oscillations. **Prerequisite:** PHYS 311 or equivalent.

520 Electromagnetic Theory I. (3) General solutions of boundary-value problems in electrostatics and magnetostatics, multipoles, macroscopic media, Maxwell's equations, conservation laws, plane EM waves, wave guides, resonant cavities. **Prerequisite:** PHYS 320 or equivalent.

528 Advanced Modern Optics. (3) Diffraction theory utilizing Fourier analysis, transformation properties of lens systems, spatial filtering, information processing. **Prerequisite:** PHYS 428 or equivalent.
Physics

530 Quantum Mechanics I. (3) Mathematically sophisticated treatment of the basic concepts of quantum mechanics. The Schrödinger equation is applied to one- and three-dimensional problems, stationary perturbation theory, and other selected topics. Prerequisite: PHYS 430 or equivalent.

540 Nuclear and Particle Physics. (3) Selected topics in nuclear physics with emphasis on experimentally observed phenomena including nuclear forces, nuclear reactions, energy levels, nuclear models, decay of unstable nuclei, and an introduction to elementary particles.

555 Statistical Mechanics. (3) Study of classical and quantum mechanical distributions with Maxwell-Boltzmann, Fermi-Dirac, and Bose-Einstein statistics. Topics include equations of state, electron and photon gases, liquid helium, and behavior of metals. Prerequisite: PHYS 354 or equivalent.

560 Topics in Solid State Physics. (3) A study of the electrical, thermal, and mechanical properties of crystalline solids, including lattice bonding, phonon dynamics, band theory, electrons in metals, semiconductors, and superconductivity. Prerequisite: PHYS 430 or equivalent.

567 Mathematical Physics. (3) Distributions, Green Functions, complex variables and special functions, ordinary and partial differential equations. Prerequisite: PHYS 468 or equivalent.

570 Experimental Techniques in Physics. (3) Introduction to experimental research techniques including equipment design, machining, vacuum techniques, cryogenics, and practical electronics.

571 Introduction to Thesis. (1) A course intended to familiarize the student with technical literature searches, selection of research areas, and thesis writing techniques. Graded S/U.

572 Internship Preparation. (1) A course intended to prepare the student for PHYS 578, Graduate Physics Internship. Graded S/U.

576 Special Topics in Physics. (1–4, repeatable) Lecture courses in topics of current interest.

577 Special Problems in Physics. (1–8, repeatable) Individual problems in the field of physics are selected according to the interest and needs of the student. (No more than seven hours of PHYS 577 may be applied toward the 30 hour degree requirement.) Graded S/U.

578 Graduate Physics Internship. (8) A onesemester onthejob experience in an industrial facility or research laboratory. Graded S/U. Prerequisite: PHYS 572.

600 Seminar. (1, repeatable)

Chairperson: Keith Boeckelman  
Graduate Committee Chairperson: Vincent A. Auger  
Office: Morgan Hall 422  
Telephone: (309) 298-1055 Fax: (309) 298-1739  
E-mail: p-science@wiu.edu  
Website: wiu.edu/politicalscience  
Location of Program Offering: Macomb

**Graduate Faculty**

**Professors**
- William D. Anderson, Ph.D., University of Illinois  
- Vincent A. Auger, Ph.D., Harvard University  
- Keith Boeckelman, Ph.D., University of Illinois  
- Richard J. Hardy, Ph.D., University of Iowa

**Associate Professors**
- Julia Albarracin, Ph.D., University of Florida-Gainesville  
- Janna Deitz, Ph.D., University of Georgia  
- Jongho Lee, Ph.D., University of Texas at Austin  
- Phyllis Farley Rippey, Ph.D., University of Massachusetts at Amherst

**Assistant Professors**
- Gregory Baldi, Ph.D., Georgetown University  
- Casey LaFrance, Ph.D., Northern Illinois University  
- MaCherie Placide, D.P.A., Hamline University  
- Erin Taylor, Ph.D., University of North Carolina at Chapel Hill

**Associate Graduate Faculty**

**Assistant Professor**
- Jonathan Day, Ph.D., University of Iowa

**Program Description**

The Department of Political Science at Western Illinois University offers an intensive program of study and guided research to qualified applicants holding the bachelor's degree. The M.A. degree in political science may be earned in any one of the following areas of specialization: a) American government; b) comparative politics and international relations; c) public administration and public policy.

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.

**Admission Requirements**

The criteria for admission into the graduate program in political science are:

1. A minimum undergraduate GPA of 2.75 or, for the last two years of undergraduate work, a GPA of 3.0;

2. 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);
Political Science

3. At least three letters of recommendation, two of which must be academic references; and
4. 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 department.

Degree Requirements

I. Core Courses ................................................................. 12 s.h.
   POLS 558 Scope and Methods of Political Science (3)
   POLS 553 International Relations* (3)
   or
   POLS 568 Comparative Government and Politics* (3)
   POLS 563 Seminar in American Politics (3)
   or
   POLS 583 Seminar in American Political Thought (3)
   POLS 493G Seminar in Organization Theory and Behavior (3)
   or
   POLS 546 Public Administration (3)
   POLS 603 Comprehensive Examination (0)

   *Students choosing the Comparative Politics and International Relations specialization
   must take both POLS 553 and POLS 568 to satisfy core requirements and 9 s.h. in area of
   specialization.

II. Select one of the following exit options: ........................................ 18 s.h.
   A. Thesis
      Area of Specialization (12)
      POLS 600 Thesis Research (3)
      POLS 601 Thesis (3)
   B. Two Paper
      Area of Specialization (12)
      Electives (6)
      POLS 604 Political Science Papers (0)
   C. Applied Thesis Project. This option is limited to students in the Peace Corps Fellows
      Program.
      Area of Specialization (12)
      POLS 601 (3)
      POLS 602 (3)

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

Theses, the two papers, and 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. For the two-paper option, at least one paper must be in the area of
specialization.

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 three semester
hours in POLS 501, Independent Study. Additional hours in POLS 501 may be taken only by
petitioning the Departmental Graduate Committee.

178
To satisfy the requirements for the M.A. degree, a student must pass a comprehensive exam in his/her area of specialization (POLS 603). The department will administer the comprehensive exams three times a year. Students must pass both parts of the comprehensive exam by the third attempt. Students failing to do so will be removed from the program.

Course Descriptions

400G Comparative Public Policy. (3) The course will examine the public policy process and public policy outcomes using a comparative perspective. It will analyze different policy areas in diverse contexts (e.g. industrial and developing countries) and in selected cases in the Americas, Europe and Asia. Prerequisite: POLS 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.

440G International Security and Arms Control. (3) Systematic analysis of the disarmament efforts of nations; role of international organizations; problems of national security and inspection; 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 role of the Supreme Court in the federal judiciary and in the U.S. political system. Prerequisite: POLS 122.

454G Interest Group Politics. (3) The study of interest group politics in the United States, including theories of group development and maintenance; their roles in American politics, their methods of influence, and their effect on governmental behavior. Prerequisite: Permission of instructor.

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.

490G Bureaucracy and Public Policy. (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 Systems. (3) Financial and budgetary processes and problems of public agencies at various governmental levels. Includes types and functions of budgets. Systematic program evaluation and budgetary allocation questions are emphasized.

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.

554 American Foreign Policy. (3) An examination of selected topics in American foreign policy.

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.

566 Legislative Process. (3) An examination of the institutional and external influences on the functions of the American Congress.

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 Political Systems of the Developing Areas. (3) An examination of selected topics on political systems of developing areas.

583 Seminar in American Political Thought. (3) An examination of 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.

601 Thesis. (3)

602 Internship in Public Affairs. (1–3, repeatable to 6) Prerequisite: 18 semester hours with a GPA of 3.0 or above.

603 Comprehensive Examination. (0) Students will complete a written comprehensive examination in their
Political Science

chosen area of emphasis. The examination will be graded either satisfactory or unsatisfactory and will be administered three times a year. Students admitted to the program in the fall of 1995 or later must pass both parts of the examination by the third attempt. Students failing to do so will be removed from the program. Graded S/U. Prerequisite: Approval of the Department Graduate Adviser.

604 Political Science Papers. (0) Students in the two-paper 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 Department Chair.
Chairperson: Steven I. Dworkin
Graduate Committee Chairperson: Karen Sears
Clinical/Community Mental Health Option Coordinator: Tracy A. Knight
General Experimental Psychology Option Coordinator: Russell E. Morgan
Specialist in School Psychology Program Coordinator: Ruth M. Kelly
Office: Waggoner Hall 100
Telephone: (309) 298-1593 Fax: (309) 298-2179
E-mail: psychology@wiu.edu
Website: wiu.edu/psychology/
Location of Program Offering: Macomb

Graduate Faculty

Professors
Tracy K. Cruise, Ph.D., Illinois State University
Virginia A. Diehl, Ph.D., University of Maryland
Steven I. Dworkin, Ph.D., University of Florida
Kristine M. Kelly, Ph.D., University of Tennessee-Knoxville
Ruth M. Kelly, Ph.D., University of Texas
Tracy A. Knight, Ph.D., Fielding Institute
Eugene W. Mathes, Ph.D., Iowa State University
Kimberley A. McClure, Ph.D., University of Texas-El Paso
Russell E. Morgan, Ph.D., Kent State University
Karen Sears, Ph.D., University of Illinois
Valerie S. Smead, Ph.D., Indiana University

Associate Professors
Matthew Blankenship, Ph.D., Indiana University
Paige Goodwin, Ph.D., Pennsylvania University
Colin Harbke, Ph.D., Washington State University
Scott Hemenover, Ph.D., University of Nebraska
Melanie Hetzel-Riggin, Ph.D., Northern Illinois University
Robert C. Intrieri, Ph.D., University of Southern Mississippi
David Lane, Ph.D., Iowa State University
Jeff Laurent, Ph.D., University of Texas-Austin
Sandra L. McFadden, Ph.D., Northern Illinois University
James A. Schmidt, Ph.D., Virginia Commonwealth University

Assistant Professor
Dana Lindemann, Ph.D., Washington State University

Associate Graduate Faculty

Associate Professor
Curt Dunkel, Ph.D., University of Nebraska

Assistant Professors
Reginald Adkisson, Ph.D., Wichita State University
Hiroko Sotozaki, Ph.D., Carleton University

Program Description
The Department of Psychology offers work leading to the Specialist in School Psychology degree and the Master of Science degree in psychology in the areas of clinical/community
Psychology

mental health and general experimental psychology. The school psychology program leads to certification as a school psychologist in the State of Illinois. Detailed descriptions of each of the programs may be obtained from the departmental office.

The graduate programs in psychology are designed to serve: a) students interested in becoming practitioners in the field of school psychology or in community mental health; 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

A minimum of 15 semester hours in psychology from an accredited institution is the basic prerequisite for admission. Each incoming student is expected to have successfully completed course work in each of the following three areas: general psychology, statistics/experimental, and learning/cognitive. In addition, students entering the clinical/community mental health program are expected to have successfully completed courses in abnormal psychology and personality. 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.

Each applicant for admission to graduate study in psychology must submit: official transcripts from all undergraduate institutions attended, three letters of recommendation, Graduate Record Examination scores (the General Test), and a biographical statement emphasizing academic, nonacademic, and employment experiences relevant to the degree program selected. Applicants should also describe how they expect their degree training to fit into their future plans.

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 32 semester hours of course work is required to complete the master’s program in general experimental psychology; a minimum of 65 semester hours is required in clinical/community mental health; a minimum of 66 semester hours is required in the School Psychology program. Students in clinical/community mental health are required to pass comprehensive examinations. Students in the School Psychology program must pass all portfolio requirements.

General Experimental Psychology Option

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 500 Techniques in Research and Program Evaluation</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSY 501 Advanced Psychological Statistics</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>PSY 550 Current Research in Psychology Seminar</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>PSY 600 Seminar</td>
<td>6 s.h.</td>
</tr>
<tr>
<td>PSY 601 Thesis</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Directed Electives(400G, 500- or 600-level)</td>
<td>14 s.h.</td>
</tr>
<tr>
<td><strong>TOTAL PROGRAM</strong></td>
<td><strong>32 s.h.</strong></td>
</tr>
</tbody>
</table>

In addition, students in the general experimental psychology option are required to pass an oral examination based on their thesis research.

Of the 32 semester hours, no more than six semester hours can be taken at the 400G level. Elective course work can be taken in departments other than psychology to allow flexibility
in tailoring a program for a student. As an example, graduate courses in management and human resource management from the College of Business and Technology might be electives for a student interested in industrial/organizational psychology.

Clinical/Community Mental Health Option

Core Course ........................................................................................................................................4 s.h.
PSY 502 Research Methods in Applied Settings (4)
Theory and Application ......................................................................................................................28 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)
Acquired or Learned Bases of Behavior (Select one) ........................................................................3 s.h.
PSY 442G Principles of Behavior Modification (3)
PSY 456G Cognitive Processes (3)
PSY 521 Advanced Cognitive Processes (3)
PSY 600 Seminar: Cognitive Processes (3)
PSY 600 Seminar: Behavioral Analysis (3)
Social/Cultural Bases of Behavior ....................................................................................................3 s.h.
PSY 452G Advanced Social Psychology (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 .......................................................................................................................21 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 (1–3, repeatable to 5)
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
Psychology

course work in related areas (e.g., elementary education, special education, counselor education, educational administration) must be taken to fulfill the 60 semester hour requirement. Such additional course work must meet the approval of the student's academic adviser.

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)
PSY 451G Personality (3)

One graduate or undergraduate level course in regular or special education methods

Degree Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 502 Research Methods in Applied Settings</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>PSY 520 Advanced Child Psychology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSY 521 Advanced Cognitive Processes</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSY 541 Practicum I: Orientation to School Psychology</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>PSY 542 Practicum II: Academic Assessment and Intervention</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSY 543 Practicum III: Counseling and Assessment</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>PSY 544 Practicum IV: Evaluation and Intervention</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>PSY 570 Systems of Psychotherapy</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSY 571 Group Processes and Group Psychotherapy</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSY 581 Individual Psychological Evaluation: Intellectual Assessment</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSY 583 Clinical Assessment II: Personality Assessment</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSY 585 Psychological Problems of the Child</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSY 590 Introduction to School Psychology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSY 591 Behavioral Consultation</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSY 592 Child Neuropsychology</td>
<td></td>
</tr>
<tr>
<td>PSY 442G Biopsychology of Drugs and Addication</td>
<td></td>
</tr>
<tr>
<td>PSY 600 Seminar: Psychopharmacology for Community Mental Health</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSY 593 Intervention with Children and Adolescents</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSY 599 School Psychology Portfolio</td>
<td>0 s.h.</td>
</tr>
<tr>
<td>PSY 601 Thesis</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSY 602 Professional Experience (applied research project)</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>PSY 603 School Psychology Internship</td>
<td>12 s.h.</td>
</tr>
<tr>
<td>PSY 606 Illinois State Accreditation Exam</td>
<td>0 s.h.</td>
</tr>
<tr>
<td>Direct electives (must include one graduate-level course in foundations/supervision/administration of regular or special education and one graduate-level course on multicultural issues)</td>
<td>6–8 s.h.</td>
</tr>
</tbody>
</table>

TOTAL PROGRAM ............................................................................................................. 66 s.h.

Course Descriptions

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 Abnormal Psychology. (3) A consideration of the psychological factors in behavior disorders. The problems of recognizing, understanding, treating, and preventing these disorders are surveyed. 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 ES 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 Sex Differences in Behavior. (3) This course examines the social and biological bases for societal-defined sex roles. The knowledge of these factors will be applied to behaviors on which there are known sex differences. 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 322, or BIOL 320, 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 formulations 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.

452G Advanced Social Psychology. (3) A systematic and critical treatment of current topics in the field of social psychology with emphasis on research design and problems in conducting social psychological research. Prerequisites: PSY 323 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.

454G Psychological Tests and Measurements. (3) This course relates the basic concepts of psychological measurement to commonly used psychological tests. Relevant social and ethical issues related to testing are discussed. Prerequisite: Nine semester hours of psychology to include PSY 323 or equivalent, or graduate standing, or permission of the instructor.

456G Cognitive Processes. (3) A survey of topical areas related to complex thought processes. Areas covered include: human conceptual behavior, psychology of language, thinking and problem solving, creativity and originality. Prerequisite: PSY 323 or graduate standing, or permission of the instructor.

457G Industrial/Organizational Psychology. (3) Examines the theory and application of psychological principles to business and other organizational settings. Topics include employee selection and evaluation, work motivation, work attitudes, leadership, and organizational change. Prerequisites: Introductory psychology or HRM 353 and one course in statistics, or permission of the instructor.

500 Techniques in Research and Program Evaluation. (3) A course in research methodology. Topics include evaluation of laboratory, field, and clinical research. Each student must write a research proposal and several critiques.

501 Advanced Psychological Statistics. (4) A consideration of advanced statistical methods and experimental designs that 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.

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: Undergraduate course work in developmental 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.

541 Practicum I: Orientation to School Psychology. (1) 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. (2) 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. (2) Continued supervised and expanded experiences involving consultation,
Psychology

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.

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 the major theories that address family functioning and that guide therapeutic interventions. In addition, 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, uses and interpretations of measures of ability and achievement, emphasizing cultural sensitivity in the application of these instruments. Includes supervised practice in the use of the Stanford Binet and Wechsler Scales. Prerequisite: Enrollment limited to students in the 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 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 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. Prerequisite: 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. Prerequisite: 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 client’s treatment in the dually diagnosed. Prerequisite: 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) Graded S/U.

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. Prerequisite: 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. Prerequisite: Graduate standing in the clinical/community mental health program and satisfactory completion of 52 semester hours of required course work in this option.

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.
Reading

Chairperson: Cindy J. Dooley
Graduate Coordinator: Laurel Borgia
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Telephone: (309) 298-1961 Fax: (309) 298-2800
Email: LG-Borgia@wiu.edu
Website: wiu.edu/coehs/curriculum_and_instruction
Location of Program Offering: Macomb, Quad Cities, and Springfield

Graduate Faculty

Professors
Kathy Barclay, Ed.D., Northwestern State University
Laurel Borgia, Ph.D., University of Illinois at Urbana-Champaign
Marie Cheak, Ph.D., Southern Illinois University-Carbondale
Cindy J. Dooley, Ph.D., University of Iowa
Angela M. Ferree, Ph.D., University of Texas at Austin
H. Jon Jones, Ed.D., Ball State University
Pamela Terry Godt, Ph.D., University of Minnesota
Sara D. Simonson, Ph.D., University of Iowa
Frances A. Steward, Ph.D., Louisiana State University

Associate Professor
Melissa Stinnett, Ph.D., University of Illinois

Program Description

The Department of Curriculum and Instruction 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

1. Admission to the School of Graduate Studies
2. Cumulative GPA of 2.75 or 3.0 in the last two years
3. Graduate Record Examination not required
4. Acceptance by the Departmental Graduate Committee
5. A valid U.S. teaching certificate
6. 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 ..................................................................................................................................................21 s.h.
   EIS Methods of Research (3)
   LLA 525 Literature and the Reader (3)
   RDG 570 Teaching Reading in the Elementary School (3)
   RDG 571 Assessment of Reading Abilities and Disabilities (3)
RDG 573 Correction and Remediation of Reading Difficulties (3)
RDG 576 Psychology of Reading (3)
RDG 588 Leadership in Reading (3)

II. Select an area of emphasis ....................................................................................... 12 s.h.
A. Reading Specialist emphasis
   RDG 568 Foundations of Reading in the Middle and Secondary School (3)
   RDG 587 Practicum in Reading K–6 (3)
   RDG 589 Practicum in Reading 7–12 (3)
   RDG 590 Literacy Coaching Practicum (3)
B. Reading Teacher emphasis
   RDG 568 Foundations of Reading in the Middle and Secondary School (3)
   or
   RDG 569 Reading in Early Childhood (3)
   RDG 580 Reading in the Content Areas (3)
   RDG 587 Practicum in Reading K–6 (3)
   or
   RDG 589 Practicum in Reading 7–12 (3)
   Approved elective (3)

TOTAL PROGRAM ............................................................................................................ 33 s.h.

The student may need to take other courses to meet certification requirements in the state in which he/she resides.

Course Descriptions

433G Introduction to Corrective Reading. (3) A course emphasizing group and individual identification and instructional procedures for corrective reading in the elementary school. Prerequisites: EIS 301, RDG 383 and RDG 584 or departmental approval.

468G Teaching Reading in Secondary School and College. (3) A theory-based course that translates knowledge and research concerning reading at the middle school level, high school level, and college level into recommendations for effective instruction, and focuses on the various kinds of reading programs that exist at the post-elementary level. A minimum grade of C is required for teacher education majors.

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.

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 K–12 course explores relationships between reading and the use of collaborative, authentic reading and writing learning experiences within an inquiry-oriented curriculum.

568 Foundations of Reading in the Middle and Secondary School. (3) An advanced study of effective literacy instructional techniques, assessments, curricular materials, and literate environments in middle and secondary classrooms within the context of state and national reading standards.

569 Reading in Early Childhood. (3) Designed to help teachers of preschool, kindergarten, and primary grades to plan and design developmentally appropriate programs aimed at facilitating the acquisition of prereading and reading abilities. Emphasis on how early guidance and instructional programs can attend to all aspects of language: listening, speaking, reading, and writing.

570 Teaching Reading in the Elementary School. (3) An introductory course comparing various approaches to teaching reading and translating knowledge and research concerning elementary reading into recommendations for effective instruction.

571 Assessment of Reading Abilities and Disabilities. (3) A K–12 course focusing on the uses of diagnostic tools, tests, and procedures (both formal and informal) for investigating reading abilities and disabilities in clinical and classroom settings. Prerequisite: RDG 568 or RDG 570.

573 Correction and Remediation of Reading Difficulties. (3) A K–12 course focusing on effective corrective reading and remedial reading instruction that arises from assessment information and considers techniques, strategies, and programs for individual, small group, and classroom settings. Prerequisites: RDG 570 or RDG 568; RDG 571.

576 Psychology of Reading. (3) A theory course for elementary and secondary teachers focusing on the psychological and linguistic factors that influence the reading process, including topics such as language learning and reading disabilities, processing differences between good and poor comprehenders, and the effect of current reading process theory on teaching practices. Prerequisites: RDG 570 or RDG 568, or permission of the instructor.

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.
Reading

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–6. (3) An advanced course where knowledge of diagnosis and instruction is refined, applied, and extended as students work individually with small groups of K–6 students in a closely supervised instructional setting. Prerequisites: RDG 570, RDG 571, and RDG 573.

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 school-based reading program in areas of curriculum/methodology, organization, administration, and staff development. Prerequisites: Twenty-four hours in reading to include RDG 568 or RDG 570, RDG 571, RDG 573, and RDG 587 or RDG 589.

589 Practicum in Reading 7–12. (3) An advanced course where knowledge of diagnosis and instruction is refined, applied, and extended as students work individually with small groups of 7–12 students in a closely supervised instructional setting. Prerequisites: RDG 568, RDG 571, and RDG 573.

590 Literacy Coaching Practicum. (3) Provides 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 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.
Recreation, Park and Tourism Administration

Chairperson: K. Dale Adkins
Graduate Committee Chairperson: Daniel G. Yoder
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Website: wiu.edu/RPTA
Location of Program Offering: Macomb

Graduate Faculty

Professors
K. Dale Adkins, Re.D., Indiana University
Marcia Jean Carter, Re.D., Indiana University
B. Nick DiGrino, Ph.D., Texas A&M University
John Hemingway, Ph.D., University of Iowa
Michael L. McGowan, Re.D., Indiana University
Donald J. McLean, Ph.D., University of Waterloo
Katharine A. Pawelko, Ph.D., University of Maryland
Daniel G. Yoder, Ph.D., University of Illinois
Dean A. Zoerink, Ph.D., C.T.R.S., University of Minnesota

Assistant Professors
Minsun Doh, Ph.D., Texas A&M University
Robert Porter, Ph.D., University of Georgia
Paul A. Schlag, Ph.D., University of Georgia

Associate Graduate Faculty

Assistant Professor
Michael Lukkarinen, Ph.D., University of Illinois

Program Description
The Department of Recreation, Park and Tourism Administration offers a program in graduate study leading to the Master of Science degree. Advanced course work is available in recreation administration and programming, park planning and management, outdoor/adventure recreation, therapeutic recreation, college leisure services programming, tourism, resort recreation, and youth services programming.

The Master of Science program with a major in Recreation, Park and Tourism Administration prepares persons to assume major responsibilities for delivery of leisure services. An individualized curriculum approach is utilized to help each student develop problem-solving and integrative thinking skills through core competencies deemed necessary for all graduates and career competencies relating to individual goals.

The program will: a) enlarge the student's concepts of the role and significance that leisure plays in promoting the quality of life for all Americans; b) help each student develop an understanding and appreciation of the purpose and function of research as it relates to the planning, programming, and administration of leisure services; c) encourage each student to develop higher level academic and practical skills to be able to plan, program, and manage leisure services more efficiently and effectively; and d) assist students in their quest to become more proficient and effective professionals in their career interests.
Recreation, Park and Tourism Administration

Students who qualify may be assigned to staff positions with local agencies as departmental graduate assistants. Present assignments facilitate interests in student services, outdoor recreation and education, recreation administration and programming, therapeutic recreation, tourism, and research. Approximately twenty-five students receive graduate assistantships during the academic year.

Admission Requirements
To complete application, the following is required by the department:
1. Current résumé;
2. Responses to five questions in essay form (supplied by department);
3. Three letters of reference;
4. The Graduate Record Examination (GRE) is not required for regular admission to the graduate program in recreation, park, and tourism administration; however, those students entering under probationary status are encouraged to take the General Test of the GRE and have their scores on file before enrollment.

Degree Requirements
The program requires a minimum of 34 semester hours including a minimum six semester hour culmination option.

I. Core Courses (or their equivalent competency) ................................................ 16 s.h.
   RPTA 511 Measurement and Statistical Analysis (3)
   RPTA 515 Philosophy of Leisure (3)
   RPTA 522 Seminar in Administration of Leisure Services (3)
   RPTA 526 Fiscal Management in Leisure Services (3)
   RPTA 599 Research Methods in Leisure Services (3)
   RPTA 600 Seminar in Leisure Services (1–3)

II. Select one of the following exit options: .............................................................. 18 s.h.
   A. Thesis
      RPTA 601 Thesis (6)
      Directed Electives (12)
   B. Internship
      RPTA 603 Professional Internship (6)
      Directed Electives (12)

TOTAL PROGRAM ........................................................................................................... 34 s.h.

Course Descriptions
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: RPTA 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: RPTA 322 or permission of 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. Field Project. Prerequisites: RPTA 230 and RPTA 332 or permission of the instructor.

446G Wilderness Leadership. (3) Prepares students to become qualified wilderness trip leaders. Expedition behavior, emergency procedures, and wilderness leadership responsibilities will be examined during a five-week expedition. Lab fee. 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.

449G Management of Outdoor Adventure Recreation. (3) Management of outdoor adventure recreation in both intensity and wilderness/dispersed recreation environments is examined. Prerequisite: Permission of the instructor.
450G Traveling Workshop. (1–3) 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. Lab cost. Prerequisite: Permission of the instructor.

451G Principles of Therapeutic Recreation. (3) Principles of program planning for people with disabilities in clinical, residential, and community-based settings. Prerequisites: RPTA 251 and permission of the instructor.

452G Leisure Services for the Elderly. (3) Examines theories and concepts related to leisure and aging; includes field experiences with the elderly. Prerequisite: Permission of the instructor.

453G Clinical Therapeutic Recreation Processes. (3) Applies related clinical processes in therapeutic recreation service for persons with developmental, mental, emotional, social, physical, and chemical disabilities or impairments. Field project. Prerequisites: PSY 251, RPTA 251, and permission of the instructor.

454G Management of Therapeutic Recreation. (3) Management of therapeutic recreation services including organizational dynamics of healthcare institutions, finance and reimbursement, budgeting, risk management, accreditation standards, certification, professional ethics. Field trip. Prerequisites: RPTA 251, 351, and 451; permission of the instructor.

460G Community Tourism Development. (3) Provides essentials for successful development of a local tourism economy including organizing, planning, developing, and operation. Prerequisite: RPTA 362 or permission of the instructor.

461G Conference and Convention Planning and Management. (3) Prepares students for positions as hotel and convention center managers. Emphasizes role of meeting planning, preparation, scheduling, standards, cost control, vandalism, etc. 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.

465G Tourism Destination Promotion. (3) A comprehensive study of the functions of community tourism promotion. Examines management strategies and methods to fund and operate a promotional agency and fulfill responsibilities to community, local service providers, and potential visitors. Prerequisite: RPTA 362.

466G Resort Management. (3) Principles and practices to plan, develop, manage and operate resort properties, with emphasis on leisure-based facilities and services. Prerequisite: RPTA 362 or permission of the instructor.

466G Special Event Planning and Management. (3) The application of methods and techniques to plan, implement and evaluate successful community special events. Content includes selection of event themes and coordination of set up, staff, finance, promotion and coordination of set up, staff, finance, promotion, partnerships, operations and evaluation. Prerequisite: RPTA 332.

482G Facility Management. (3) Explores problems, principles, and techniques of management, design, and operation of selected park and recreation facilities. Special emphasis on swimming pools, tennis, racquetball, golf, ice skating, and community center activities. Consideration given to factors affecting energy conservation and reducing operational costs. Field trip fee. Prerequisite: Permission of the instructor.

483G Trail and Landscape Construction. (3) Includes field layout and construction methods for outdoor recreation facilities (trails, boat ramps, campsites, etc.). Stresses site analysis, measurement, landscape suitability, and construction requirements. Real trail development projects used as labs. Lab fee for field trips and materials. Prerequisite: Permission of the instructor.

488G Park Open Space Planning. (3) Investigates theory, principles, and methods of planning recreation land systems. Explores procedures to preserve, acquire, and develop recreation lands and green space throughout a district or urban area. Prerequisite: Permission of the instructor.

489G Park Maintenance and Operations Management. (3) Explores procedures and problems of recreation area operation with emphasis on planning and management for maintenance efficiency. Topics include planning, scheduling, standards, cost control, vandalism, etc. Prerequisite: 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 department chairperson prior to enrollment; permission of the department chairperson required.

511 Measurement and Statistical Analysis. (3) Statistics and experimental designs that are necessary to evaluate data collected from measurement commonly obtained in recreation and park administration.

515 Philosophy of Leisure. (3) Examination of professional ethics in leisure service delivery based upon exploration of classical and contemporary thought.

522 Seminar in Administration of Leisure Services. (3) An in-depth study of specific selected administrative problems relating to such topics as legislative and legal problems, finance, budgeting, personnel policies, land acquisition, agency relationships, etc.

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.

590 Research in Leisure Services. (1–3, repeatable)

599 Research Methods in Leisure Services. (3) Research methods used in scholarly studies to solve problems common to recreation and park and tourism administration.

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)

603 Professional Internship. (6) Direct assignment on a threemonth to 12month basis to a leisure services
Recreation, Park and Tourism Administration

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.
Chairperson: John F. Wozniak
Graduate Committee Chairperson: Richard Gee
Office: Morgan Hall 404
Telephone: (309) 298-1056 Fax: (309) 298-1857
E-mail: RL-Gee@wiu.edu
Website: wiu.edu/sociology
Location of Program Offering: Macomb

Graduate Faculty

Professors
Heather McIlvaine-Newsad, Ph.D., University of Florida
Shengming Tang, Ph.D., University of Nebraska-Lincoln
John F. Wozniak, Ph.D., McMaster University

Associate Professors
Patricia K. Anderson, Ph.D., University of Chicago
David Casagrande, Ph.D., University of Georgia
Tawnya Adkins Covert, Ph.D., Purdue University
Robert Hironimus-Wendt, Ph.D., North Carolina State University
Elgin Mannion, Ph.D., University of Kentucky
David Rohall, Ph.D., University of Maryland
Cynthia B. Struthers, Ph.D., Michigan State University
Craig Tollini, Ph.D., Western Michigan University
Lora Ebert Wallace, Ph.D., Iowa State University
Oswald Warner, Ph.D., Michigan State University

Assistant Professors
Davison Bideshi, Ph.D., University of California-Riverside
Richard Gee, Ph.D., University of Missouri-Columbia
Patrick McGinty, Ph.D., University of Missouri-Columbia
Jessica White, Ph.D., University of Iowa

Associate Graduate Faculty

Associate Professor
Diane Sandage, M.A., Western Illinois University

Assistant Professors
Laurian Bowles, M.A., Temple University
Gordon Chang, Ph.D., University of California-San Diego
Nancy Schaefer, Ph.D., University of Aberdeen
Bridget Welch, Ph.D., Iowa State University
Tammy Werner, Ph.D., University of Kentucky

Instructor
Chris Adamski-Mietus, M.A., Western Illinois University

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
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.

Admission Requirements

Applicants for admission to the graduate program in sociology must have a 2.75 overall undergrad GPA or a 3.0 or higher for the last two years. Applicants must submit a statement of purpose and are encouraged to take the Graduate Record Examination prior to admission, which is strongly recommended for those applying for graduate assistantships. Students who have not had a course in statistics are required to take a course in elementary statistics.

Degree Requirements

The Master of Arts degree in sociology may be earned by satisfying either the requirements of the thesis or the general sociology (nonthesis) plan. In either case, a degree plan must be submitted and approved by the graduate committee before the thesis proposal or paper is presented. No more than three semester hours outside the department (six semester hours for Peace Corps Fellows), 3 semester hours for SOC 501, and six semester hours for 400-G level courses may be included on the degree plan.

Thesis Plan

SOC 500 Proseminar in Sociology (1)
SOC 518 Classical Theory (3)
SOC 519 Contemporary Sociological Theory (3)
SOC 530 Statistical Methods (3)
SOC 531 Quantitative Methods (3)
SOC 535 Qualitative Research Methods (3)
SOC 600 Thesis Research (3)
SOC 601 Thesis in Sociology (3)
SOC 602 Comprehensive Examination (0)
Directed Electives (9)

TOTAL PROGRAM ............................................................................................................. 31 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.

General Sociology (Non-Thesis) Plan

SOC 500 Proseminar in Sociology (1)
SOC 518 Classical Theory (3)
SOC 519 Contemporary Sociological Theory (3)
SOC 530 Statistical Methods (3)
SOC 531 Quantitative Methods (3)
SOC 535 Qualitative Research Methods (3)
SOC 602 Comprehensive Examination (0)
SOC 699 Sociology Non-Thesis Paper (0)
Directed Electives (21)

TOTAL PROGRAM ............................................................................................................. 37 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 adviser and a second reader selected by the student, and the paper is to be kept on file in the Department.
Course Descriptions

Sociology

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 social-psychological 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.

426G Industrial Sociology. (3) Impact of industrialization on society; structure and functions of work organization; occupations and careers; managerial union philosophies; industry/community relations. Prerequisite: SOC 100 or 510, 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.

432G (cross-listed with POLS 432G) Survey Methods. (3) An overview of how to design, conduct, and present the results of social surveys. The course includes a familiarization with data preparation for computer processing and an introduction to using computer software statistical packages. Prerequisite: Any university level statistics course or permission of the instructor.

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.

461G Educational Sociology. (3) A comparative and functional analysis of education as an institution; the interaction of education and other institutions; and the relation of education to social change. Prerequisites: SOC 100 and one additional sociology course, or 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.

464G Sociology of Religion. (3) Research findings concerning religious groups and institutions, function of religion in sacred and secular societies; comparisons of religious norms and their effect on patterned behavior, relations between religion and other institutions such as economic, family, etc. Prerequisites: SOC 100 or 510 and two additional sociology and anthropology courses.

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 variance 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.

480G Deviance and Disruption in the American Family. (3) A sociological analysis of family deviance; neglect; abuse; and violence including processes leading to major personal crises and family disruption; and social programs and policies. Prerequisites: SOC 100 or 510, or permission of the instructor.

500 Proseminar in Sociology. (1) An introduction to the profession of sociology. Overview of major subfields within sociology. Information on preparing professional papers, research proposals, and oral presentations.

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
Sociology

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 emergence of the sociological critique of crime. Prerequisites: Three semester hours of undergraduate criminology courses and six semester hours of graduate level sociology courses.

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. Prerequisite: SOC 333 or permission of the instructor.

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, Shultz, Bourdieu, Habermas, Luhmann, Giddens, Münch, and Baumann, among others, are included. Prerequisite: SOC 518 and admittance to graduate program.

520 Sociology of Knowledge. (3) A survey of theories and research concerning social determination of systems of knowledge. Historical development of the field and recent synthesis of the German, French, and American epistemological trends. Special emphasis is put on an intensive analysis of the relationship between knowledge and the power in post-industrial society. Authors studied include Marx, Scheler, Mannheim, Schutz, Levi-Strauss, Habermas, and Gouldner. Prerequisite: SOC 518 and admittance to graduate program.

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 unobstrusive measurements, and techniques of data processing. Prerequisites: Twelve semester hours of sociology and anthropology including SOC 100 or 510, 232, 332.

531 Quantitative Methods. (3) A detailed examination of data-gathering techniques, including scaling, questionnaire construction, sampling procedures, interviewing, secondary data sources, the search for unobstrusive measurements, and techniques of data processing. Prerequisites: Completed 9–15 hours of graduate work and one undergraduate course in statistical reasoning.

532 Demographic Techniques. (3) Specialized techniques of development and analysis of population data. Original census, registration, and estimating techniques; life table construction; projections; fertility measures; use of population data; and tools of applications such as urban planning, migration analysis, and testing of sociological variables. Prerequisite: Twelve semester hours of sociology including SOC 232 and 414.

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. Prerequisite: Six semester hours of sociology graduate work.

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. Prerequisite: Twelve semester hours of sociology and anthropology.

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. Prerequisites: Six semester hours of sociology and anthropology including SOC 100 or 510, 370 or 480.

555 Socialization. (3) Processes of internationalization of norms through symbolic interaction; theories regarding agencies, forces, cultural variation in socialization process; role theory, relationship to age-sex statuses, social adjustment, social class, vocation, education, and child development. Formulation of personality as set of predispositions for action derived from internalized role components. Prerequisite: Twelve semester hours of sociology and anthropology.

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. Prerequisite: Six semester hours of sociology.

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. Prerequisite: Twelve semester hours of 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.

570 Seminar on Current Crime Research. (3) Crime theories and research developed since 1975 are examined. Research topics may include gender, race, violent crime, white collar crime, terrorism, or other topics. Prerequisites: Three semester hours of undergraduate criminology; six semester hours of graduate sociology, including SOC 518.

580 The 20th Century. (3) This course is an overview of social change and the development of the discipline of sociology in the United States during the 20th Century. Sociologists will describe and discuss work done this century in their respective areas of sociological specialization. Sociological interpretations of major social changes and trends in the areas of family, government, economy, group relations, and popular culture will be provided. Prerequisite: Twelve semester hours of sociology or permission of the instructor.
590 Writing in Sociology. (3) This course promotes improved writing competence in sociology and overcoming writing problems. Focus is on intellectual expression, critique of writing, and presentation of sociological ideas. Prerequisite: Six semester hours of sociology.

599 Seminar in Sociology. (1–3, repeatable under different special topics) Special topics in sociology to be announced. Prerequisite: SOC 510 or permission of the instructor. Intended primarily for majors in sociology.

600 Thesis Research. (3) Prerequisites: SOC 518, 530, and 531.

601 Thesis in Sociology. (3)

602 Comprehensive Exam. (0) Students will complete a written comprehensive exam in the areas of social research methods and social theory. The examination will be graded either satisfactory or unsatisfactory. Students must pass both parts of the examination by the second attempt. Graded S/U. Prerequisite: Approval of the Departmental Graduate Adviser.

612 Seminar in the Instruction of Undergraduate Sociology. (3) Designed to prepare sociology majors for the teaching of elementary courses at the junior college and four-year college level. Syllabus preparation, emphasizing course content and selection of topics and issues; course outlines, lecture planning, examination techniques, problems of rapport and objectivity, text selection. Students will present guest lectures in participating classes. Prerequisite: Sixteen graduate hours or candidacy.

694 Graduate Internship. (3) Supervised applied experience in sociologically related areas such as social services, law enforcement, or research. Written report required. Prerequisites: Approval of department chairperson and completion of at least 21 s.h. of graduate coursework (including SOC 510, 518, and 531).

699 Sociology Non-thesis Paper. (0) 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 Department Graduate Committee. Graded S/U. Prerequisite: Permission of the Department Chairperson.

Anthropology

404G Dynamics of Cultural Change. (3) Examination of socio-cultural phenomena in process and change. Application of theories of change to the evolution of cultures from prehistoric times to the present. Prerequisite: SOC 100 and ANTH 100 or 510.

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.

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, 101, 102, or 103; ANTH 110 or SZOC 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

Chairperson: Cindy Dooley
Graduate Coordinator: Sharon Maroney
Office: Horrabin Hall 69
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E-mail: SA-Maroney@wiu.edu
Website: wiu.edu/coehs/curriculum_and_instruction
Location of Program Offering: Quad Cities

Graduate Faculty

Professors
Mary M. Jensen, Ph.D., University of Wisconsin-Madison
Sharon A. Maroney, Ph.D., University of Minnesota-Minneapolis
Linda L. Meloy, Ph.D., University of Iowa

Associate Professor
Darlos K. Mummert, Ed.D., Illinois State University

Assistant Professor
Christine Anderson, Ph.D., University of Iowa

Program Description

The Special Education master’s program provides comprehensive graduate programs for students desiring professional careers 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 certification who wish to earn special education endorsement and (2) those with special education certification who wish to increase their skills through advanced study. The program, offered in the Quad Cities, integrates the needs of Illinois and Iowa certification requirements. The goal of the program is to prepare graduates to impact their students’ learning, their classrooms, and their schools.

Admission Requirements

Candidates for the Master of Science in Education degree in special education must complete the application process and receive acceptance to the School of Graduate Studies. In addition, candidates must have a valid teaching certificate prior to submitting a Special Education master’s program application, and submit a letter of intent, three letters of reference, and official transcripts. The Department Graduate Committee will evaluate the application materials and make appropriate recommendations for acceptance or rejection. Upon admission to the program, students will be assigned an adviser to help them design a Graduate Degree Plan. Students need to complete the following course requirements if they were not included in their undergraduate program that led to the teaching certificate:

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

Degree Requirements

I. Core Courses for Track 1 and Track 2 .................................................................................21 s.h.
   SPED 514 Collaboration in Special Education (3)
SPED 518 Self-Determination and Independence (3)
SPED 581 Special Education Law and Supervision (3)
SPED 613 Families, Diversity, and Social Issues (3)
SPED 622 Action Research in Education (3)
SPED 624 Action Research Project (3)
EIS 500 Methods of Research (3)

II. Choose one of the following tracks: .................................................................16 s.h.
A. TRACK I
This track is designed for individuals with an Elementary or Secondary General Education teaching certificate or endorsement but no endorsement in special education who are seeking either professional development or a special education endorsement in Illinois or Iowa.
SPED 517 Behavior Intervention (3)
SPED 519 Psychoeducational Assessment (4)
SPED 551 Characteristics of Learners with Mild/Moderate Disabilities (3)
Two of the following Methods courses:
SPED 523 Instructional Methods: Individuals with Moderate/Severe Mental Retardation (3)
SPED 526 Instructional Methods: Individuals with Mild Mental Retardation (3)
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)

B. TRACK II
This track is designed for special education teachers seeking advanced education in Special Education or additional endorsements in Special Education.
SPED 505 Diagnostic Assessment for Program Planning (3)
SPED 600 Seminar in Curriculum (3)
SPED 617 Advanced Behavior Intervention (3)
One of the following special education methods courses:
SPED 523 Instructional Methods: Individuals with Moderate/Severe Mental Retardation (3)
SPED 526 Instructional Methods: Individuals with Mild Mental Retardation (3)
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)
Directed Electives (4)—as agreed upon by student and adviser

TOTAL PROGRAM .............................................................................................37 s.h.

Course Descriptions

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) Characteristics and implications for educational programming for students with a wide range of disabilities will be examined. Students who are teachers or seeking teaching certification should take SPED 551.

514 Collaboration in Special Education. (3) Collaborative skills necessary to participate effectively in interactions with other professionals and parents, as well as to supervise paraprofessionals, are mastered. Various co-teaching models are also explored. Prerequisite: A survey of exceptionalities course.

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.
Special Education

519 Psychoceductional 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.

523 Instructional Methods: Individuals with Moderate/Severe Intellectual and Developmental Disabilities. (3) Methods for developing and implementing educational programs for individuals, 0–21, with moderate to severe intellectual and developmental disabilities will be mastered. Prerequisite: SPED 551 or equivalent.

526 Instructional Methods: Individuals with Mild Intellectual and Developmental Disabilities. (3) Methods for developing and implementing educational programs for individuals, 0–21, with mild intellectual and developmental disabilities will be 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 adviser.) 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 will be mastered. Prerequisites: SPED 551 or equivalent, a reading methods course, and a math methods course.

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 will be mastered. Prerequisites: SPED 551 or equivalent, a reading methods course, and a math methods course.

551 Characteristics of Learners with Disabilities. (3) The unique characteristics of a wide variety of learners with disabilities will be examined, along with their broad educational, behavioral, and emotional needs as related to educational programming.

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, are mastered. Corequisite: SPED 580 as needed. Prerequisites: SPED 551 or an equivalent, a reading methods course, and a math methods course.

553 Instructional Methods for Secondary Learners with Disabilities. (3) Effective teaching methodologies, instructional adaptations, and program delivery options for students with mild/moderate disabilities, 7–12, are mastered. Corequisite: SPED 580 as needed. Prerequisites: SPED 551 or an equivalent, a reading methods course, and a math methods course.

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.

600 Seminar in Curriculum. (3) Investigation of research on best practices in developing and adapting curriculum and the impact on students with disabilities is required. The varying models that undergird curriculum and instructional approaches are examined with the aim of preparing leadership for school settings. Prerequisites: SPED 552 or SPED 553.

601 Thesis. (3) Thesis direction under the guidance of a major professor to meet the needs of the student engaged in a research project. A written thesis will be presented to the Departmental Graduate Committee. Prerequisites: EIS 560 and approval of the Departmental Graduate Committee.

613 Families, Diversity, and Social Issues. (3) The unique social/emotional needs of families with children with disabilities and/or with children at-risk, the impact of poverty and other societal stressors, and the specific issues of diversity will be explored from a current research perspective with the aim of preparing informed leaders in educational settings. Prerequisite: SPED 551 or equivalent, or permission of the instructor.

617 Advanced Behavior Intervention. (3) Research-based approaches to positive behavior intervention will be examined with the intent of providing leadership for the establishment of school-wide environments based on positive behavior support for all learners. Prerequisite: SPED 517 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: EIS 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 522 and Graduate Committee approval.
Chairperson: Janet K. Wigglesworth
Graduate Committee Chairperson, Sport Management: Darlene S. Young
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Telephone, Sport Management: (309) 298-1820
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Telephone, Kinesiology: (309) 298-1981 Fax: (309) 298-2981
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Location of Program Offering: Macomb

Graduate Faculty

Professors
Loran D. Erdmann, Ed.D., University of Northern Iowa
Randy Hyllegard, Ph.D., Oregon State University
Miriam N. Satern, Ed.D., University of North Carolina at Greensboro
Janet K. Wigglesworth, Ph.D., Indiana University

Associate Professors
Tamara L. Bories, Ph.D., University of North Carolina at Greensboro
Ritchie Gabbei, Ph.D., University of South Carolina
Michael P. Godard, Ph.D., Ball State University
Ralph E. Graham, Ph.D., University of Georgia
Christopher R. Kovacs, Ph.D., University of North Carolina at Greensboro
Cynthia K. Piletic, Ph.D., Texas Woman’s University
Renee Polubinsky, Ed.D., Nova Southeastern University
Steven J. Radlo, Ph.D., University of Florida
Darlene S. Young, Ed.D., Temple University

Associate Graduate Faculty

Associate Professor
Ross Lambert, Ph.D., University of Southern California

Assistant Professors
Mark Cole, Ph.D., University of Milwaukee
Timothy J. Piper, M.S., Western Illinois University
Jennifer Plos, Ed.D., Nova Southeastern University
Dali Xu, Ph.D., University of Illinois-Champaign/Urbana

Instructor
Judy A. Yeast, M.S., Western Illinois University

Program Description

The Department of Kinesiology offers the Master of Science degree in sport management. The mission of the degree program is to develop students’ conceptual skills, theoretical comprehension, and practical knowledge in order that they are prepared to become the next generation of leaders in the sport industry.

The degree leads to a wide variety of career choices. Sport management graduates work in school, university and college settings as athletic administrators, public relations/marketing directors, or in professional or amateur sports areas.
Sport Management

Admission Requirements
All applications must include the following items:

1. Completed graduate application (wiu.edu/grad)
2. Official transcripts from completed undergraduate degree and all institutions attended
3. Statement of intent (a minimum of 500 words and maximum of 1,000 words, double-spaced):
   a. 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.
   b. 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.
4. A current resume
5. Three letters of recommendation—two must be written from an advisor and/or professor addressing applicant’s academic performance and/or potential for graduate school.
6. Official GRE scores (optional but required for applicants with undergraduate GPA less than 2.75)

The GPA requirement for admission to the program is as follows:

1. Full admission status—a minimum of 3.0 overall for four years or a 3.2 GPA for the last two years (required to be eligible for a graduate or teaching assistantship)
2. Probationary admission status—2.75–2.99. Probationary students petition for full admission after completion of nine graduate hours, including KIN 511 or KIN 512, with a minimum of 3.0 GPA.

Those applicants not meeting the above stated undergraduate GPA, 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. Submission of GRE scores is required for applicants with undergraduate GPA less than 2.75.

A maximum of 6 hours of graduate course work completed before a student is admitted to the Kinesiology or 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. Each student is required to complete both KIN 511 Measurement and Statistical Analysis, and KIN 512 Research Methods in Kinesiology within the first 12–15 semester hours of academic work.

Capstone—All students must complete an internship and synthesis paper of the internship experience as a requirement for graduation.

The following requirements must be completed:

I. Thesis........................................................................................................................................... 38–40 s.h.
   KIN 511 Measurement and Statistical Analysis (3)
   KIN 512 Research Methods in Kinesiology (3)
   KIN 545 Sport Facility and Event Management (3)
   KIN 546 Sport Governance and Policy (3)
   KIN 547 Financial Issues in Sport (3)
KIN 548 Social and Ethical Issues in Sport (3)
KIN 555 Sport Marketing (3)
KIN 558 Organizational Theory in Sport (3)
KIN 560 Internship in Sport Management (4–6)
KIN 561 Public and Media Relations in Sport (3)
KIN 564 Legal Issues in Sport (3)
KIN 601 Thesis (4)

II. Non-Thesis .................................................................................................................. 42 s.h.
KIN 511 Measurement and Statistical Analysis (3)
KIN 512 Research Methods in Kinesiology (3)
KIN 545 Sport Facility and Event Management (3)
KIN 546 Sport Governance and Policy (3)
KIN 547 Financial Issues in Sport (3)
KIN 548 Social and Ethical Issues in Sport (3)
KIN 555 Sport Marketing (3)
KIN 558 Organizational Theory in Sport (3)
KIN 560 Internship in Sport Management (4–6)
KIN 561 Public and Media Relations in Sport (3)
KIN 564 Legal Issues in Sport (3)
Approved Electives (6–8)

Graduate students may transfer in up to nine semester hours of credit earned in a related field, with graduate advisory committee approval.

Course Descriptions

Kinesiology

439G Methods and Materials in Physical Education. (3) Planning, developing, and teaching physical education content at the secondary level. Includes a field experience at the middle or high school level.

450G Special Problems in Physical Education and Athletics. (Credit Arranged) Workshops, institutes, or clinics in physical education, or athletics, not specifically covered in other courses listed. Credit will depend upon nature of project undertaken and length of time involved. Course may be repeated.

511 Measurement and Statistical Analysis. (3) Introduction to statistics and experimental designs that are necessary to evaluate data collected from measurement commonly obtained in kinesiology.

512 Research Methods in Kinesiology. (3) Research techniques employed in graduate work. Methods used in solving problems common to kinesiology and evaluating research projects in these fields.

522 Instructional Models and Strategies in Physical Activity Settings. (3) This course is designed for those who teach physical activity. Students will develop skills and knowledge associated with specific instructional models in physical activity. The material should enhance the instructional quality of those who teach activity in college/university settings, exercise and fitness settings, and K–12 school settings.

539 Analysis of Teaching in Physical Education. (3) Students will use systematic observation systems to quantify and analyze aspects of their instruction in physical education classes. Students will analyze videotapes of their own instruction. Specific areas of analysis will be content development, use of time, management, task presentations, task structures, and student assessment strategies.

540 Wellness and Risk Reduction Concepts. (3) A study of the rationale and guidelines for developing wellness and risk reduction programs, with an emphasis on cardiovascular disease. The course is designed to provide the student with an understanding of health risk appraisal techniques, health behavior models, and wellness and risk reduction program objectives and strategies specific for cardiovascular disease prevention and intervention. Prerequisite: Anatomy and physiology, or permission of the instructor.

541 Qualitative Analysis of Human Movement. (3) Integration of content from the sub-disciplines of biomechanics, motor learning, motor development, and pedagogy and application to the qualitative analysis of human motor skills for the purpose of developing skillful movers in physical education, athletics, and clinical settings. Prerequisites: Undergraduate course in at least two of the following: biomechanics, motor learning, motor development, or one area plus a current valid teaching certificate.

542 Curriculum Organization and Development in Physical Education. (3) A comprehensive survey of the principles underlying the curriculum in physical education in grades K–12. Problems in techniques of administering and supervising physical education programs in the schools.

543 Strength and Conditioning Enhancement. (2) Examine exercise science concepts and current practices in the development of strength and conditioning programs for wellness/fitness and sports enhancement. Review requisite knowledge and skills for national professional organization certification exams (ACSM, NSCA). Survey issues related to ergogenics and body composition. Examine current strength and conditioning research. Prerequisites: KIN 553 and undergraduate principles of weight training, or permission of the instructor.

544 Organization and Management of Exercise Programs. (3) A study of organizational and management strategies for exercise program
Sport Management

development in fitness facilities. Issues include participant screening, exercise testing and prescription, safety and emergency planning, staff selection and development, equipment and space utilization, facility operation, budgeting, and specialized programs.

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.

548 Social and Ethical Issues in Sport. (3) Investigate social issues connected with sport and with social functions of sport. Explore critical issues in sport related to professional ethics, rights and responsibilities. Understand how social and ethical issues influence sport and its development.

549 Comprehensive Stress Management. (3) Background study of stress; indepth study and application of stress management components. Prerequisites: An undergraduate course in some form of relaxation technique or graduate standing and permission of the instructor.

550 Professional Workshop. (1–3)

551 Biomechanics of Physical Activity. (3) The application of mechanical principles to the development of motor skills. Prerequisite: Undergraduate physics or permission of the instructor.

552 Wellness Program Development and Administration. (3) A study of organizational and administrative concepts related to the implementation and operation of wellness programs in corporate, commercial, community, clinical, and school settings.

553 Physiology of Exercise. (3) A multidimensional study of exercise physiology, including theoretical foundations and practical applications, with scientific information drawn from the related disciplines of anatomy, physiology, biochemistry, and others. Prerequisites: Undergraduate chemistry, physiology of exercise or permission of the instructor.

554 Exercise Stress Testing and Electrocardiogram Evaluation. (3) A study of the administration and interpretation of graded exercise treadmill tests with 12-lead electrocardiography, with application to exercise prescription for normal and diseased populations. Prerequisite: KIN 553.

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.


557 Adapted Physical Education. (2) An overview of exceptionality with reference to special problems in programming and the initiation and conduct of programs for the disabled in physical education and sport with special attention to federal legislation.

558 Organizational Theory in Sport. (3) A comprehensive study focusing on organizational behavior and processes relating to amateur, interscholastic, intercollegiate, and professional sports.

559 Sport Psychology. (3) A survey of the theories and research related to sport psychology. Includes the study of individual differences, motivation, and social influence processes in sport, exercise, and physical education settings.

560 Internship in Sport Management. (4–6) Supervised experiences in the various aspects of sport management involving secondary or college athletic directors, or professional sports organizations. Prerequisites: Completion of 27 hours of coursework, including the sport management program core courses, and permission of the instructor.

561 Public and Media Relations in Sport. (3) A comprehensive study of principles, concepts, and problems for managing public and media relations in sport organizations.

562 Internship in Kinesiology. (4–6) Designed to provide an internship-based experience for the student desiring an emphasis in kinesiology. The internship is to be tailored to the student’s potential professional interests. Prerequisites: Completion of 27 hours of coursework, including core courses and undergraduate deficiencies, and permission of the instructor.

563 Physical Activity and the Older Adult. (3) A study of the benefits of physical activity on the psychological, physiological, and sociological well-being of the older adult. Programs will be presented that will introduce physical activities that can be modified for various functional levels.

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.

565 Computer Applications in Kinesiology. (3) Application of microcomputers in kinesiology, including applications in exercise physiology, sport management, coaching, and teaching physical education. Prerequisite: Introductory microcomputer course or permission of the instructor.

566 Cardiorespiratory Physiology. (3) A study of cardiovascular and cardiorespiratory physiology and their relationship to disease and disease prevention. Identification of the various risk factors and strategies for disease intervention. This course is designed to prepare students for certification with the American College of Sports Medicine at the level of exercise test technologist or exercise specialist. Prerequisites: Anatomy and Physiology, undergraduate Physiology of Exercise.

567 Assessment and Evaluation Techniques of the Disabled. (2) A course designed for specific assessment, screening, and evaluation techniques in relation to specific disabilities and within the context of P.L. 94-142.

569 Applied Sport Psychology. (3) Examines the application and effectiveness of sport psychology interventions for enhancing performance in sport, exercise, and physical education settings. Prerequisite: KIN 559 or permission of the instructor.

570 Mastery in Teaching Physical Education. (3) Current issues and trends in physical education will be
investigated to keep professionals in the field updated. Theoretical constructs will be integrated with field-based applications in physical education teacher education. Assessment of student learning will be critically examined. Prerequisite: KIN 539, KIN 542, or permission of the instructor.

571 The Development of Expert Performance. (3) An examination of theoretical and applied research on the factors that contribute to acquisition of expert performance in the psychomotor, cognitive, and creative domains. Prerequisite: KIN 512.

573 Laboratory Applications in Exercise Physiology. (3) Students will (1) learn techniques for operating various types of laboratory equipment; (2) utilize these skills to conduct small-scale lab experiments addressing areas such as muscular strength, body composition, and cardiorespiratory/metabolic responses to exercise; (3) interpret laboratory results in relation to relevant scientific literature. Prerequisite: KIN 553.

577 Sports for the Disabled. (2) A course designed to acquaint the student with the type of sports currently available to the disabled, their relationship to able-bodied sports, modifications to existing rules and facilities, coaching considerations, classification systems, and major sports medicine considerations.

579 Research and Professional Issues in Sport Psychology. (1) A survey of current research and professional issues in sport and exercise psychology. Prerequisites: Concurrent enrollment in or previous completion of KIN 559, or permission of the instructor.

587 Methods of Teaching Adapted Physical Education. (3) A course specifically designed to acquaint the student with teaching techniques for service delivery of physical education to students with disabilities as prescribed by both federal and state law, and that of the adapted physical education national standards.

589 Sport Psychology Intervention Techniques. (1, repeatable to 3) Supervised experience in the organization, administration, and evaluation of applied sport psychology programs. Consideration of professional issues in educational sport psychology including ethics and marketing. Features role-play, case study, videotaping, and supervised interventions. Prerequisites: KIN 559, KIN 579, and concurrent enrollment in or completion of KIN 569.

598 Independent Study in Kinesiology. (1–3, repeatable to 6) An investigation of independent projects/directed readings related to the student’s area of study. Prerequisites: Permission of the Graduate Coordinator and completion of 15 hours of graduate work.

599 Research in Kinesiology. (1–3) Independent research study of an approved problem. Prerequisites: Permission of the Graduate Coordinator and completion of 15 hours of graduate work.

600 Seminar in Kinesiology. (1–3, repeatable to 6) Course content in response to needs and approved programs of graduate students. Utilization of specialists, consultants, and visiting professors.

601 Thesis. (4) Graded S/U.

602 Comprehensive Examination. (0) The student will complete a written comprehensive examination covering the content of courses which comprise his/her program of study. The departmental examination will be administered in the fall and spring semesters and may be taken a maximum of three times. Graded S/U. Prerequisites: Student must have completed a minimum of 27 hours of course work; approval of the Department Graduate Coordinator.
Theatre

Chairperson: David E. Patrick
Graduate Committee Chairperson and Coordinator: egla Hassan
Office: Browne Hall 101
Telephone: (309) 298-1543
E-mail: theatre@wiu.edu
Website: wiu.edu/theatre/
Location of Program Offering: Macomb

Graduate Faculty

Professors
Raymond Gabica, M.F.A., Michigan State
egla Hassan, M.F.A., Western Illinois University
Bill Kincaid, M.F.A., Southern Illinois University-Carbondale
Tim Kupka, M.F.A., University of Iowa
David E. Patrick, M.F.A., Ohio State University
Jeannie M. Woods, Ph.D., City University of New York

Associate Professors
Carolyn Blackinton, M.F.A., Florida State University
D. C. Wright, M.F.A., Boston University

Associate Graduate Faculty

Associate Professor
Jason Conner, M.F.A., Western Illinois University

Instructor
Sharon Nott, M.A., Western Illinois University

Program Description

The Department of Theatre and Dance 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 and for the Regional Touring Theatre Company.

Admission Requirements

Students applying for admission to the graduate program are expected to: a) meet the requirements of the School of Graduate Studies, and b) either audition for or be interviewed by a committee of faculty members from the Department of Theatre and Dance. 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.
Theatre

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 s.h.

A. Acting
THEA 472G Auditions (2)
THEA 481G Rehearsal Techniques (3)
THEA 537 Professional Semester (9)
THEA 545 Movement Lab: Warm Up (1)
THEA 546 Physical Characterization (2)
THEA 547 Advanced Movement I (2)
THEA 548 Advanced Movement II (1)
THEA 565 Advanced Voice Techniques I (2)
THEA 566 Advanced Voice Techniques II (1)
THEA 567 Advanced Voice Techniques III (1)
THEA 568 Advanced Voice Techniques IV (2)
THEA 576 Problems in Acting: Contemporary Texts (2)
THEA 577 Problems in Acting: Period Texts (2)
THEA 578 Problems in Acting: Comedy Texts (2)
THEA 579 Professional Summer Semester (9)
THEA 580 Theories of Acting and Directing (3)
THEA 587 Problems in Acting/Directing: The Score (3)
THEA 590 Analysis (3)
THEA 601 MFA Comprehensive Examination (0)
THEA 602 MFA Acting Project (4)
Departmental Electives (8)

B. Design
THEA 451G Décor (4)
THEA 534 Graduate Technical Theatre Practicum and THEA 550 Design for the Theatre (combination of 36)
THEA 540 Visual Concepts for the Stage (3)
THEA 579 Professional Summer Semester (12)
THEA 590 Analysis (3)
THEA 601 MFA Comprehensive Examination (0)
THEA 602 MFA Project (4)

C. Directing
THEA 451G Décor (4)
THEA 481G Rehearsal Techniques (3)
THEA 482G Independent Projects in Directing (3)
THEA 537 Professional Semester (9)
THEA 540 Visual Concepts for the Stage (3)
THEA 545 Movement Lab: Warm Up (1)
THEA 565 Advanced Voice Techniques I (2)
THEA 567 Advanced Voice Techniques III (1)
Theatre

THEA 576 Problems in Acting: Contemporary Texts (2)
Or
THEA 577 Problems in Acting: Period Texts (2)
Or
THEA 578 Problems in Acting: Comedy Texts (2)
THEA 579 Professional Summer Semester (9)
THEA 580 Theories of Acting and Directing (3)
THEA 582 Pre-Candidacy Directing Practicum (6)
THEA 585 Directing Seminar (3)
THEA 587 Problems in Acting/Directing: The Score (3)
THEA 590 Analysis (3)
THEA 600 Research and Projects in Theatre (3)
THEA 601 MFA Comprehensive Examination (0)
THEA 602 MFA Project (4)

TOTAL PROGRAM ............................................................................................................ 62 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 Examination

All students in theatre must pass a written examination prior to receiving the MFA. Procedures for taking the exam are contained in the Department of Theatre and Dance Graduate Handbook.

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 Department of Theatre and Dance Graduate Handbook.
Course Descriptions

409G Playwriting I. (2) Designed to instruct in the basic principles of the art of playwriting: objectives, development of obstacles and incidents, characterization, and climax.

419G Playwriting II. (2) A 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 409G or permission of the instructor.

411G Decor. (4) Survey of architectural elements, furnishings, decorative motifs useful to theatre designers: Prehistoric through Modern including Far Eastern styles.

456G Scene Painting. (2) Introduction to painting for the stage with an emphasis on materials, texturing techniques, and three-dimensional effects. Lab fee required.

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.

472G Auditions. (2) Designed to prepare the advanced acting student in the techniques, opportunities, and procedures of auditioning, interviewing, and constructing resumes for advanced training or career placement. Prerequisite: Permission of the adviser.

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: Permission of the adviser.

474G Stage Combat: Armed. (4, repeatable to 12) Designed to teach safe, effective techniques for various weapons. Weapons could include broadsword, sword and shield, quarterstaff, rapier and dagger. Emphasis on acting the story and safety. Prerequisite: Permission of adviser.

476G Advanced Techniques of Musical Theatre. (3) Continuation of THEA 471G. Further development of singing and acting abilities, enabling the student to fuse their talents and perform with greater success in the genre of musical theatre. Prerequisites: At least two acting classes and voice instruction.

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 547 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.

482G Independent Projects in Directing. (3) Supervised projects in directing for advanced students. Prerequisite: Permission of the instructor.

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: Permission of the instructor.

496G Experiments and Topics in Theatre. (1–3, repeatable to 6) Investigation and exploration of special projects or experiments which will immerse students in a specific topic, technique, or concept.

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: Permission of instructor.

534 Graduate Technical Theatre Practicum. (2–4, repeatable to 9) Individual design and/or technical production activities at an advanced level under faculty supervision.

537 Professional Semester. (1–9 hours, repeatable to 18) Designed to give graduate students the opportunity to further develop their skills.

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.

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. (2) 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. (2) 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.

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.

565 Advanced Voice Techniques I. (2) Training and experience in techniques used for an effective voice in performance. Exploration of the anatomical aspects of voice to gain kinesthetic control and awareness with the body. Prerequisite: 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. (1) 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
Theatre

stage speech. Prerequisite: Graduate standing in acting or directing, or permission of the instructor.

568 Advanced Voice Techniques IV. (2) 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.

576 Problems in Acting: Contemporary Texts. (2) Designed to explore the specific problems the actor encounters with modern and contemporary scripts. Extensive work with improvisations, scenes, and monologues from American and British playwrights. Prerequisite: THEA 567 or permission of the instructor.

577 Problems in Acting: Period Texts. (2) Designed to explore the special problems the actor encounters with scripts from various historical periods. Extensive scene study with emphasis on Shakespeare and other verse texts. Prerequisite: THEA 567 or permission of the instructor.

578 Problems in Acting: Comedy Texts. (2) Designed to explore the special problems the actor encounters with modern and historical comedic scripts. Extensive work in improvisation, structured scenarios, and scene study. Prerequisite: THEA 567 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 adviser in the pre-production work and rehearsals for a production that will be mounted in the studio.

585 Directing Seminar. (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 Problems in Acting/Directing: The Score. (3) The technique and practice of scoring playscripts for actors and directors. Format will include theory, vocabulary and practical application.

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 Department Chairperson.

601 MFA Comprehensive Examination. (0) The student will complete a written exam consisting of selected essay questions, covering the plays listed on the MFA Examination Reading List. The exam will be offered once each term, including summer. The student must attempt the exam by the second semester of the first year of enrollment in the program and the exam may be repeated until a grade of S is achieved. Graded S/U. Prerequisites: THEA 590 and permission of the Theatre Graduate Committee Chair or Department Chair.

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 adviser.
Integrated Baccalaureate and Master’s Degree Programs
Integrated Baccalaureate and Master’s Degree Programs

Western Illinois University offers integrated baccalaureate and master’s degree programs in Accountancy, Chemistry, Computer Science, Economics, Liberal Arts and Sciences, and Physics. These programs are administered by the respective academic department.

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 for 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

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

Academic Requirements

Students must have a minimum cumulative grade point average of 3.25 and a minimum of 3.25 grade point average in the major prior to enrolling in bridge courses.

The work required for the integrated baccalaureate and master’s degree program must be completed within six consecutive calendar years from the time of first enrollment in courses which are part of the integrated program.

Upon completion of all requirements of the baccalaureate degree, such degree will be awarded. Subsequently, after completing the requirements of the master’s degree (including the bridge courses), such degree will be awarded to the student.

Grades of A or B must be earned in courses taken with the “B” designator.

Students in this program are not eligible for assistantship positions until the baccalaureate degree has been conferred.
Accountancy

Please refer to the Accountancy graduate program section for information including departmental contact information, a list of graduate faculty members, program description, and course descriptions.

Requirements for Enrollment
Admission into the integrated program in Accountancy requires 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 six 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 ............................................................................................................ 12 s.h.
   ACCT 540 Contemporary Issues in Accounting (3)
   ACCT 551 Advanced Management Accounting/Systems (3)
   ACCT 537 Issues in International Accounting (3)
   ACCT 580 Operational Auditing (3)
II. Directed Electives ..................................................................................................... 3–9 s.h.
   ACCT 442G/B Advanced Accounting II* (3)
   ACCT 445G/B The Analysis and Use of Financial Statements* (3)
   ACCT 457G/B Fraud Examination* (3)
   ACCT 471G/B Advanced Federal Taxation* (3)
   ACCT 555 Information Systems Auditing (3)
   ACCT 620 Accounting Internship (3)
III. Research Skills ........................................................................................................ 3 s.h.
   DS 533 Applied Business Forecasting and Planning (3)
   MGT 540 Applied Business Research (3)
   MKTG 526 Applied Business Research (3)
IV. Integrative Experience ............................................................................................. 6–12 s.h.
   MGT 590 Strategic Management (3)
   Graduate-level accounting, business, or computer science courses. (A minimum of three hours must be taken outside of accounting.) (3–9)
TOTAL PROGRAM ........................................................................................................... 30 s.h.

No more than one-half of the semester hours counted for the graduate degree may be earned in courses below the 500 level.

*Bridge or “B” courses may be used at the undergraduate level to satisfy the requirements of both the Bachelor of Business in Accountancy and the Master of Accountancy degrees. If taken after the undergraduate degree has been completed, 400-level courses must have the “G” designator.
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.

Requirements for Enrollment

Admission into an integrated program in Chemistry requires a minimum of an overall GPA and a major GPA of 3.25. Applicants must submit official transcripts, three faculty letters of recommendation, and 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.

Integrated Degree Requirements

Bachelor of Science in Chemistry and Master of Science in Chemistry or Bachelor of Science in Forensic Chemistry and Master of Science in Chemistry

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) ..................... 10 s.h.
   - CHEM 401G/B Inorganic Chemistry III (4)
   - CHEM 416G/B Chemical Literature (1)
   - CHEM 442G/B Analytical Chemistry (5)
   - CHEM 463G/B Advanced Pharmacology (3)
   - One of these biochemistry courses:
     - CHEM 421G/B Biochemistry (4)
     - CHEM 422G/B Advanced Biochemistry (4)
     - CHEM 429G/B Biochemistry Topics (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) .............. 15 s.h.
   - CHEM 401G/B Inorganic Chemistry III (4)
   - CHEM 416G/B Chemical Literature (1)
   - CHEM 442G/B Analytical Chemistry (5)
   - CHEM 463G/B Advanced Pharmacology (3)
   - One of these biochemistry courses:
     - CHEM 421G/B Biochemistry (4)
     - CHEM 422G/B Advanced Biochemistry (4)
     - CHEM 429G/B Biochemistry Topics (4)

   **TOTAL PROGRAM** ................................................................................... 32 s.h.
Computer Science

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.

Requirements for Enrollment
Admission into the integrated program in Computer Science requires 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
Undergraduate students in the integrated program may choose three of the following bridge courses to satisfy the requirements of both the bachelor's and master's degrees in computer science:

I. Core Courses .................................................................................................................. 18 s.h.
   - CS 410G/B Operating Systems* (3)
   - CS 420G/B Computer Communication and Networks* (3)
   - CS 460G/B Artificial Intelligence Methods* (3)
   - CS 465G/B Computer Graphics* (3)
   - CS 470G/B Database Systems* (3)
   - CS 560 Computer Architecture (3)
   (Note: 400-level courses taken once the bridge (“B”) courses have been completed must have the “G” designation.)

II. Depth Courses (Select one class from each of two different subject areas) .... 6 s.h.
   A. Subject Area 1
      - CS 512 Advanced Operating Systems (3)
      - CS 513 Topics in Operating Systems (3)
   B. Subject Area 2
      - CS 522 Advanced Database Design and Administration (3)
      - CS 523 Topics in Database Systems (3)
   C. Subject Area 3
      - CS 548 Advanced Artificial Intelligence (3)
      - CS 549 Topics in Artificial Intelligence (3)
   D. Subject Area 4
      - CS 556 Advanced Computer Networks (3)
      - CS 557 Topics in Computer Networks (3)
   E. Subject Area 5
      - CS 561 Advanced Computer Architecture (3)
      - CS 562 Topics in Computer Architecture (3)
   F. Subject Area 6
      - CS 566 Advanced Computer Graphics (3)
      - CS 567 Topics in Computer Graphics (3)

III. Plans of study (Select one): ....................................................................................... 9 s.h.
   A. Thesis
      - CS Electives (3)
      - CS 600 Research (3)
      - CS 601 Thesis (3)
Computer Science

B. Project
  CS Electives (6)
  CS 599 Master’s Project (3)

**TOTAL PROGRAM** .............................................................................................................**33 s.h.**

*Up to 9 s.h. of bridge or “B” courses may be used at the undergraduate level to satisfy the requirements of both the Bachelor of Science in Computer Science and the Master of Science in Computer Science degrees. If taken after the undergraduate degree has been completed, 400-level courses must have the “G” designator.*
Please refer to the Economics graduate program section for information including departmental contact information, list of graduate faculty members, program description, and course descriptions.

**Requirements for Enrollment**

Admission into the integrated program in Economics requires a minimum of a cumulative GPA and a major GPA of 3.25.

**Integrated Degree Program Description**

Students in the integrated program are allowed to use nine semester hours of B-level and 500-level economics classes to satisfy either the Bachelor of Arts in Economics and the Master of Arts in Economics or the Bachelor of Business in Economics and the Master of Arts in Economics degree.

**Integrated Degree Program Requirements**

Up to nine hours of the following bridge courses may count in both the undergraduate degrees and the Master's degree in Economics: ECON 481B, ECON 500B, ECON 502B, ECON 503B, ECON 504B, ECON 506B, or ECON 507B. If taken after the undergraduate degree has been completed, those courses should not be taken with the “B” designator.

I. **Core Courses** ................................................................. 9 s.h.

- Macroeconomic Theory
  - ECON 500/500B Macroeconomic Theory and Policy (3)
  - or
  - ECON 502/502B Macroeconomic and Growth Theory (3)
- Microeconomic Theory
  - ECON 503/503B Applied Price Theory (3)
  - or
  - ECON 504/504B Price Theory (3)
- Applied Economic Techniques
  - ECON 506/506B Econometrics I (3)
  - or
  - ECON 507/507B Econometrics II (3)

II. **Select one of the following exit options:** .......................... 21 s.h.

A. Thesis
   - Electives (15)
     - ECON 600 Thesis Research (3)
     - ECON 601 Thesis (3)

B. Non-Thesis (must be completed in last semester of enrollment in program)
   - Electives (18)
     - Select one of the following (3):
       - ECON 501 Readings in Economics (1–3, repeatable to 3)
       - ECON 507/507B Econometrics II (3)
       - ECON 599 Internship (1–12, repeatable to 12)

**TOTAL PROGRAM** .......................................................... 30 s.h.
Liberal Arts and Sciences

Please refer to the Liberal Arts and Sciences graduate program section for information including departmental contact information, list of graduate faculty members, program description, and course descriptions.

Requirements for Enrollment

Admission into the integrated program in Liberal Arts and Sciences requires a minimum of an overall GPA and a major GPA of 3.25.

Integrated Degree Program Description

Students in the integrated program may use up to 9 s.h. of bridge (“B”) courses to satisfy both the Bachelor of Liberal Arts and Sciences degree and the Master of Liberal Arts and Sciences degree. A&S 495G/B may be taken as a bridge course to fulfill requirements in the integrated program.

Integrated Degree Requirements

<table>
<thead>
<tr>
<th>I. Core Courses</th>
<th>12 s.h.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area One: LAS 501/501B Tradition and Change: Focus on the History and Philosophy of the Sciences (3)</td>
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<tr>
<td>Area Two: LAS 502/502B Tradition and Change: Focus on the Social Sciences (3)</td>
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<tr>
<td>Area Three: LAS 503/503B Tradition and Change: Focus on the Humanities (3)</td>
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<tr>
<td>LAS 504 Integration Independent Study (3)</td>
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</tbody>
</table>

| II. Any College of Arts and Sciences Post-Baccalaureate Certificate and/or directed electives approved by the Director of LAS master's degree program | 15 s.h. |

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<thead>
<tr>
<th>III. Select one of the following exit options:</th>
<th>6 s.h.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Thesis</td>
<td>LAS 665 Directed Readings (3)</td>
</tr>
<tr>
<td></td>
<td>LAS 667 Thesis (3)</td>
</tr>
<tr>
<td>B. Internship</td>
<td>LAS 665 Directed Readings (3)</td>
</tr>
<tr>
<td></td>
<td>LAS 696 Internship (3)</td>
</tr>
<tr>
<td>C. Applied Project</td>
<td>LAS 665 Directed Readings (3)</td>
</tr>
<tr>
<td></td>
<td>LAS 699 Applied Project (3)</td>
</tr>
</tbody>
</table>

TOTAL PROGRAM 33 s.h.
Physics

Please refer to the Physics graduate program section for information including departmental contact information, list of graduate faculty members, program description, and course descriptions.

Requirements for Enrollment
Admission into the integrated program in Physics requires a minimum of a cumulative GPA and a major GPA of 3.25.

Integrated Degree Program Description
Students in the integrated program are allowed to use nine semester hours of B-level physics classes to satisfy both the Bachelor of Science degree and the Master of Science degree in Physics. Students may select three out of five B-level courses: PHYS 410B, 421B, 431B, 468B, and 477B. The only exit option available in the integrated program is the thesis plan.

Integrated Degree Requirements

I. Core Courses .................................................................................................................. 9 s.h.
   PHYS 510 Classical Mechanics I (3)
   PHYS 520 Electromagnetic Theory I (3)
   PHYS 530 Quantum Mechanics I (3)

II. Directed Electives (PHYS 577 not to exceed 4 s.h.) .................................................. 17 s.h.
    Must include three of the following courses:
    PHYS 410B Computational Methods (3)
    PHYS 421B Electricity and Magnetism II (3)
    PHYS 431B Introductory Quantum Mechanics II (3)
    PHYS 468B Mathematical Methods of Physics II (3)
    PHYS 477B Special Problems in Experimental and Theoretical Physics (1–4, repeatable)

III. Thesis Plan .................................................................................................................. 8 s.h.
    PHYS 571 Introduction to Thesis (1)
    PHYS 577 Special Problems in Physics (4)
    PHYS 601 Thesis/Thesis Research (3)

TOTAL PROGRAM ............................................................................................................ 34 s.h.
Post-Baccalaureate Certificate Programs

*African and African Diaspora World Studies

*Applied Mathematics

*Community Development

English
Literary Studies
Professional Writing
Teaching Writing

Environmental GIS

Health Services Administration

**Instructional Design and Technology
Distance Learning
Educational Technology Specialist
Graphics Application
Multimedia
Technology Integration in Education
Training Development

**Museum Studies

Police Executive Administration

Teaching English to Speakers of Other Languages (TESOL)

*Women’s Studies

Zoo and Aquarium Studies

*Program offered in Macomb only
**Program offered in Quad Cities only
Post-Baccalaureate Certificate Programs

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. Some certificate programs have additional admission requirements or prerequisites. Application for admission must be made on-line at wiu.edu/grad. Applicants must request the Registrar of the college or university granting their highest degree to send a statement of degree or official transcript showing the degree and date it was conferred. Verification of degree must be sent by the Registrar directly to the School of Graduate Studies. Transcripts on file in the Registrar's Office at WIU will be obtained by Graduate Office personnel.

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, 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 also 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 graduation 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.
Program Description

The graduate certificate in African and African Diaspora World Studies provides an option for students who have a particular interest in global studies, interdisciplinary and multicultural studies, and especially those who would choose courses in the discipline of African and African Diaspora World Studies to complement their graduate studies or enhance their career interest. Courses are offered in the humanities and social sciences. This program is designed to provide advanced education in content areas that will complement other graduate study or be used as a credential to indicate education in areas of cultural diversity. Students will be educated in the unique and intersecting issues of diversity that affect life in our twenty-first century global world. The program will offer opportunities to K–12 teachers requiring graduate certification in diversity education or competence in the teaching of African Americans Studies will find this program very attractive. The certificate requires 12 credit hours drawn from the courses listed below. Students must demonstrate a prior knowledge of and competence in research/Writing in the Discipline through at least a 3 credit hour upper-division course from their prior undergraduate work or a research methodology course from their current graduate work.

Requirements for Enrollment

Applicants for admission to the certificate program must hold a bachelor's degree from an institution that is accredited by the appropriate accreditation agency and be admissible to the University as a non-degree graduate student.

Certificate Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS 501</td>
<td>Africa and the African Diaspora World</td>
<td>3</td>
</tr>
<tr>
<td>AAS 502</td>
<td>Research Methodology in Africana Studies</td>
<td>3</td>
</tr>
<tr>
<td>AAS Electives</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>12 s.h.</strong></td>
</tr>
</tbody>
</table>

Course Descriptions

**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.

**444G Teaching African American Studies.** (3) A study and development of African American Studies curricula. Includes a study of the problems and procedures of teaching African American Studies, supervised study, pupils’ activities, organization and development of teaching materials.

**445G Critical Issues in the Education of African Americans.** (3) Study of African Americans’ historical and contemporary struggles for educational access, equity, and excellence. Special emphasis given to the achievement gap, standardized testing, dropout/retention rates and alternatives to the sponsored curriculum, such as Afrocentric education and culturally relevant pedagogy. Prerequisites: AAS 100 or permission of the instructor.

**456G African and Diaspora Healing Practices.** (3) Examination of the source, history and survival of indigenous African and Diaspora healing methods and concepts: midwives and herbalists to evil eyes and juju. The role of the herbs and other natural elements will be covered. Prerequisites: AAS 100 and graduate standing.

**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.

**481G Postcolonial Theory and African Literature.** (3) This course will address works of Angophone, Francophone, and Lusaphone African writers in English translations; examine the basis of postcolonial
536 Graduate Colloquium in Womanist Theory. (3) This course provides advanced explorations into the African and African American Women’s Perspectives and examines other feminine discourses pertaining to activism/contributions of Black Women in Africa, the U.S., and Europe.

570 The Anglophone Caribbean in the Era of Globalization. (3) This course studies the history, culture, politics, and economics of Anglophone Caribbean with a focus on the effects of globalization on the region.

571 (cross-listed with WS 571) Women in Anglophone Caribbean: The Jamaican Experience. (3) This course examines the influence of race, class and gender on women in the Caribbean, within a largely matrifocal society, and Caribbean women transnationally.

576 Graduate Readings in African and African Diaspora World Studies. (1–3, repeatable to 3) Readings selected in consultation with a member of the graduate faculty in African American Studies. Prerequisite: Permission of the instructor and department chairperson.
Applied Mathematics

Chairperson: Iraj Kalantari
Graduate Committee Chairperson: Dinesh Ekanayake
Office: Morgan Hall 476
Telephone: (309) 298-1054 or (309) 298-2467
E-mail: mathematics@wiu.edu
Website: wiu.edu/mathematics
Location of Program Offering: Macomb

Program Description

The post-baccalaureate certificate program in Applied Mathematics is designed for graduate level students who wish to gain expertise in a broad range of applied mathematics including applications of mathematics to industry, sciences, finance, computer science, economics, and more. The program provides preparation in applied mathematics based on sound and rooted theory, thus providing the typical student with the opportunity to pursue and find employment in the professional sector or in education, or to continue further advanced studies. The program is also the first of two steps which lead to a Master of Science degree in Mathematics.

Certificate Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 551</td>
<td>Methods of Classical Analysis</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>MATH 552</td>
<td>Scientific Computing with MATLAB</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>MATH 554</td>
<td>Methods of Symmetry in Algebra, Geometry, and Topology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>STAT 553</td>
<td>Applied Statistical Methods</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>MATH 599</td>
<td>and/or MATH 596 OR Directed electives from any department but in a single focus area as approved by the Department Graduate Committee</td>
<td>6 s.h.</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>18 s.h.</td>
</tr>
</tbody>
</table>

Course Descriptions

Mathematics

551 Methods of Classical Analysis. (3) Introduction to complex and multivariable analysis with a significant lean toward applications. Topics include sequences and series, conformal mappings, complex integration, geometry and topology of R^n, Newton’s method and Taylor polynomials, extreme values of functions of R^n, manifolds and their tangent spaces. Prerequisites: MATH 231 and MATH 311, or equivalent courses.

552 Scientific Computing with MATLAB. (3) Design, analysis, and MATLAB 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 311 and MATH 333, or equivalent courses.

554 Methods of symmetry in Algebra, Geometry, and Topology. (3) A study of symmetry in algebra, geometry, and topology with a significant lean toward applications. Topics of study include group of Euclidean transformations, symmetries of planar sets, topological classification of compact surfaces, crystallographic patterns and classification of their symmetry groups. Prerequisite: MATH 424 or permission of the instructor.

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) Prerequisite: Permission of the instructor.

Statistics

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, linear regression. Prerequisites: MATH 231 and STAT 276, or equivalent courses.
Community Development

Chairperson: Samuel K. Thompson
Graduate Committee Chairperson: Sunita George
Office: Tillman Hall 312
Telephone: (309) 298-1648
E-mail: geography@wiu.edu
Website: wiu.edu/geography
Location of Program Offering: Macomb

Program Description

The Community Development certificate program is designed to meet the needs of students desiring to work in smaller communities by integrating course work in both planning and economic development. Specialized course work in the certificate program focuses on issues related to community development in rural areas. The program culminates in a closely supervised internship experience (11 months) in the management of community development projects.

The Community Development certificate program is closely related to, and integrated with, the Master’s degree programs in Economics and Geography.

Certificate Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 460G Urban and Regional Economic Analysis</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>IIRA 501 Principles of Community Development</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ECON 535 Small Community Development</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>GEOG 549 Nonmetropolitan Planning</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>GEOG 557 Planning Implementation</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Internship (Course name and number specific to department)</td>
<td>6 s.h.</td>
</tr>
<tr>
<td>Note: Internships are a 2-semester experience</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>18 s.h.</td>
</tr>
</tbody>
</table>

Course Descriptions

**Economics**

460G Urban and Regional Economic Analysis. (3) A study of the economics literature on urban and regional economic development theories and techniques. Particular attention is paid to economic policies to stimulate employment and foster income growth. Various measurement techniques for monitoring economic development are examined. Prerequisite: ECON 232.

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**

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.
English

Chairperson: Mark Mossman  
Director of Graduate Studies in English: David Banash  
Office: Simpkins Hall 124  
Telephone: (309) 298-1103  
E-mail: D-Banash@wiu.edu  
Website: wiu.edu/english/graduate/  
Location of Program Offering: Macomb, Quad Cities

Program Description

The Department of English and Journalism offers graduate certificates in several academic areas. All combine current theoretical perspectives and up-to-date knowledge with practical applications, innovative pedagogical formats, and individualized experiences. The emphasis areas facilitate both professional and personal growth in particular specializations of English studies.

Courses may be counted towards certificates and a Master of Arts in English. Students who wish to earn a certificate and MA simultaneously must notify their faculty mentor or the Director of Graduate Studies in English so they can receive proper advising.

Students will work with a faculty supervisor to complete a 3 s.h. internship in the student’s field of choice, or a 3 s.h. capstone project (a 25-page paper or equivalent) integrating coursework and additional research. The internship or capstone project must engage material relevant to the certificate.

Certificate Requirements

English: Emphasis in Professional Writing

I. Core Courses ............................................................................................................................................. 3 s.h.
   ENG 622 Internship (3)
   Or
   ENG 657 Professional Writing (3)

II. Electives ......................................................................................................................................................... 9 s.h.
   ENG 480G Computers and Writing (3)
   ENG 481G Topics in Rhetoric and Composition (3)
   ENG 483G Professional Editing (3)
   ENG 570 History of Writing Studies (3)
   ENG 574 New Media Studies (3)
   ENG 582 Theories in Rhetoric and Composition (3)
   ENG 589 Issues in Writing Studies (3)

TOTAL ................................................................................................................................................... 12 s.h.

English: Emphasis in Teaching Writing

I. Core Courses ............................................................................................................................................. 3 s.h.
   ENG 622 Internship (3)
   Or
   ENG 658 The Teaching of Writing (3)

II. Electives ......................................................................................................................................................... 9 s.h.
   ENG 480G Computers and Writing (3)
   ENG 481G Topics in Rhetoric and Composition (3)
   ENG 484G Writing Center Tutoring (3)
   ENG 552 Pedagogical Issues in English Studies (3)
   ENG 570 History of Writing Studies (3)
   ENG 574 New Media Studies (3)
**English: Emphasis in Literary Studies**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Course</strong></td>
<td><strong>3 s.h.</strong></td>
</tr>
<tr>
<td>ENG 653 Literary Studies (3)</td>
<td></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td><strong>9 s.h.</strong></td>
</tr>
<tr>
<td>ENG 400G Topics in Literature (1–3, repeatable for different topics)</td>
<td></td>
</tr>
<tr>
<td>ENG 401G Major Authors (1–3, repeatable for different topics)</td>
<td></td>
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<tr>
<td>ENG 494G Women and Film (3)</td>
<td></td>
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<tr>
<td>ENG 530 Forms (3)</td>
<td></td>
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<tr>
<td>ENG 532 Literature and Place (3)</td>
<td></td>
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<tr>
<td>ENG 536 Critical and Theoretical Movements in Literary Studies (3)</td>
<td></td>
</tr>
<tr>
<td>ENG 540 Literary Traditions and Influences (3)</td>
<td></td>
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<tr>
<td>ENG 549 Issues in Literary Studies (3)</td>
<td></td>
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<tr>
<td>ENG 550 Film Theory (3)</td>
<td></td>
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<tr>
<td>ENG 559 Issues in Disciplinary Studies (3)</td>
<td></td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>12 s.h.</strong></td>
</tr>
</tbody>
</table>

**Course Descriptions**

**English**

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.

480G Computers and Writing. (3) Practice and study of computer-mediated communication. File management, word processing, networked communication, hypertext, and other current applications. 
Prerequisites: ENG 180 and 280.

481G Topics in Rhetoric and Composition. (3) Semester-long study of a topic in the theory, practice, pedagogy, or history of rhetoric and composition.
Writing Instruction in the Discipline (WID) course. 
Prerequisites: ENG 180 and 280.

483G Professional Editing. (3) Study of professional copy-editing techniques and practice editing manuscripts. 
Prerequisites: ENG 180 and 280, and graduate standing.

484G Writing Center Tutoring. (3) Tutoring in the WIU Writing Center; includes intensive training and work experience in the Writing Center. 
Prerequisites: ENG 180 and 280, any departmental WID course, and permission of the instructor.

494G (cross-listed with WS 494G and BS 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).

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, erocriticism, 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) 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.

559 Issues in Disciplinary Studies. (3) In-depth examination of an issue or topic relevant to English studies in relation to other disciplines such as film, philosophy, psychology, or science.

570 History of Writing Studies. (3) History of movements, periods, or approaches to writing studies.

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 Adviser.
English

582 Rhetoric and Composition. (3) Intensive study of theories of composition and rhetoric with particular emphasis on recent research in the field.

589 Issues in Writing Studies. (3) In-depth examination of an issue or topic relevant to writing studies.

622 Internship. (1–3, repeatable to 3) Supervised applied experience at a work site inside or outside the Department of English and Journalism. Graded S/U. Prerequisites: Completion of at least 15 semester hours of course work for Option I or Option II of the Master of Arts degree in English; approval of graduate adviser, departmental supervisor, and on-site supervisor.

653 Literary Studies. (3) Directed by a supervisory faculty advisor and consisting of directed readings and extensive written work in literary studies. To enroll in this course all students are required to meet with the Director of Graduate Studies in English. Prerequisites: Must have completed 6 s.h. in the graduate program. Special permission required by Supervisory Faculty Advisor, Director of Graduate Studies in English, and Department Chairperson.

657 Professional Writing. (3) Directed by a supervisory faculty advisor and consisting of directed readings and extensive work in professional writing. To enroll in this course all students are required to meet with the Director of Graduate Studies in English. Prerequisites: Must have completed 6 s.h. in the graduate program. Special permission required by Supervisory Faculty Advisor, Director of Graduate Studies in English, and Department Chairperson.

658 The Teaching of Writing. (3) Directed by a supervisory faculty advisor and consisting of directed readings and extensive written work in the teaching of writing. To enroll in the course all students are required to meet with the Director of Graduate Studies in English. Prerequisites: Must have completed 6 s.h. in the graduate program. Special permission required by Supervisory Faculty Advisor, Director of Graduate Studies in English, and Department Chairperson.
Environmental GIS

Biology Chairperson: Michael A. Romano
Biology Graduate Committee Chairperson: Timothy Spier
Coordinator of Certificate Program: Susan Romano
Biology Office: 372 Waggoner Hall
Biology Telephone: (309) 298-1546
Biology Fax Number: (309) 298-2270
Biology E-mail: biology@wiu.edu
Biology website: wiu.edu/biology

Geography Chairperson: Samuel K. Thompson
Geography Graduate Committee Chairperson: Samuel K. Thompson
Geography Office: Tillman Hall 313
Geography Telephone: (309) 298-1648
Geography E-mail: geography@wiu.edu
Geography website: wiu.edu/geography

Program Description
This interdisciplinary, skill based program is designed to provide students with an understanding of how environmental data is collected, what is being reported, and how to analyze what is reported. It provides training in basic concepts at all levels of ecology from populations to landscapes and the interaction between the physical and biotic environment. The course will focus on the applications of the geographic information system (GIS) to analyze and interpret ecological data. GIS is the leading technique used in ecosystem analysis since it provides a method of integrating the physical and topographic information in a landscape with characteristics of the biotic components of the environment. It provides a method of interpreting spatial information in relation to land use. Thus it forms a template for management and restoration decisions which increase the probability of more effective land use and success in environmental restoration efforts.

In the environmental field today there are few jobs beyond the technician level that do not require a background in GIS. Thus employees in areas of urban planning, industrial or urban facility and site development, agricultural management, resource development, environmental consulting companies, landscaping companies, state and federal agencies (for example Illinois Department of Natural Resources, Illinois Environmental Protection Agency, US Army Corps of Engineers, US Fish and Wildlife Service) all require their mid-level employees be familiar with the use and application of GIS to their particular missions. On-line programs and workshops in GIS focus on the mechanics of the use of GIS software. This program integrates training in GIS with training in the ecological techniques used to collect environmental data used interpretively by GIS. Thus students in this program will be better qualified to use ecological information and GIS technology for effective planning land use and restoration. Examples might include floodplain and mine land reclamation, wetland and drainage restoration, energy development such as wind-farms, natural disaster recovery programs in both urban and ecological preserves, and natural lands management.

Requirements for Enrollment
Students who want the certificate must meet admission requirements. Non-degree students must meet the admission requirements for the Graduate School; degree students must meet the admission requirements for their degree program. Students admitted to the program should have a degree in biology, geography or a related field.
Environmental GIS

Certificate Requirements

I. Core courses ........................................................................................................................................ 12 s.h.
   GEOG/BIOL 426G Conservation and Management of Natural Resources (3) 
   or BIOL/GEOG 459G Biogeography (3) 
   BIOL 584 Advanced Ecological Techniques (3) 
   GEOG 508 GIS and Cartographic Design (3) 
   GEOG 509 Fundamentals of GIS Analysis (3)

II. Select two courses (one from Biology and one from Geography) from the following: .................. 6 s.h.
   Biology
   BIOL 452G Biological Applications of GIS (3) 
   or BOT 451G Plant Ecology (3) 
   or ZOOL 451G Advanced Topics in Animal Ecology (3)
   Geography
   GEOG 403G Remote Sensing (3) 
   or GEOG 405G Environmental Impact Analysis (3)

TOTAL .................................................................................................................................................. 18 s.h.

Course Descriptions

Biology
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: BOT 200, ZOOL 200, GEOG 308, 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.

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
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.

Geography
403G Remote Sensing. (3) Principles of remote sensing with particular reference to interpretative applications in the earth sciences, agronomy, conservation, forestry, archaeology, and anthropology. Analysis of radar, infrared, near infrared, and visible light imagery. Laboratory. Prerequisites: GEOG 120 and 121, or GEOL 110 and 112, or a lab sequence in biology or physics; 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.

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.

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.

508 GIS and Cartographic Design. (3) An introduction to basic cartographic principles and the application of geographic information system (GIS) tools. Students will learn theory and techniques that will be applied to project(s) associated to their discipline.

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. Prerequisite: GEOG 508.

Zoology
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

Chairperson: R. Mark Kelley
Graduate Committee Chairperson: Susan Masden Moore
Office: Stipes Hall 402
Telephone: (309) 298-1076
E-mail: HealthSciences@wiu.edu
Website: wiu.edu/health
Location of Program Offering: Macomb, Quad Cities

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.
TOTAL ....................................................................................................................... 12 s.h.

Course Descriptions

Health Services Management

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 will equip future health services managers and health educators with a working knowledge of health law as it relates to the health industry. Students who have taken HSM 470 will not be eligible to receive credit for this course.

516 Introduction to Health Policy. (3) The course will equip future health services managers and health educators with a working knowledge of health policy formulation, examination and implementation as it relates to the health industry.

517 Health Services Organizational Behavior and Leadership. (3) Examines behavior and leadership of organizations specific to the health services industry, with a special emphasis on organizational theory involving development, leadership, change, and strategic planning.
Instructional Design and Technology

Chairperson: Hoyet Hemphill
Graduate Committee Chairperson: Leaunda Hemphill
Office: Horrabin Hall 47
Telephone: (309) 298-1952
E-mail: IDT@wiu.edu
Website: wiu.edu/idt
Location of Program Offering: Macomb and Internet

Program Description
The Department of Instructional Design and Technology offers certificate programs in a variety of areas. The certificate programs combine up-to-date knowledge with practical applications and individualized experiences. The aim of the certificate programs is to facilitate professional growth in technology and related abilities in problem-solving and systematic planning.

No transfer of credit is accepted into the certificate plan. Additionally, students must have access to the World Wide Web, including e-mail capability, fax facilities, and have advanced computer skills.

Courses taken while working on this certificate can be counted as elective hours toward a Master of Science Degree in Instructional Design and Technology. Students who wish to pursue this option while working on the certificate should state such intention in their program so they can receive proper advising.

Applicants for the state-approved Technology Specialist Certificate must meet the following conditions:

1. Must have completed a state-approved teacher education program and hold a teaching certificate/license.
2. Must show evidence of meeting the National Educational Technology Standards for Teachers (NETS-T) by submitting a self-assessment of competencies.

Applicants should also be aware of the following:

1. Applicants who lack basic competencies in microcomputer application software may be required to take IDT 504, or they may be required to complete a faculty approved plan of selected professional development activities.
2. Applicants to the Technology Specialist emphasis who have identified NETS-T deficiencies may be required to take IDT 504, or they may be required to complete a faculty approved plan of selected professional development activities.
3. Completion of the Technology Specialist Certificate does not automatically lead to an Illinois State Board of Education Technology Specialist (Type 10) certification. Questions concerning this certification should be directed to the IDT graduate advisor.

Certificate Requirements

Instructional Design and Technology: Distance Learning
IDT 510 Principles of Instructional Design ................................................................. 3 s.h.
IDT 515 Telecommunications and Distance Learning .............................................. 3 s.h.
IDT 516 Internet Resources for Education and Training ....................................... 3 s.h.
IDT 538 Imaging Technology .................................................................................. 3 s.h.
IDT 545 Instructional Web Development ................................................................. 3 s.h.
TOTAL ................................................................................................................. 15 s.h.
### Instructional Design and Technology

**Instructional Design and Technology: Educational Technology Specialist**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>IDT 505</td>
<td>Foundations of Instructional Technology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>IDT 510</td>
<td>Principles of Instructional Design</td>
<td>3 s.h.</td>
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<tr>
<td>IDT 517</td>
<td>Classroom Integration of the Internet and Multimedia</td>
<td>3 s.h.</td>
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<tr>
<td>IDT 529</td>
<td>Integration of Computer-Based Technology in Schools</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>IDT 534</td>
<td>Technology Issues and Professional Development for Educators</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>IDT 539</td>
<td>Hardware, Operating Systems, and Networking in the Schools</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>IDT 595</td>
<td>Technology Planning and Research</td>
<td>3 s.h.</td>
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<tr>
<td>EIS 500</td>
<td>Research Methods</td>
<td>3 s.h.</td>
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<td><strong>TOTAL</strong></td>
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<td><strong>24 s.h.</strong></td>
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**Instructional Design and Technology: Graphics Applications**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>IDT 510</td>
<td>Principles of Instructional Design</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>IDT 530</td>
<td>Graphic Applications in Training</td>
<td>3 s.h.</td>
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<tr>
<td>IDT 535</td>
<td>Photographic Applications in Training</td>
<td>3 s.h.</td>
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<tr>
<td>IDT 538</td>
<td>Imaging Technology</td>
<td>3 s.h.</td>
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<tr>
<td>IDT 540</td>
<td>Interactive Multimedia Development</td>
<td>3 s.h.</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<td><strong>15 s.h.</strong></td>
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**Instructional Design and Technology: Multimedia**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>IDT 510</td>
<td>Principles of Instructional Design</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>IDT 536</td>
<td>Video Production for Multimedia</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>IDT 538</td>
<td>Imaging Technology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>IDT 540</td>
<td>Interactive Multimedia Development</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>IDT 541</td>
<td>Advanced Interactive Multimedia</td>
<td>3 s.h.</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<td><strong>15 s.h.</strong></td>
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**Instructional Design and Technology: Technology Integration in Education**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>IDT 505</td>
<td>Foundations of Instructional Technology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>IDT 510</td>
<td>Principles of Instructional Design</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>IDT 516</td>
<td>Internet Resources for Education and Training</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>IDT 529</td>
<td>Integration of Computer-Based Technology in Schools</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>IDT 534</td>
<td>Issues in Instructional Technology</td>
<td>3 s.h.</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<td><strong>15 s.h.</strong></td>
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**Instructional Design and Technology: Training Development**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>IDT 510</td>
<td>Principles of Instructional Design</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>IDT 530</td>
<td>Graphic Applications in Training</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>IDT 540</td>
<td>Interactive Multimedia Development</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>IDT 550</td>
<td>Advanced Instructional Design</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>IDT 565</td>
<td>Management of Instructional Technology</td>
<td>3 s.h.</td>
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<tr>
<td><strong>TOTAL</strong></td>
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### Course Descriptions

**505 Foundations of Instructional Technology. (3)** *(On-line course only)* Introductory survey of the field of Instructional Technology. Upon completion students will be able to: (1) communicate about the field’s terminology, history, accomplishments and issues; (2) describe the advantages, disadvantages, characteristics, and critical attributes of various instructional media; and (3) critically evaluate the foundations in instructional technology.

**510 Principles of Instructional Design. (3)** *(On-line course only)* Develop knowledge and skills in systematic analysis of the teaching-learning process using an instructional design approach. Study and application of instructional design theories and models.

**515 Telecommunications and Distance Learning.** *(3)* *(On-line course only)* Examines a variety of telecommunication systems used for distance learning and the challenges surrounding their selection and application. Emphasis is on the effective design, development, and delivery of instructional strategies for distance learning environments. Prerequisite: IDT 505 or 510.

**516 Internet Resources for Education and Training.** *(3)* *(On-line course only)* Focuses on developing skills in utilizing electronic mail and World Wide Web browsers to locate, download, and integrate Internet resources. Opportunities for students to develop Web pages and discuss issues and challenges surrounding the use of the Internet. Prerequisite: Working knowledge of computers.
Instructional Design and Technology

517 Classroom Integration of the Internet and Multimedia. (3) Focuses on effectively integrating Internet technologies and multimedia into curricular material. Prerequisite: IDT 504, evidence of meeting the National Educational Technology Standard for Teachers, or permission of instructor/department chair.

529 Integration of Computer-Based Technology in Schools. (3) (On-line course only) Focus on the integration of technologies in the classroom. This course provides opportunities for direct application of knowledge and competencies acquired in prerequisite course work.

530 Graphics Applications in Education and Training. (3) Survey of imaging-related applications such as image editing, 3D modeling, movie editing and special effects software. Course materials cost required.

534 Issues in Instructional Technology. (3) (On-line course only) Focus on the issues in instructional technology through exploring contemporary issues in K–12 school settings.

535 Photographic Applications in Education and Training. (3) Production techniques such as still camera handling, basic darkroom skills, and color slide presentations, and the use of photographic images in microcomputer-based multimedia will be explored. Lab fee required. Course materials cost required.

536 Video Production for Multimedia. (3) Emphasizes digital video production techniques such as video camera handling, lighting techniques, special effects, and desktop video editing for use in computer-based multimedia.

538 Imaging Technology. (3) Study of imagery as a language of communication. Provides practical experiences in digital and electronic still images and nonverbal messages. Students will produce electronic images to be incorporated into educational products. Course materials cost required.

539 Hardware, Operating Systems, and Networking in the Schools. (3) Plan for, design, use, and evaluate computer hardware and software, operating systems, and networking for educational settings. Prerequisite: IDT 504 or evidence of meeting the National Education Technology Standards for Teachers, or permission of instructor/department chair.

540 Interactive Multimedia Development. (3) Basic principles of design and development of interactive instructional computer applications. Students will complete several projects utilizing a representative multimedia authoring tool and will create prototype instructional software. Course materials cost required.

541 Advanced Interactive Multimedia. (3) Advanced skills in development of media, efficient software design, and application of instructional design principles to deliver computer-based multimedia. Students will perform a series of exercises and continue development of refined multimedia products. Course materials cost required. Prerequisite: IDT 540.

545 Instructional Web Development. (3) Development of web-based instruction and the application of current commercial products for web-based course delivery. Deals with HTML authoring and adapting graphics and movies for web-based delivery. Course materials cost required. Prerequisite: IDT 515.

550 Advanced Instructional Design. (3) Design, develop, and evaluate an instructional system. Using the knowledge of instruction design, students will develop a mini-instructional system. Prerequisite: IDT 510.

565 Management of Instructional Technology. (3) Emphasis is given to project management, assessment of instructional needs, coordinating instructional design and production of instructional materials and projects, and identifying resource needs and allocation. Prerequisite: IDT 505 or 510.

595 Technology, Planning and Research. (3) Emphasis on the planning, leadership, and evaluation of technology integration in the schools. Provides students with the opportunity to apply theories and techniques of educational technology through on-site field experiences. Prerequisites: EIS 500, IDT 510, IDT 529, IDT 534, IDT 539, or permission of instructor/department chair.
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. Its aim is to provide knowledge and training in various aspects of museum work to include history, theory and practices in museum professions as well as 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 Courses .................................................................6 s.h.
   MST 500 Introduction to Museums: Purpose, Function and History (3)
   MST 502 Museum Exhibition (3)

II. Electives ...........................................................................9 s.h.
    Select from the following:
    MST 501 Museum Administration (3)
    MST 503 Collections Management (3)
    MST 515 Introduction to Museum Education (3)
    MST 599 Special Topics in Museums (1–3, repeatable)
    RPTA 424G Fund Raising and Volunteerism in Leisure Services (3)
    RPTA 448G Interpretation of Cultural and Environmental Resources (3)
    RPTA 460G Community Tourism Development (3)
    RPTA 467G Special Events (3)
    ART 485G Research in Art History (3)
    ART 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 Introduction to Museums: Purpose, Function and History. (3) This course will provide students with an overview of the purpose, function, and history of museums and their role in society. Students will be introduced to all of the disciplines within the museum and will discuss recent issues in the field.

MST 501 Museum Administration. (3) This course will provide students with an overview of museum 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.

MST 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.

MST 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.

MST 515 Introduction to Museum Education. (3) Public education is at the core of the service that museums provide. This course focuses on all aspects of the educational role of museums from the mission through an exploration of museum learning, the use of new technologies, and the development of public programs and evaluation.

MST 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.

MST 560 Practicum in Museums. (1–3, repeatable to 3) This course is designed to give supervised practical experience in museums.

MST 599 Special Topics in Museum Studies. (1–3, 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.

Recreation, Park and Tourism Administration

RPTA 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: RPTA 322 or permission of instructor.

RPTA 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.

RPTA 460G Community Tourism Development. (3) Provides essentials for successful development of a local tourism economy including organizing, planning, developing, and operation. Prerequisite: RPTA 362 or permission of the instructor.

RPTA 467G Special Event Planning and Management. (3) The application of methods and techniques to plan, implement and evaluate successful community special events. Content includes selection of event themes and coordination of set up, staff, finance, promotion, partnerships, operations and evaluation. Prerequisite: RPTA 332.

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.

ARTH 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.
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 Law Enforcement 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 and the Police

Or

LEJA 512 Ethics in Criminal Justice ........................................................................................3 s.h.

LEJA 514 Executive Management Seminar ............................................................................3 s.h.

TOTAL ................................................................................................................................18 s.h.

Course Descriptions

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 Law Enforcement Administration. (3) Focus on the law enforcement 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 permission of the instructor/Director.

504 Civil and Criminal Liability. (3) The study of law enforcement and justice 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 and the Police. (3) This course examines the nature and extent of alienation and isolation of police personnel from minority citizens they are to serve. Human relations are discussed as the basis for successful
Police Executive Administration

community relations programs with special emphasis on encounters between police officers and members of racial and ethnic minority groups, the history of police minority relations, and the difficulties and consequences of attracting and hiring minority police officers.

512 Ethics in Criminal Justice. (3) This course focuses on a variety of ethical/moral issues confronting criminal justice practitioners. Ethical choices, their consequences, and the relationships among law, morality, and ethics are discussed. Prerequisite: Permission of the instructor/chair.

514 Executive Management Seminar. (3) The Executive Management Seminar is designed to meet the needs and challenges of top level law enforcement personnel. Topics of instruction include a variety of traditional management subjects as they relate to the management of law enforcement agencies. Subjects include, but are not limited to: Future of Policing, News Media Relations, Administrative Law Update, Leadership, TQM, Negotiating Skills, Problem Employees, Performance Evaluations, Community Policing, Gang Control. Prerequisite: Prior management courses or relevant experience, permission of the instructor/Director.
Teaching English to Speakers of Other Languages (TESOL)

Chairperson: Reinhard Lindner
Graduate Committee Chairperson: Thomas J. Cody
Office: Horrabin Hall 115
Telephone: (309) 298-1183 Fax: (309) 298-2786
E-mail: LA-Turke@wiu.edu
Website: wiu.edu/eis
Location of Program Offering: Macomb, Quad Cities

Program Description

The graduate certificate in Teaching English to Speakers of Other Languages (TESOL) 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 and Interdisciplinary Studies for those students admitted into the M.S. Ed. program.

Certificate Requirements

EIS 427G Foundations of Language Minority Education ......................................................3 s.h.
EIS 435G, Cultural Studies of Second Language Learners in the Classroom ......................3 s.h.
EIS 440G, Sociolinguistics ......................................................................................................3 s.h.
EIS 457G, Methods and Materials of Teaching ESL ..............................................................3 s.h.
EIS 458G, Linguistics for the Teacher of English Language Learners..................................3 s.h.
EIS 547 TESOL Listening, Speaking & Pronunciation Methodologies.................................2 s.h.
EIS 548 Computer Assisted Language Learning for TESOL................................................1 s.h.
TOTAL ................................................................................................................................18 s.h.

Course Descriptions

Educational and Interdisciplinary Studies

427G Foundations of Education for Culturally and Linguistically Diverse Populations. (3) An introduction to the historical, philosophical, political, social, and educational issues that have contributed to policy regarding public school services for language minority populations. Clinical experience—15 hours required.

435G Cultural Studies of Second Language Learners in the Classroom. (3) The study of historical and contemporary social and cultural issues affecting selected ethnic groups, with particular emphasis on the impact of culture, learning, and schooling on second language learners in U.S. schools. Clinical experience—15 hours required.

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.

457G Methods and Materials of Teaching English Language Learners. (3) Analysis of language learning processes of bilingual children. The appropriate order for learning basic skills in two languages will be discussed and techniques of teaching English as a second language will be introduced and practiced. Clinical experience—15 hours required. A grade of C or higher must be earned for teacher certification.

458G Linguistics for the Teacher of English Language Learners. (3) The study of linguistics applied to teaching limited-English-speaking students. Includes English and non-English phonology, syntax, analysis, and application of linguistic theory. Clinical experience—20 hours required.

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: EIS 547.
Women’s Studies

Chairperson: Aimee Shouse
Office: Currens Hall 510
Telephone: (309) 298-2214
E-mail: womens-studies@wiu.edu
Website: wiu.edu/Womens-studies/
Location of Program Offering: Macomb

Program Description

The post-baccalaureate certificate in Women’s Studies is an option for students who have interests in the areas of women or feminist theory. The program provides courses that educate students to the status of women in the United States and cross-culturally, and in feminist theories and methodologies. The post-baccalaureate certificate may be used to demonstrate knowledge of diversity issues, with particular emphasis on women, for further study or for use in an occupational setting. The certificate requires 12 credit hours drawn from the courses listed below. Non-degree graduate students may pursue a graduate certificate in women’s studies, as well as those enrolled in degree programs.

Requirements for Enrollment

Students who seek the certificate must meet admission requirements. Non-degree students must meet the admission requirements for the Graduate School; degree students must meet the admission requirements for their degree program.

Certificate Requirements

I. Core Course .................................................................3 s.h.
WS 501 Seminar in Feminist Theories (3)

II. Directed Electives ..................................................3 s.h.
Select one from WS 505, 506, 508, 536, and 571 (3)

III. Electives .................................................................6 s.h.
WS 405G Women’s Spirituality (3)
WS/SOC 410G Women and Poverty (3)
WS/AAS/SOC 420G Race, Class and Gender (3)
WS/SOC 430G Sociology of Women’s Health (3)
WS/SOC 435G Women and Crime (3)
WS/BC/ENG 494G Women and Film (3)
WS 505 Seminar in Women’s Studies (3)
WS 506 Graduate Readings in Women’s Studies (1–3)
WS/ANTH/SOC 508 Women and Social Movements (3)
WS/AAS 536 Graduate Colloquium in Womanist Theory (3)
WS/AAS 571 Women in Anglophone Caribbean: The Jamaican Experience (3)
TOTAL .................................................................12 s.h.

Course Descriptions

405G Women’s Spirituality. (3) This course will examine some of the predominant themes in women’s experience from a multicultural perspective as a means of understanding how women develop their spirituality.

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.

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.

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 and graduate standing, or permission of the instructor.

536 (*cross-listed with AAS 536*) Graduate Colloquium in Womanist Theory. (3) This course provides advanced explorations into the African and African American women's perspectives and examines other feminine discourses pertaining to activism/ contributions of black women in Africa, the U.S., and Europe.

571 (*cross-listed with AAS 571*) Women in Anglophone Caribbean: The Jamaican Experience. (3) This course examines the influence of race, class, and gender on women in the Caribbean, within a largely matrifocal society, and Caribbean women transnationally.
Zoo and Aquarium Studies

Chairperson: Michael A. Romano
Graduate Committee Chairperson: Timothy Spier
Coordinator of Certificate Program: Jeannette Thomas
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Website: wiu.edu/biology
Location of Program Offering: Macomb, Quad Cities, Shedd Aquarium

Program Description
The post-baccalaureate certificate program in Zoo and Aquarium Studies provides detailed knowledge about the biology of special groups of animals often kept in captivity like dolphins, seals, primates, big cats, canids, large birds, or large reptiles; background in the basic concepts and techniques of animal training; practical management skills required for working with people, budgets, and time at zoos or aquaria; information on policies and regulations that affect the operations of zoos and aquaria; practical, hands-on experience working with animals and with the personnel at a zoo or aquarium; network of people employed at local zoos and aquaria; access to available jobs at zoos or aquaria.

Requirements for Enrollment
Applicants to the Zoo and Aquarium Studies certificate program must have an undergraduate GPA of 2.75 (on a 4.0 scale) and have a bachelor’s degree in one of the following majors: biology, zoology, ecology, environmental studies, animal science, psychology, or RPTA. Students must be able to meet the prerequisites of the courses required in the certificate program.

Certificate Requirements
I. Core Courses .................................................................................................................. 12 s.h.
   ZOOL 578 Zoo/Aquarium Practicum (3)
   ZOOL 584 Biological Studies in Zoos and Aquaria (3)
   ZOOL 553 Animal Behavior (3)
   or
   ZOOL 585 Animal Training (3)
   BIOL 583 Organizational Management in Zoos and Aquaria (3)
   or
   MST 501 Museum Administration (3)

II. Electives .................................................................................................................................. 6 s.h.
   Electives should be selected in consultation with the adviser or Department Chairperson.
   ZOOL 410G Ornithology (3)
   ZOOL 411G Entomology (3)
   ZOOL 412G Mammalogy (3)
   ZOOL 413G Herpetology (3)
   ZOOL 414G Ichthyology (3)
   ZOOL 416G Marine Mammalogy (3)
   ZOOL 430G Animal Physiology (3)
   ZOOL 451G Animal Ecology (3)
   ZOOL 452G Freshwater Biology (3)
   ZOOL 460G Parasitology (3)
   ZOOL 553 Animal Behavior (3) *if not used as a required course
   ZOOL 554 Limnology (3)
Course Descriptions

Agricultural Technology Management

458G Agricultural Construction and Confined Animal Environments. (4) Addresses principles, design, and construction of wood, metal, and concrete structures in agriculture. Study of livestock manure and water systems, and environmental control of confined livestock facilities. Prerequisite: AGTM 250 or permission of the instructor.

Animal Science

422G Applied Ruminant and Non-Ruminant Nutrition. (3) Basic chemical and physiological principles as they apply to the nutrition of ruminants and non-ruminants. Consideration of common nutrition problems, feed additives, and growth stimulants. Two hours lecture, two hours lab. Prerequisite: ANSC 222.

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, BOT 200, and ZOOL 200.

Anthropology

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. Prerequisites: ANTH 110 or permission of the instructor; graduate standing in biology.

Biology

440G Advanced Genetics. (3) Topics vary and may include molecular genetics, regulation of protein synthesis, mutagenesis, gametogenesis, and genetic control of differentiation and morphogenesis. Prerequisites: BOT 200, ZOOL 200, BIOL 330, 340, and one year of chemistry; 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.

Botany

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

Conservation

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.

Instructional Design and Technology

516 Internet Resources for Education and Training. (3) Focuses on developing skills in utilizing electronic
Zoo and Aquarium Studies

Management

500 The Management of People and Organizations. (3) This course focuses on the theories and applications of managing people and organizations including the functions of management, organization behavior, organization theory, and human resource management. Topics include decision making/problem solving, planning and organizing, motivation, leadership, organizational change, communication, conflict, teamwork, human resource planning, performance appraisal, training and development, negotiations, and reward systems.

Recreation, Park and Tourism Administration

489G Park Maintenance and Operations Management. (3) Explores procedures and problems of recreation area operation with emphasis on planning and management for maintenance efficiency. Topics include planning, scheduling, standards, cost control, vandalism, etc. Prerequisite: Permission of the instructor.

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.

Science Education

490G Environmental Science Education for Elementary Teachers. (3) Provides teachers with background information related to various environmental concepts and issues through numerous activities, including field trips. Topics include map and compass reading, forests, woodlands, ponds, wetlands, rivers, predator/prey relationships, rocks, tree identification, minerals, water quality testing, and weather.

491G Biological Science for Elementary Teachers. (3) Designed to strengthen teachers’ biological science background. Emphasis is on life science concepts from contemporary elementary curricula, stressing direct experience in laboratory activities. Topics include plant growth, development, physiology, propagation, classification, microscope work, animal activity, microscopic work, animal activity, microscopic organisms, human biology, and outdoor biology.

507 Science in the Early Childhood Classroom. (3) This course is designed around a constructivist approach to early childhood science education (preschool–grade 3). The focus of this course is on children—how they experience the world, interact with each other, pose questions and problems, and construct knowledge. Topics will include integrated and thematic curriculum representing the life, earth, physical, and environmental sciences. Current research related to the brain and children’s thinking, and curriculum models dealing with modeling, role playing, cooperative play, and the culture of the early childhood classroom will be emphasized. Alternative assessment models for the early childhood science classroom will also be examined.

562 Science Curriculum in the Elementary School. (3) An analysis of the latest curriculum innovations in elementary science education, and the application of recent discoveries in learning theory to the teaching of elementary science. Emphasis will be placed on the development of a contemporary philosophy of elementary science and its contribution to the total science program.

Zoology

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

411G Entomology. (3) Principles of entomology, including classification, general biology, and morphology. Prerequisites: BOT 200 and ZOOL 200; graduate standing in biology.

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

413G Herpetology. (3) Identification, classification, distribution, and biology of reptiles and amphibians. Prerequisites: BOT 200 and ZOOL 200; graduate standing in biology.

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

416G Marine Mammalogy. (3) Survey of marine mammals with emphasis on taxonomy, anatomy, physiology, behavior, ecology, and conservation. Laboratory includes observational study of marine mammals at the Shedd Aquarium. Prerequisites: BOT 200 and ZOOL 200; graduate standing in biology or related field.

430G Animal Physiology. (3) Primarily mammalian physiology, concerning the functions of nervous, muscular, respiratory, digestive, excretory, reproductive, and endocrine systems. Prerequisites: BOT 200, ZOOL 200 and one year of chemistry; graduate standing in biology.

451G Animal Ecology. (3) Relationships of animals in their environment. Prerequisites: BOT 200 and ZOOL 200; 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 and ZOOL 200; graduate standing in biology.

460G Parasitology. (3) The study of animal parasites. Prerequisites: BOT 200 and ZOOL 200; graduate standing in biology.

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. 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.

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 Zoo 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.
Departments Offering Courses for Graduate Credit

Some academic departments and colleges do not provide a major at the graduate level. However, these departments or colleges do offer courses for graduate credit. Permission to use these courses in a degree program must be obtained from the appropriate Departmental Graduate Committee.

Department of African American Studies
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Graduate Faculty
Associate Professor
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Alphonso Simpson, Jr., Ph.D., University of Wyoming

Associate Graduate Faculty
Associate Professors
Safoura A. Boukari, Ph.D., State University of New York at Buffalo
Laurian Bowlles, Ph.D., Temple University
Audrey P. Watkins, Ph.D., University of Illinois-Chicago

Course Descriptions

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.

444G Teaching African American Studies. (3) A study and development of African American Studies curricula K-12. Includes a study of the problems and procedures of teaching African American Studies, supervised study, pupil’s activities, organization and development of teaching materials.

445G Critical Issues in the Education of African Americans. (3) Study of African Americans’ historical and contemporary struggles for educational access, equity, and excellence. Special emphasis given to the achievement gap, standardized testing, dropout/retention rates and alternatives to the sponsored curriculum such as Afrocentric education and culturally relevant pedagogy. Prerequisites: AAS 100 or permission of the instructor.

456G African and Diaspora Healing Practices. (3) Examination of the source, history and survival of indigenous African and Diaspora healing methods and concepts: midwives and herbalists to evil eyes and juju. The role of the herbs and other natural elements will be covered. Prerequisites: AAS 100.

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.

481G Postcolonial Theory and African Literature. (3) This course will address works of Anglophone, Francophone, and Lusaphone African writers in English translations; examine the basis of postcolonial literary theory, current trends, and how it relates to the contemporary reality of twenty-first century Africa. Prerequisites: AAS 100 or AAS 281 or AAS 381.

483G African Film and Cinema. (3) Study of African film and cinema in different parts of Africa with emphasis on colonial cinema and cinema houses, and on contemporary films and home videos as elements of modern popular culture in Africa. Prerequisites: AAS 100 or AAS 380.

488G Black Speech and Language Communication. (3) Course covers historical and contemporary development and practice of Black communication behaviors. Pre-diasporan influences on Black communication styles, the role of oral communication during slavery, and issues such as the ongoing contentious debates about the use of Ebonics will be explored. Prerequisites: AAS 100.

491G Seminar in African American Studies. (1–6) Topics will vary from semester to semester, and will be announced prior to registration.

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.

501 Africa and the African Diaspora World. (3) This course examines current theoretical perspectives on the
Departments Offering Courses for Graduate Credit

African Diaspora, and explores African history, cultural survivals, and influences of Africa in the context of globalization.

502 Research Methodology in Africana Studies. (3) An advanced study of research methodologies used in Africa-centered research. This course will not only provide students with the necessary tools to critique, design and execute research projects which focus on African and African American experiences and issues, but will offer alternative ways of seeing and investigating the world from African and African Diasporan perspectives. Afrocentricity, Standpoint epistemology among other approaches as well as techniques of Oral history, Case study, Narrative, Life Story, Biographical, Historical, Ethnographic, Black feminism/womanism will be addressed.

536 Graduate Colloquium in Womanist Theory. (3) This course provides advanced explorations into the African and African American Women’s Perspectives and examines other feminine discourses pertaining to activism/contributions of Black Women in Africa, the U.S., and Europe.

School of Agriculture
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Graduate Faculty

Professors
William C. Bailey, Ph.D., University of Missouri-Columbia
Andrew J. Baker, Ph.D., University of Missouri-Columbia
John P. Carlson, Ph.D., Iowa State University
Marietta M. Loehrlein, Ph.D., The Pennsylvania State University
Winthrop B. Phippen, Ph.D., Purdue University
Danny E. Terry, Ph.D., University of Tennessee

Associate Graduate Faculty

Associate Professors
Kevin J. Bacon, Ph.D., Oklahoma State University
Mark D. Hoge, Ph.D., Michigan State University
Kenneth O. Nimrick, Ph.D., University of Illinois

Assistant Professor
Joel Gruver, Ph.D., University of North Carolina

Course Descriptions

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.

504 Agricultural Science for Teachers. (3) A course designed for K–12 teachers who wish to expand their science curriculum to include topics related to agriculture—the world's food and fiber system. Summer only. Prerequisite: Permission of the instructor.

505 Agricultural Science for Teachers II. (3) This is a follow-up course to the AGRI 504 course. This course is designed to provide a more intense discussion and immersion into agricultural issues for primary, middle, and secondary teachers. Teachers who are interested in expanding their curriculum by integrating agriculture into specific educational areas to assist in meeting state educational standards. Prerequisite: AGRI 504 and permission of the instructor.
Agricultural Economics

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.

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

455G Advanced Agricultural Marketing. (3) Options on futures, applied research methods, current events. Three hours lecture: Prerequisite: AGEC 442.

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.

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.

600 Independent Research. (1–3, repeatable to 3) Independent research and study of selected topics in agricultural economics. Prerequisites: Completion of 6 s.h. of graduate course work in agricultural economics and permission of the Department Chair.

620 Internship in Agribusiness. (1–6) This course will integrate agribusiness theories with applications to actual business practice. Students will be exposed to a variety of positions within the business firm during the semester. A faculty coordinator and an executive of the hosting firm will supervise all internships. Analytic reports of work accomplished by each student will be presented to the coordinator. Graded S/U. Prerequisite: ECON 566 or equivalent, completion of six hours of 500-level agricultural economics courses, and written approval of the Department Chairperson.

Agriculture Occupations Education

500 Program Development for Beginning Teachers in Agriculture I. (4) This course is designed to assist entry-level teachers in agriculture with teaching methodologies, classroom management techniques, and innovative instructional technologies. The implementation of this course will assist with improving and/or maintaining current state retention rates among entry-level secondary agriculture teachers in Illinois. Prerequisite: Permission of the instructor.

501 Program Development for Beginning Teachers in Agriculture II. (3) This course is designed to be a follow-up to AGED 500. It is developed to build on the foundation put forth by the AGED 500 course on teaching methodologies, classroom management, and innovative instructional technologies. It is designed for agriculture teachers that have two to five years of teaching experience. Prerequisites: Permission of the instructor and AGED 500 or comparable course.

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

458G Agricultural Construction and Confined Animal Environments. (4) Addresses principles, design, and construction of wood, metal, and concrete structures in agriculture. Study of livestock manure and water systems, and environmental control of confined livestock facilities. Prerequisite: AGTM 250 or permission of the instructor.

461G Surveying and Soil and Water Conservation Engineering. (4) Development of surveying skills using a self level, transit, total station, GPS receiver and related software. Study of principles of water and wind erosion. Design of grass waterways, terraces, and other erosion control structures. Prerequisite: AGTM 250 or permission of the instructor.

464G Agricultural Processing, Grain Drying and Materials Handling. (3) Application of engineering principles pertaining to drying, storing, and handling of agricultural products. Three hours lecture. Prerequisite: AGTM 250 or permission of the instructor.

Agronomy

479G Weed Control. (3) Identification of weeds, principles of cultural, biological, and chemical control with emphasis on characteristics of herbicides. Two hours lecture, two hours lab. Prerequisites: AGRN 176 and AGRN 373.

Animal Science

415G Beef Production and Management. (4) Consideration of commercial cow-calf, purebred, stocker, and finishing beef production systems. Integration of genetics, nutrition, and reproduction. Record keeping and business aspects. Three hours lecture, two hours lab. Prerequisites: ANSC 222 and 314.

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 222 and 314.

422G Applied Ruminant and Non-Ruminant Nutrition. (3) Basic chemical and physiological principles as they apply to the nutrition of ruminants and non-ruminants. Consideration of common nutrition problems, feed additives, and growth stimulants. Two hours lecture, two hours lab. Prerequisite: ANSC 222.

446G Physiology of Reproduction and Lactation. (3) Principles of physiology and functioning of the endocrine system in relationship to reproduction.
Departments Offering Courses for Graduate Credit

Infertility, and lactation in farm animals. Three hours lecture. Prerequisite: ANSC 112, BIOL 102 or BIOL 103.

Conservation

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.

Forestry

406G Arboriculture. (4) Detailed study of woody plants with emphasis on growth and development, planting, pruning, fertilization, maintenance, valuation, hazard assessment, pest management, diagnostics, and site vegetation management. Prerequisite: FOR 200 or 208, or permission of the instructor.

407G Urban Forest Management. (3) Management principles for urban vegetation with emphasis on plant selection and usage, tree inventories, tree ordinances, specifications manuals, Arbor Day tree programs, and tree laws. Two hours lecture; two hours lab. Prerequisite: FOR 200 or 208.

Horticulture

485G Turf Management. (3) Establishment and maintenance of turf grass for lawns, golf courses, and recreational areas including athletic fields. Two hours lecture; two hours lab. Prerequisite: AGRN 176 or HORT 180.

Department of Art

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Graduate Faculty

Professors
Janece Clough, M.F.A., University of Wisconsin
Susan Czechowski, M.F.A., Syracuse University
Charles A. Wright, M.F.A., Washington University

Associate Graduate Faculty

Professors
William Howard, B.F.A., Colorado State University
Jenny Knavel, M.F.A., University of Wisconsin
Julie Mahoney, M.F.A., Wayne State University
Kathleen Myers, M.F.A., Miami University
Tim Waldrop, M.F.A., Southern Illinois University-Edwardsville
Bruce Walters, M.F.A., University of Wisconsin

Associate Professors
Brett Eberhardt, M.F.A., Syracuse University
Keith Holz, Ph.D., Northwestern University
Damon McArthur, M.F.A., The American University

Assistant Professors
Ta-Teh Ku, Ph.D., Indiana University-Bloomington
Terry Rathje, M.F.A., University of Iowa
Departments Offering Courses for Graduate Credit

Course Descriptions

Art Education (ARTE)

438G Art in Secondary Education. (3, repeatable to 9) Reading, research, discussion, and evaluation of high school art curricula, with a focus on the needs of the students. Prerequisite: ART 339.

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.

461G Arts and Crafts for Special Education. (3) A course designed to acquaint the teacher or counselor with the theory and practice of presenting art and crafts experiences that are therapeutically and educationally applicable to the physically, mentally, and emotionally disabled.

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: Written permission of the instructor.

These courses in art history are designed to give students an opportunity for specialized study in specific areas of the history of art. Such courses may deal with a significant artist and his/her times, with a significant movement, or with significant developments in the history of art. Material covered may not be the same each time the course is offered. Instructors are assigned on the basis of their specialized knowledge, and enrollment is limited since the courses are conducted as seminars. These courses are repeatable, but with permission of the instructor to prevent duplication of coverage. Prerequisite: 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.

Art Studio (ARTS)

440G Studio Problems in Drawing. (1–3) Individual problems in drawing selected with the instructor at registration. Prerequisites: Graduate standing and permission of the instructor.

452G Studio Problems in Painting. (1–3) 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. Prerequisites: Permission of the instructor.
Departments Offering Courses for Graduate Credit

Department of Dietetics, Fashion Merchandising, and Hospitality

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Graduate Faculty

Professors
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Erskine R. Smith, Ph.D., University of Tennessee

Associate Graduate Faculty

Associate Professors
Sheryl Boston, M.S., Western Illinois University
Lorri Kanauss, M.S., Western Illinois University
Janice King, M.S., Southern Illinois University-Carbondale
Laura H. McArthur, Ph.D., University of California-Davis

Assistant Professors
Susan Creasey, M.B.A., Western Illinois University
Janet Evenson, Ph.D., University of Nebraska
Heejun Kim, Ph.D., University of Illinois-Carbondale
Carol Longley, Ph.D., Iowa State University
Mijeong Noh, Ph.D., Auburn University

Course Descriptions

450G Professional Workshops in Family and Consumer Sciences (Home Economics). (1–3)
These courses are intended to meet the needs of Family and Consumer Sciences majors and minors and others interested in the field and are offered in the following topic areas: (1) healthy cooking, (2) herbal/dietary supplements, (3) sports nutrition, and (4) weight management.
Departments Offering Courses for Graduate Credit

Department of Foreign Languages and Literatures

Chairperson: Andrew Lian
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Website: wiu.edu/languages

Associate Graduate Faculty

Associate Professor
Guadalupe M. Cabeto-Timmons, Ph.D., University of Illinois

Assistant Professors
Daniel Brown, Ph.D., University of California-Los Angeles
Marisol Garrido, Ph.D., University of Illinois

Course Descriptions

401G Modern Spanish Syntax I. (3) A systematic study of the morphological and syntactical elements of Spanish with practice in application. Prerequisite: SPAN 326 or equivalent.

402G Modern Spanish Syntax II. (3) Continued systematic study of the morphological and syntactical elements of Spanish with practice in application. Prerequisites: SPAN 326 or equivalent.


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.

409G Foreign Language Methods. (3) An exploration of current foreign language teaching methodologies and techniques through assigned readings, discussion, and practical application such as microteaching. Prerequisite: Permission of the instructor.

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.

450G Foreign Language Workshop. (1–6) Recommended for teachers. Usually offered once or twice per summer. Topics vary: advanced language study; methodology update; proficiency measurement techniques; computer-assisted instruction. Graded S/U.

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.

456G Masterpieces of Spanish American Literature. (3) Selected works of prose, poetry, and drama from the colonial period to the present. Prerequisite: SPAN 327 or equivalent.

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

460G Professional Readings in Spanish. (1, repeatable to 3 for different topics) Independent readings in selected professional areas including accounting, criminology, international relations, law, marketing, medical services, political science, social work, sociology, tourism. Prerequisites: SPAN 326 or equivalent.

492G Individual Studies in Spanish. (1–5, repeatable to 5) Prerequisites: Advanced standing and permission of the Department Chairperson.
Departments Offering Courses for Graduate Credit

Department of Geology
Chairperson: P. L. Calengas
Office: Tillman Hall 115
Telephone: (309) 298-1151
E-mail: geology@wiu.edu
Website: wiu.edu/geology

Graduate Faculty
Professors
P. L. Calengas, Ph.D., Indiana University

Associate Graduate Faculty
Professors
Kyle Mayborn, Ph.D., University of California-Davis
Leslie Melim, Ph.D., Southern Methodist University

Associate Professor
Steven Bennett, Ph.D., Indiana University

Course Descriptions
420G Geomorphology. (3) Advanced study of the landscape involving processes, geologic structure, and time. Map and air photo interpretation. Laboratory and field trips. Two hours lecture, two hours lab. Prerequisite: GEOL 110 or GEOG 121.
450G Professional Workshop. (1–3)

Department of Philosophy and Religious Studies
Chairperson: John K. Simmons
Office: Morgan Hall 456
Telephone: (309) 298-1057
E-mail: PRS@wiu.edu
Website: wiu.edu/philosophy or wiu.edu/religiousstudies

Graduate Faculty
Professors
Susan Martinelli-Fernandez, Ph.D., University of Chicago
John K. Simmons, Ph.D., University of California-Santa Barbara

Associate Graduate Faculty
Professor
David Haugen, Ph.D., University of Washington
Gordon Pettit, Ph.D., University of Notre Dame

Associate Professors
Amy Carr, Ph.D., University of Chicago
Christopher A. Pynes, Ph.D., Florida State University
Departments Offering Courses for Graduate Credit

Assistant Professors
Sarah Haynes, Ph.D., University of Calgary
Betsy Perabo, Ph.D., Yale University
Brian Powell, Ph.D., University of Virginia

Course Descriptions

Philosophy

410G Business Ethics. (3) An introduction to ethical theory and its application to the assumptions and consequences of modern business practices. Prerequisite: any lower-division 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

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. Prerequisite: Permission of the instructor.

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.

Department of Women’s Studies

Chairperson: Aimee Shouse
Office: Currens Hall 510
Telephone: (309) 298-2214
E-mail: AD-Shouse@wiu.edu
Website: wiu.edu/Womens-studies/

Graduate Faculty

Professor
Lori Baker-Sperry, Ph.D., Purdue University
Aimee Shouse, Ph.D., Vanderbilt University
C. S’thembile West, Ph.D., Temple University

Associate Graduate Faculty

Assistant Professor
Holly Stovall, Ph.D., CUNY Graduate School and University Center

Course Descriptions

405G Women’s Spirituality. (3) This course will examine some of the predominant themes in women’s experience from a multicultural perspective as a means of understanding how women develop their spirituality.

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 100, 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.

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.

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.

502 Advanced Feminist Research Methods. (3) This course explores feminist epistemology through the formation of particular methods and modes of analysis.
Students will review the ways that feminist research is conducted, will be provided with examples of how classic methods have been infused with a feminist understanding, and will examine the ways that feminist theories of research have shaped existing methods within feminist work and elsewhere. **Prerequisites:** Permission of the instructor.

### 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.

### 536 (cross-listed with AAS 536) Graduate Colloquium in Womanist Theory. (3)
This course provides advanced explorations into the African and African American women's perspectives and examines other feminine discourses pertaining to activism/contributions of black women in Africa, the U.S., and Europe.

### 571 (cross-listed with AAS 571) Women in Anglophone Caribbean: The Jamaican Experience. (3)
This course examines the influence of race, class, and gender on women in the Caribbean, within a largely matrifocal society, and Caribbean women transnationally.
Departments Offering Courses for Graduate Credit

Illinois Institute for Rural Affairs
Director: Christopher Merrett
Office: Stipes Hall 518
Telephone: (309) 298-2237
Fax: (309) 298-2142

Course Description
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.

Institute for Environmental Studies
Director: Roger Viadero
Office: 301 Tillman Hall
Telephone: (309) 298-1632

Course Description
Environmental Studies (ENVR)
401G Colloquium on Environmental Studies. (3) The capstone course in the Environmental Studies minor. Variable topics on such issues as population growth, terrestrial resources, environmental ethics, global warming, politics and economics of environment, environmental regulations, agriculture-world food resources will be examined. Students will complete a research project.
Index

Academic Appeal, Right of .................................................40
Academic Calendar .............................................................. 265
Academic Colleges ................................................................. 11
Academic Guidelines and Policies ...........................................34
Academic Integrity Policy ........................................................ 34
Academic Requirements and Satisfactory Progress .......................34
Accountancy ........................................................................56, 215
Accreditation .......................................................................... 9
Acting ....................................................................................... 208
Administrative Organization .................................................... 10
Admission .................................................................................. 28
Admission Requirements, Departmental .....................................266
African and African Diaspora World Studies Certificate Program ...226
African American Studies .........................................................250
Agriculture .............................................................................. 251
Alumni Association ...................................................................20
Application for Graduation ..........................................................35
Applied Mathematics Certificate Program ....................................228
Art .......................................................................................... 253
Athletics .................................................................................... 20
Auditing Courses ......................................................................34
Billing System ...........................................................................47
Biology ..................................................................................... 60
Botany ....................................................................................... 63
Bridge Courses for Integrated Degree Credit .................................42
Business Administration ..........................................................66
Business Law ............................................................................. 69
Campus and Facilities ..................................................................14
Campus Maps ...........................................................................268
Campus Recreation ................................................................. 20
Career Services .........................................................................21
Catalog Use ...............................................................................35
Change of Grade .......................................................................35
Chemistry ..................................................................................73, 216
Clinical/Community Mental Health .............................................183
College of Education and Human Services .................................259
College Student Personnel .........................................................77
Commencement .........................................................................35
Communication ..........................................................................80
Communication Sciences and Disorders .....................................83
Community Development Certificate Program ..............................229
Computer Science ...................................................................... 87, 217
Computer Support Services ....................................................... 25
Counseling ...................................................................................91
Counseling Center .......................................................................21
Counseling Services .....................................................................21
Cultural Programs .......................................................................22
Curriculum and Instruction ............................................................116
Decision Sciences ....................................................................... 69
Degree Candidacy ...................................................................... 34
Degree Plans ............................................................................... 34
Design, Theatre .........................................................................209
Dietetics, Fashion Merchandising, and Hospitality .........................255
Directing ..................................................................................209
Disability Resource Center ..........................................................22
Doctoral Degree .........................................................................109
Early Childhood Education ........................................................116
Economics ..................................................................................96, 219
Education (See Counseling, Educational and Interdisciplinary Studies, Educational Leadership, Elementary Education, Reading, Special Education)
Education Specialist Degree .....................................................108
Educational and Interdisciplinary Studies ......................................101
Educational Leadership .............................................................. 107
Elementary Education ...............................................................115
English ..................................................................................... 119, 230
English as a Second Language .................................................. 25
Environmental GIS Certificate Program ..................................... 233
Environmental Studies, Institute for .............................................260
Equal Opportunity and Access ................................................... 10
Family Educational Rights and Privacy Act .....................................38
Fee Schedule ............................................................................. 46
Final Examinations ..................................................................... 37
Finance .......................................................................................69
Financial Assistance .................................................................... 49
Flow Chart for Degree-Seeking Students ......................................264
Foreign Languages and Literatures ........................................... 256
Foundation and Development .................................................. 24
Full-Time Student ..................................................................... 37
Geography .................................................................................. 123
Geology ..................................................................................... 257
Go West Transit ......................................................................... 22
Graduate (See Counseling, Educational and Interdisciplinary Studies, Educational Leadership, Elementary Education, Reading, Special Education, Graduate Council, Graduate Student Cost Guarantee, Graduate Student Research and Professional Development Fund, Health Sciences, Health Insurance, Health Services Administration Certificate Program, History, Housing)
Graduate Courses for Undergraduate Credit .................................42
Graduate Level Courses, Undergraduate Credit ..............................42
Graduate Management Admissions Test ........................................32
Graduate Record Examination ...................................................32
Graduate Student Cost Guarantee ............................................. 46
Graduate Student Research and Professional Development Fund ....51
Health Sciences .........................................................................127
Health Insurance ....................................................................... 47
Health Services Administration Certificate Program .....................235
History .......................................................................................132
Housing ....................................................................................... 14

262
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Resource Management</td>
<td>70</td>
</tr>
<tr>
<td>Human Subjects, Research</td>
<td>40</td>
</tr>
<tr>
<td>Illinois Institute for Rural Affairs</td>
<td>260</td>
</tr>
<tr>
<td>Immunization Policy</td>
<td>32, 37</td>
</tr>
<tr>
<td>Incomplete Grade Policy</td>
<td>37</td>
</tr>
<tr>
<td>Information Systems</td>
<td>70</td>
</tr>
<tr>
<td>Instructional Design and Technology</td>
<td>137</td>
</tr>
<tr>
<td>Instructional Design and Technology—Certificate Programs</td>
<td>236</td>
</tr>
<tr>
<td>Integrated Bachelor's/Master's Degree Programs</td>
<td>30, 38, 214</td>
</tr>
<tr>
<td>International Admissions</td>
<td>30</td>
</tr>
<tr>
<td>International Education</td>
<td>22</td>
</tr>
<tr>
<td>Journalism</td>
<td>122</td>
</tr>
<tr>
<td>Kinesiology</td>
<td>143</td>
</tr>
<tr>
<td>Laboratories, Clinics, and Special Facilities</td>
<td>15</td>
</tr>
<tr>
<td>Language Arts</td>
<td>117</td>
</tr>
<tr>
<td>Law Enforcement and Justice—Administration</td>
<td>148</td>
</tr>
<tr>
<td>Liberal Arts and Sciences</td>
<td>152</td>
</tr>
<tr>
<td>Library</td>
<td>15</td>
</tr>
<tr>
<td>Literature and Language Arts</td>
<td>117</td>
</tr>
<tr>
<td>Loans</td>
<td>52</td>
</tr>
<tr>
<td>Management</td>
<td>70</td>
</tr>
<tr>
<td>Manufacturing Engineering Systems</td>
<td>155</td>
</tr>
<tr>
<td>Marketing</td>
<td>71</td>
</tr>
<tr>
<td>Mathematics</td>
<td>159</td>
</tr>
<tr>
<td>Medical Services</td>
<td>25</td>
</tr>
<tr>
<td>Microbiology</td>
<td>64</td>
</tr>
<tr>
<td>Minority Students, Special Opportunities</td>
<td>51</td>
</tr>
<tr>
<td>Mission, University/Graduate School</td>
<td>9</td>
</tr>
<tr>
<td>Multicultural Services</td>
<td>23</td>
</tr>
<tr>
<td>Museum Studies</td>
<td>164</td>
</tr>
<tr>
<td>Museum Studies Certificate Program</td>
<td>239</td>
</tr>
<tr>
<td>Music</td>
<td>167</td>
</tr>
<tr>
<td>Nondegree Students</td>
<td>29</td>
</tr>
<tr>
<td>Officers of the University</td>
<td>12</td>
</tr>
<tr>
<td>Operations Management</td>
<td>72</td>
</tr>
<tr>
<td>Oral English Proficiency Appeal</td>
<td>39</td>
</tr>
<tr>
<td>Oral Exams, Final</td>
<td>37</td>
</tr>
<tr>
<td>Parking</td>
<td>23</td>
</tr>
<tr>
<td>Part-Time Employment</td>
<td>52</td>
</tr>
<tr>
<td>Part-Time Student</td>
<td>37</td>
</tr>
<tr>
<td>Pass/Fail</td>
<td>34</td>
</tr>
<tr>
<td>Petitions</td>
<td>35</td>
</tr>
<tr>
<td>Philosophy and Religious Studies</td>
<td>257</td>
</tr>
<tr>
<td>Physics</td>
<td>174, 221</td>
</tr>
<tr>
<td>Police Executive Administration Certificate Program</td>
<td>241</td>
</tr>
<tr>
<td>Political Science</td>
<td>177</td>
</tr>
<tr>
<td>Post Baccalaureate Certificate Programs</td>
<td>30, 224</td>
</tr>
<tr>
<td>Prerequisites/Corequisites</td>
<td>36</td>
</tr>
<tr>
<td>Probationary Student</td>
<td>28</td>
</tr>
<tr>
<td>Programs of Study</td>
<td>54</td>
</tr>
<tr>
<td>Psychology (see also School Psychology and Clinical/Community Mental Health)</td>
<td>181</td>
</tr>
<tr>
<td>Public Safety</td>
<td>23</td>
</tr>
<tr>
<td>Quad Cities Campus—WIU</td>
<td>18</td>
</tr>
<tr>
<td>Reading</td>
<td>188</td>
</tr>
<tr>
<td>Recreation, Park, and Tourism Administration</td>
<td>191</td>
</tr>
<tr>
<td>Re-Entry Admission Procedures</td>
<td>31</td>
</tr>
<tr>
<td>Refund Policy</td>
<td>48</td>
</tr>
<tr>
<td>Registration</td>
<td>24</td>
</tr>
<tr>
<td>Repeatable Courses</td>
<td>39</td>
</tr>
<tr>
<td>Residence Halls, Room and Board</td>
<td></td>
</tr>
<tr>
<td>Rates</td>
<td>47</td>
</tr>
<tr>
<td>Residency Requirements</td>
<td>40</td>
</tr>
<tr>
<td>Retaking Failed or Passed Courses</td>
<td>40</td>
</tr>
<tr>
<td>Revalidation of Courses</td>
<td>41</td>
</tr>
<tr>
<td>Scholarships</td>
<td>52</td>
</tr>
<tr>
<td>School Psychology</td>
<td>183</td>
</tr>
<tr>
<td>Science Education</td>
<td>118</td>
</tr>
<tr>
<td>Second Baccalaureate Degree</td>
<td>31</td>
</tr>
<tr>
<td>Social Studies Education</td>
<td>118</td>
</tr>
<tr>
<td>Sociology</td>
<td>195</td>
</tr>
<tr>
<td>Special Education</td>
<td>200</td>
</tr>
<tr>
<td>Speech-Language Pathology</td>
<td>83</td>
</tr>
<tr>
<td>Sport Management</td>
<td>203</td>
</tr>
<tr>
<td>Statistics</td>
<td>163</td>
</tr>
<tr>
<td>Student Judicial Programs</td>
<td>24</td>
</tr>
<tr>
<td>Student Legal Services</td>
<td>24</td>
</tr>
<tr>
<td>Student Responsibility</td>
<td>41</td>
</tr>
<tr>
<td>Student Right-To-Know</td>
<td>10</td>
</tr>
<tr>
<td>Student Union</td>
<td>17</td>
</tr>
<tr>
<td>Supply Chain Management</td>
<td>72</td>
</tr>
<tr>
<td>Teacher Certification</td>
<td>31</td>
</tr>
<tr>
<td>Teaching English to Speakers of Other Languages (TESOL) Certificate Program</td>
<td>243</td>
</tr>
<tr>
<td>Theatre</td>
<td>208</td>
</tr>
<tr>
<td>Thesis/Dissertation Preparation</td>
<td>41</td>
</tr>
<tr>
<td>Time to Complete Degree</td>
<td>41</td>
</tr>
<tr>
<td>Transcripts, Admission</td>
<td>29</td>
</tr>
<tr>
<td>Transfer Credit</td>
<td>41</td>
</tr>
<tr>
<td>Trustees of the University</td>
<td>12</td>
</tr>
<tr>
<td>Tuition</td>
<td>46</td>
</tr>
<tr>
<td>Variable Credit Courses</td>
<td>43</td>
</tr>
<tr>
<td>Veterans Resource Center</td>
<td>52</td>
</tr>
<tr>
<td>Withdrawal Policy</td>
<td>45, 48</td>
</tr>
<tr>
<td>Women's Studies</td>
<td>258</td>
</tr>
<tr>
<td>Women's Studies Certificate Program</td>
<td>244</td>
</tr>
<tr>
<td>Writing Center</td>
<td>26</td>
</tr>
<tr>
<td>Zoo and Aquarium Studies Certificate Program</td>
<td>246</td>
</tr>
<tr>
<td>Zoology</td>
<td>64</td>
</tr>
</tbody>
</table>
Flow Chart

Flow Chart for Degree-Seeking Students

1. The student submits application to Graduate School for admission to degree program.

2. The student completes departmental admission requirements, if applicable.

3. The student receives a letter of admission from the Graduate School.
   a. If conditional admission—All conditions of admission must be met prior to filing the Graduate Degree Plan.
   b. If probationary admission—Probationary status must be removed via petition prior to filing the Graduate Degree Plan.

4. The department assigns a faculty adviser.

5. The student meets with adviser for pre-program planning and obtains specific departmental degree requirements.

6. The student files a Graduate Degree Plan at the departmental level prior to the completion of 15 semester hours of course work.

7. The student receives approval of Graduate Degree Plan from the Graduate School.

8. The student applies for graduation by the following dates: Spring Semester, March 10; Summer Session, June 10; Fall Semester, October 10.

9. The student completes course work.

10. The student completes comprehensive exams, special projects, recitals, performances, etc., if applicable.

11. The student completes thesis/dissertation, if applicable. Must be submitted by the Friday before Finals Week.

12. All course revalidations, final grades, verification of thesis completion, official transcript for transfer work are complete and in the Graduate School by the last day of the student’s final semester.
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.

**Fall Semester, 2011**

August 22, Monday ................................................................. Classes Begin
September 5, Monday ......................................................... Labor Day (University Closed)
September 6, Tuesday ............................................................... Classes Resume
November 21–23, Monday–Wednesday ............................... Thanksgiving Break (No Classes)
November 24–25, Thursday–Friday ........................................ Holiday (University Closed)
November 28, Monday .............................................................. Classes Resume
December 12–16, Monday–Friday ........................................ Final Exam Week
December 17, Saturday ............................................................. Graduate and Undergraduate Commencement

**Spring Semester, 2012**

January 16, Monday .................................................. Dr. Martin Luther King Day (University Closed)
January 17, Tuesday ................................................................. Classes Begin
February 13, Monday ............................................................. Lincoln’s Birthday (University Closed)
February 14, Tuesday ............................................................... Classes Resume
March 12–16, Monday–Friday ................................................ Spring Break (No Classes)
March 19, Monday ................................................................. Classes Resume
May 7–11, Monday–Friday ........................................................ Final Exam Week
May 11, Friday ................................................................. Graduate Commencement
May 12, Saturday ................................................................. Undergraduate Commencement
May 13, Sunday ............................................................. WIU-Quad Cities Graduate and Undergraduate Commencement

**Summer Session, 2012**

May 14, Monday ................................................................. Pre-Session Begins
May 28, Monday ................................................................. Memorial Day (No Classes/University Closed)
May 29, Tuesday ................................................................. Classes Resume
June 1, Friday ................................................................. Pre-Session Ends
June 4, Monday ................................................................. Classes Begin (Eight-Week and First Four-Week)
June 18, Monday ................................................................. Six-Week Session Begins
June 29, Friday ................................................................. First Four-Week Session Ends
July 2, Monday ................................................................. Second Four-Week Session Begins
July 4, Wednesday ........................................................... Independence Day (University Closed/No Classes)
July 5, Thursday ................................................................. Classes Resume
July 27, Friday ................................................................. All Sessions End
### Western Illinois University Application Checklist and Departmental Requirements for Graduate Students

<table>
<thead>
<tr>
<th>Program of Study</th>
<th>Cumulative GPA</th>
<th>Last 2 Yrs GPA</th>
<th>Grad School Ap</th>
<th>Transcripts</th>
<th>GRE</th>
<th>GMAT</th>
<th>References</th>
<th>Statement/Essay</th>
<th>Resume</th>
<th>Interviews</th>
<th>Audition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountancy</td>
<td>2.75</td>
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<td>Biology</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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#### Departmental Specific Requirements

- Consult grad catalog regarding GMAT (offers bachelor/master integrated program)
- Visit departmental website for required essay questions/faculty adviser
- Consult graduate catalog regarding GMAT
- (Offers bachelor/master integrated program) GRE req for teaching assistants
- Visit departmental website for additional departmental admission forms
- Scholarly writing sample of 5+ pages in length
- Visit departmental website for list of FAQs; GRE general test
- (Offers bachelor/master integrated program)
- Visit dept website for additional admission forms; GRE general test
- (Offers bachelor/master integrated program)
- Visit dept website for additional departmental admission forms
- See catalog for gpa; visit dept website for additional dept admission forms
- A valid teaching certificate
- 3.0 undergrad gpa in selected Eng courses; scholarly writing sample
- Consult graduate catalog for additional admission requirements
- Consult graduate catalog for additional admission requirements
- MAT will be accepted as an alternative to GRE general test
- (Offers bachelor/master integrated program)
- GRE general test required for those applying for assistantships
- Consult graduate catalog for additional admission requirements
- (Offers bachelor/master integrated program)
- Writing sample several pages in length (may use statement/essay)
- See online catalog for specific admission and GPA requirements
- Departmental specific reference form not required; GRE general test
### Western Illinois University Application Checklist and Departmental Requirements for Graduate Students

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<th>Cumulative GPA</th>
<th>Last 2 Yrs. GPA</th>
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<td>Rehearsal or portfolio review may be required. Visit dept website for details.</td>
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1—Western Illinois University-Quad Cities, 3561 60th Street, Moline
2—Black Hawk College, 6600 34th Avenue, Moline
3—Graduate Study Center, 639 38th Street, Rock Island
4—Western Illinois University Riverfront Campus, 3300 River Drive, Moline
5—Caxton Block Building (Engineering Program)
Notes