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.

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Museum Studies
2012-2013

Please refer to the Museum Studies graduate program section in this catalog for information including departmental contact information, list of graduate faculty members, program description, and course descriptions. Please refer to the undergraduate catalog for information regarding Recreation, Park and Tourism Administration bachelor's program.

Requirements for Enrollment

Admission into the integrated program from the Recreation, Park and Tourism Administration undergraduate major requires a minimum of an overall GPA and a major GPA of 3.25. Additionally, students will submit a personal goal statement and three letters of recommendation with the Museum Studies master's program application.

Integrated Degree Program Description

The RPTA/Museum Studies integrated degree program is an interdisciplinary curriculum designed to prepare students for careers in cultural recreation and museum work. Students in the integrated program are allowed to use nine semester hours to satisfy both the Bachelor of Science in Recreation, Park and Tourism and the Master of Arts in Museum Studies.

Integrated Degree Requirements

Students in the integrated program are allowed to use nine semester hours of B-level courses in the Museum Studies and RPTA programs. Students are required to take MST/RPTA 500B and RPTA 424G/B and may select one of the following directed electives: RPTA 448G/B, RPTA 460G/B, or RPTA 467G/B.

I. Core Course: 22 s.h.

MST 500B 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)
MST 600 Internship and Special Project (4)
MST 601 Workshops in Museum Studies (0)
MST 602 Graduate Portfolio (0)
RPTA 424G/B Fundraising and Volunteerism in Leisure Services (3)

II. Directed Electives: 12 s.h.

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 3)
MST 560 Practicum in Museums (1-3, repeatable to 3)
MST 599 Special Topics in Museum Studies (1-3, repeatable under different topics)
RPTA 448G/B Interpretation of Cultural and Environmental Resources (3)
RPTA 460G/B Community Tourism Development (3)
RPTA 467G/B Special Event Planning and Management (3)

TOTAL PROGRAM: 34 s.h.

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Museum Studies
2012-2013

Admission | Courses | Program | Requirements | Profile

Chairperson: Ann Rowson Love
Graduate Committee Chairperson: Ann Rowson Love
Office: WIU-Quad Cities Campus
Telephone: (309) 762-9481 or (309) 298-1618 **Fax:** (309) 762-6989
E-mail: A-Rowsonlove@wiu.edu
Website: wiu.edu/museumstudies
Location of Program Offering: Quad Cities/Figge Art Museum

Graduate Faculty

Faculty teaching in the 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.

Integrated Baccalaureate and Master's Degree Program

Go to wiu.edu/graduate_studies/integrated_programs/ for details and program offerings.

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, go to the post-baccalaureate certificates page.

Course Descriptions

Museum Studies (MST)

500 *(cross-listed with RPTA 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 management history, theory and practice focusing on the issues involved in managing a non-profit organization. Topics to be covered include strategic planning; ethics and governance; membership; earned income; and marketing and non-profit finance. Students will complete a finance assignment and an in-depth museum management case study. A variety of topics will be covered including the concepts of project management, team building, group problem solving, and managing change. Case studies of actual projects in museums.

502 Museum Exhibition. (3) This course will focus on the development of interpretive museum exhibitions including theory, planning, research, methodologies, design, construction and installation, and the application of new technologies.

503 Museum Collections Management. (3) This course will provide an introduction to the basic theories, methodologies, and current issues relating to archives management. Establishing collections policies; laws, regulations, conventions, and codes that bear on acquisitions, deaccessions, loans and collection care; accountability; access problems. The implementation of collections policies: establishing and managing collections; management procedures and systems; documentation of collections; records preservation; tax codes; data bases; collections access and storage; restitution and repatriation laws and controversies; handling, packing and shipping; inventory control; and responsibilities of a museum registrar.

515 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 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.

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Instructional Design and Technology
2012-2013

Gainful employment information

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 internet, including email 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 for the state Technology Specialist Certificate 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 Certificate does not automatically lead to an Illinois State Board of Education Technology Specialist (Type 10) licensure. Questions concerning this licensure 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: Educational Technology Specialist

IDT 505 Foundations of Instructional Technology: 3 s.h
IDT 510 Principles of Instructional Design: 3 s.h.
IDT 517 Classroom Integration of the Internet and Multimedia: 3 s.h.
IDT 529 Integration of Computer-Based Technology in Schools: 3 s.h.
IDT 534 Technology Issues and Professional Development for Educators: 3 s.h.
IDT 539 Hardware, Operating Systems, and Networking in the Schools: 3 s.h.
IDT 595 Technology Planning and Research: 3 s.h.
EIS 500 Research Methods: 3 s.h.

TOTAL: 24 s.h.

Instructional Design and Technology: Graphics Applications

IDT 510 Principles of Instructional Design: 3 s.h.
IDT 530 Graphic Applications in Training: 3 s.h.
IDT 535 Photographic Applications in Training: 3 s.h.
IDT 538 Imaging Technology: 3 s.h.
IDT 540 Interactive Multimedia Development: 3 s.h.

TOTAL: 15 s.h.

Instructional Design and Technology: Multimedia

IDT 510 Principles of Instructional Design: 3 s.h.
IDT 536 Video Production for Multimedia: 3 s.h.
IDT 538 Imaging Technology: 3 s.h.
IDT 540 Interactive Multimedia Development: 3 s.h.
IDT 541 Advanced Interactive Multimedia: 3 s.h.

TOTAL 15 s.h.

Instructional Design and Technology: Technology Integration in Education

IDT 505 Foundations of Instructional Technology: 3 s.h.
IDT 510 Principles of Instructional Design.: 3 s.h.
IDT 516 Internet Resources for Education and Training: 3 s.h.
IDT 529 Integration of Computer-Based Technology in Schools: 3 s.h.
IDT 534 Issues in Instructional Technology: 3 s.h.

TOTAL: 15 s.h.

Instructional Design and Technology: Training Development

IDT 510 Principles of Instructional Design: 3 s.h.
IDT 530 Graphic Applications in Training: 3 s.h.
IDT 540 Interactive Multimedia Development: 3 s.h.
IDT 550 Advanced Instructional Design: 3 s.h.
IDT 565 Management of Instructional Technology: 3 s.h.

TOTAL: 15 s.h.

Course Descriptions

Instructional Design and Technology (IDT)

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, accomplishment 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 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.*

517 Classroom Integration of the Internet and Multimedia. (3) *(On-line course only)* 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) *(On-line course only)* 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)* 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.

538 Imaging Technology. (3) *(Online course on rotating basis)* 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) *(On-line course only)* 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. (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) *(Online course on rotating basis)* 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) *(On-line course only)* 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.*

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Instructional Design and Technology

"Given my prior undergraduate experience in IDT, I knew that the quality of instruction at the graduate level would more than exceed my expectations and provide me with the necessary skills to succeed in the world of instructional technology."– Donnie Ingram, MS, 2005, Instructional Designer, St. Ambrose College

Emphases

- General
- Technology Specialist

Post-Baccalaureate Certificate

- Distance Learning
- Educational Technology Specialist
- Graphics Applications
- Multimedia
- Technology Integration in Education
- Training Development

Program Overview

The Master of Science (MS) degree in Instructional Design and Technology is designed to prepare educational technology specialists, graphic designers, instructional designers and developers, 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 such as online and weekend courses with hands-on experience. Graduates of the program will enter or continue careers in instructional design, interactive multimedia, computer-based graphics, and distance learning. The program also serves students interested in pursuing advanced graduate studies in instructional design and related areas.

Possible Careers

- instructional designer
- web-based user interface designer
- 3D modeler
- virtual learning designer
- 3D animator
- interactive multimedia designer
- learning design consultant
- e-learning strategist
- web developer
- instructional developer
- project manager
- technology specialist
- web master

Why Choose Instructional Design and Technology at WIU?

The IDT MS degree program offers the flexibility for students to tailor their own program specifically to their career goals. Also, many of the courses, including all core courses, are completely online. Weekend academy courses provide hands-on experience for the working professional.

Our Faculty

Graduate faculty members are committed to helping their students apply the principles of instructional design to develop effective instruction and training. Professors in the department have doctorates in their field. Faculty members have extensive experience in their fields and are actively involved in a

Quick View

- **Degrees Available:**
  - M.S.
- **Locations:**
  - Other
  - Quad Cities
  - Macomb
- **Required GPA:**
  - Cumulative: 2.75 or
  - Last 2 years: 3.0
- **Admission Requirements:**
  - Goals Statement
  - Transcripts
  - Three Letters of Recommendation
- **Interesting Facts:** Fall 2012
  - Currently enrolled: 75
  - International: 6
  - Minority: 13
  - Male: 35
  - Female: 40
  - Students with Assistantships: 13

Quick Links

- Instructional Design and Technology Homepage
- Brochure
  - Macomb
  - Quad Cities
  - Distance Learning
  - Tech Specialist
- Facebook
- Graduate Catalog
- Apply Online
- WIU Quad Cities Homepage

variety of professional organizations as well as publishing and presenting at the state, national, and international levels. The Illinois Association for Educational Communications and Technology and the Midwest Journal of Educational Communications and Technology are housed in the IDT department. Faculty have expertise in the following areas: multimedia development, digital graphics, digital video editing and production, 3D modeling and animation, web page and database development, computer game development, computer simulations, instructional design and development, project management, performance technology, online course development and evaluation, corporate training, P-12 technology integration in the classroom, and instructional theory and research.

Other

There are numerous job opportunities around the country and internationally. Every spring the Department hosts an Annual IDT Job Fair, which is attended by major corporations (John Deere, Cummins Engines, Blue Cross/Blue Shield, etc.) and other agencies and colleges looking to higher instructional designers and related positions. Our AECT student chapter is very active in bringing in exciting guest speakers and arranging field trips to major companies involved in instructional design, multimedia development, online training, and 3D animation.

Some of our Graduates

- **Donnie L Ingram Jr. M.S.**
  Senior Instructional Designer
  Center of Instructional Design & Technology
  St Ambrose University Davenport, IA 52803
  Office Phone: 563-333-6086
- **Dana Fellows**
  Systems Engineer at Whiteside Area Career Center
  Instructor, Computer Information Systems at Sauk Valley Community College
  http://www.linkedin.com/pub/dana-fellows/b/5b9/604
- **Jill Forti**
  Technology Facilitator at Mundelein School District
  http://www.linkedin.com/pub/jill-forti/12/29/835
- **Scott Johnson**
  Illinois Online Network Program Coordinator (Director) at University of Illinois
  http://www.linkedin.com/in/sbjhnsn
- **Jing Yu**
  Instructional Designer, Center for Application of Information Technology
  http://www.linkedin.com/pub/jing-yu/b/35b/654

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Instructional Design and Technology
2012-2013

Admission | Courses | Program | Requirements | Profile

Chairperson: Hoyet Hemphill
Graduate Committee Chairperson: Leaunda Hemphill
Office: Horrabin Hall 47
Telephone: (309) 298-1952 **Fax:** (309) 298-2978
Department E-mail: IDT@wiu.edu
Website: wiu.edu/idt
Location of Program Offering: Macomb and Internet

Graduate Faculty
Professors

- Bruce R. Harris, Ph.D., Brigham Young University
- Hoyet H. Hemphill, Ph.D., Utah State University
- Leaunda S. Hemphill, Ph.D., Utah State University
- Christopher J. Lantz, Ph.D., Southern Illinois University
- Richard A. Thurman, Ph.D., Brigham Young University

Associate Professor

- Seung-won Yoon, Ph.D., University of Illinois at Urbana-Champaign

Associate Graduate Faculty
Associate Professor

- James A. West, Ed. D., Northern Illinois University

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 also apply for an Illinois State Board of Education Technology Specialist (Type 10) licensure.

Master of Science Program

The M.S. degree is designed to prepare graphic designers; educational technologists; trainers in industry and business; technology specialists; 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, distance learning, and training. Graduates may also use their skills to integrate technology in their classrooms or school and for professional development of 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 online or 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 for the state-approved Technology Specialist Emphasis 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) licensure. Questions concerning this licensure 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, which students present to their Departmental Graduate Committee. 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 Emphasist.

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)
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: 3 s.h.

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, go to the post-baccalaureate certificate page.

Course Descriptions

Instructional Design and Technology (IDT)

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. *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. *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) *(On-line course only)* 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 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 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.*

517 Classroom Integration of the Internet and Multimedia. (3) *(On-line course only)* 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.*

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) *(On-line course only)* 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, 530, 536, or permission of instructor or department chair.*

538 Imaging Technology. (3) *(Online course on rotating basis)* 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) *(On-line course only)* 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. *Prerequisite: IDT 510 or permission of the instructor.*

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) *(Online course on rotating basis)* 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 510 or permission of the instructor.*

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) *(On-line course only)* 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 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) *(On-line course only)* 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 K12 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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EARN A MASTER'S DEGREE IN ELEMENTARY EDUCATION ONLINE!

The Master of Science in Education in Elementary Education combines the rigor of an outstanding academic program, the personal attention of departmental faculty, and the convenience of online coursework. Graduates of the program enhance their professional expertise and are poised to assume leadership roles within their schools and districts.

A Program to Meet Your Needs

Two specializations within the elementary education graduate program can be completed online: elementary curriculum and literacy education. While a common core of coursework is required in both programs, each specialization addresses different areas of the elementary and middle school curriculum.

The elementary curriculum specialization develops knowledge, skills, and instructional competencies in each of the major subject areas of the elementary curriculum (literacy, mathematics, science, and social studies).

The literacy education area of specialization develops knowledge, skills and instructional competencies in reading, literature, and language arts.

This online program does not utilize a cohort model; you are not locked into a specific sequence of coursework to remain in the program.

There are no prerequisites in the program, except for the coursework that must be completed prior to enrolling in the capstone course.

You will complete a capstone project that addresses student learning in your classroom.

No campus attendance or residency is required.

Courses are taught by full-time faculty who are available to provide individual assistance.

*Please note that this program does not lead to certification in elementary education or an endorsement in reading, language arts, or any other content area.

Transform Your Teaching and Student Learning

This program is designed to increase your ability to:

- Understand and accommodate the wide range of student diversity in today's classrooms
- Implement research based teaching strategies
- Use varied approaches to differentiate instruction
- Use knowledge of the content you teach to strengthen instruction
- Implement varied and useful assessments
- Use a range of assessment data to guide instruction and enhance student learning
- Document your effects on student learning

Admission Requirements

- Bachelor's degree from an institution accredited by a U.S. Department of Education regional institutional accrediting agency
- U.S. teaching certificate
- Cumulative grade point average of at least 2.75 (based on all hours attempted at all institutions attended) for undergraduate work or a 3.0 or higher for the last two years of undergraduate coursework
- Graduate application

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CURRICULUM AND INSTRUCTION

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Elementary Curriculum Area of Specialization

Core Requirements (12 s.h.)

EIS 500	Methods of Research (3 s.h.)
C&I 574	Assessment and Differentiation of Instruction (3 s.h.)
ELED 566	Recent Trends and Research in Elementary Education (3 s.h.)
C&I 600	Graduate Seminar (capstone) (3 s.h.)

Area of Specialization (12 s.h.)

One literacy course

LA 578	Language Arts for Diverse Learners (3 s.h.)
RDG 569	Reading in Early Childhood (3 s.h.)
RDG 570	Teaching Reading in the Elementary School (3 s.h.)

One mathematics course

MATH 500	Teaching of Elementary Mathematics (3 s.h.)

One science course

SCED 509	Inquiry into Science Assessment in the Elementary Classroom (3 s.h.)

One social studies course

SSED 572	Social Studies Curriculum (3 s.h.)

Electives (6 s.h.)

C&I 403g	Middle Level Education (4 s.h.)
LA 578	Language Arts for Diverse Learners (3 s.h.)
LLA 525	Literature and the Reader (3 s.h.)
RDG 508	Phonics for Decoding and Spelling (3 s.h.)
RDG 569	Reading in Early Childhood (3 s.h.)
RDG 570	Teaching Reading in the Elementary School (3 s.h.)
RDG 580	Reading for the Content Areas (3 s.h.)
RDG 584	Vocabulary Development K-12 (3 s.h.)
RDG 586	Language Development and Reading (3 s.h.)
SPED 551	Characteristics of Learners with Disabilities (3 s.h.)

Total: 30 s.h.

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Literacy Education Area of Specialization

Core Requirements (12 s.h.)

EIS 500	Methods of Research (3 s.h.)
C&I 574	Assessment and Differentiation of Instruction (3 s.h.)
ELED 566	Recent Trends and Research in Elementary Education (3 s.h.)
C&I 600	Graduate Seminar (capstone) (3 s.h.)

Area of Specialization (12 s.h.)

One foundational reading course

RDG 569	Reading in Early Childhood (3 s.h.)
RDG 570	Teaching Reading in the Elementary School (3 s.h.)

One literacy course

LA 578	Language Arts for Diverse Learners (3 s.h.)

Two additional courses with RDG, LA, or LLA prefix:

LLA 525	Literature and the Reader (3 s.h.)
RDG 508	Phonics for Decoding and Spelling (3 s.h.)
RDG 580	Reading in the Content Areas (3 s.h.)
RDG 584	Vocabulary Development K-12 (3 s.h.)
RDG 586	Language Development and Reading (3 s.h.)

Electives (6 s.h.)

C&I 403g	Middle Level Education (4 s.h.)
LA 578	Language Arts for Diverse Learners (3 s.h.)
LLA 525	Literature and the Reader (3 s.h.)
RDG 508	Phonics for Decoding and Spelling (3 s.h.)
RDG 569	Reading in Early Childhood (3 s.h.)
RDG 570	Teaching Reading in the Elementary School (3 s.h.)
RDG 580	Reading for the Content Areas(3 s.h.)
RDG 584	Vocabulary Development K-12(3 s.h.)
RDG 586	Language Development and Reading (3 s.h.)
SPED 551	Characteristics of Learners with Disabilities (3 s.h.)

Total: 30 s.h.

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Elementary Education
2012-2013

Admission | Courses | Program | Requirements | Profile

Chairperson: Cindy J. Dooley
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Location of Program Offering: Macomb, Quad Cities

Graduate Faculty
Professors

- Kathy Barclay, Ed.D., Northwestern 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
- Fred C. Isele, Ed.D., Northern Illinois University
- 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

- 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 license.

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 (C&I)

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. Developmentally appropriate curriculum and instructional methods including content area reading instruction and techniques for blending subject matter content relevant to the early adolescent are provided. A minimum grade of C is required of education majors. *Prerequisite: Fully accepted into Teacher Education Program.*

476G Parent/Community Involvement. (3) Techniques for working with and involving families/communities, 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.

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 (ECH)

474G Early Childhood Assessment. (3) Intensive investigation of informal and formal assessment strategies including basic principles of measurement and evaluation, to plan educational experiences, communicate with parents, identify children in need of specialized services, and evaluate programs for young children from birth through eight years of age. The administration of some assessment instruments is required.

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

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

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

and activities. Credit will be arranged according to the experiential background of the student. *Prerequisite: Permission of the 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 (ELED)

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 (LA)

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.

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 (LLA)

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: LLA 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: LLA 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: LLA 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 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 (SCED)

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.

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 (SSED)

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.

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.

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School of Graduate Studies
Sherman Hall 116
Macomb, IL 61455 USA
Toll Free: 1-877-WIU Grad
Phone: **309•298•1806** - Grad-Office@wiu.edu

2012-2013
UNDERGRADUATE CATALOG

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General Studies Degree

Executive Director: Dr. Richard Carter
Office: Horrabin Hall 6
Telephone: (309) 298-1929; Fax: (309) 298-2226
E-mail: BGS@wiu.edu
Website: wiu.edu/bgs

Western Illinois University offers a unique online bachelor of arts degree program designed to provide non-traditional students an opportunity to earn an undergraduate degree in a manner compatible with their educational needs and lifestyles: the Bachelor of Arts in General Studies degree. This highly individualized and flexible program recognizes that adults may have attended a variety of educational institutions and accepts transfer of passing coursework taken at other regionally accredited colleges and universities. Students may apply for academic credit through the preparation of a prior learning portfolio, which documents specific college-level knowledge gained through nonacademic pursuits that can be related to WIU courses. Students are encouraged to use the College Level Examination Program (CLEP), the Excelsior Examinations, and other testing programs. Additionally, students may use online courses or coursework offered through extension sites towards completion of their degree.

Students with baccalaureate degrees from regionally accredited colleges or universities may not be admitted to the WIU Bachelor of Arts in General Studies degree program. Firefighters who hold a bachelor's degree who would like to complete additional coursework through the Degrees at a Distance Program and attain a second bachelor's degree should contact the School of Distance Learning, International Studies and Outreach by calling (309) 298-1929 or via email at BGS@wiu.edu.

Admission Requirements

1. Applicants who have attended other colleges or universities must:
    a. have a C average for all work attempted;
    b. be in good standing at last college or university attended; and
    c. have had a scheduled high school graduation date at least five years ago; or earned an accredited associate's degree; or successfully completed 60 semester hours of coursework at a regionally accredited institution.
2. Applicants who do not meet the admission requirements identified in 1 above may be considered for admission if they:
    a. have been separated from higher education institutions for five or more years; and
    b. submit a letter of explanation to the School of Distance Learning, International Studies and Outreach explaining past academic performance and why they should be admitted to the Bachelor of Arts in General Studies degree program.

Any former WIU student admitted to the degree program under option 2 above will continue under the last transcripted academic standing status (e.g., academic probation, academic warning). Applicants who do not meet the criteria indentified in 1 and 2 above may appeal to the Bachelor of Arts in General Studies Advisory Committee for admission. **Note: Students who have been academically suspended or dismissed from WIU must be readmitted to the University before seeking admission to the Bachelor of Arts in General Studies degree program.**

Admission into the Bachelor of Arts in General Studies degree program does not guarantee admission into any other degree program at WIU.

Transfer Credit

All academic credit earned before admission to the Bachelor of Arts in General Studies degree program, regardless of when the credit was earned, may be transferred into the program provided that:

1. The college or university was regionally accredited at the time the credit was earned.
2. A grade of A, B, C, D, P, or S was earned.
3. The credit could be applied at that institution to an associate or bachelor degree program.
4. The course was not a repeated course.
5. The course was not remedial or developmental.
6. A "C" was earned for the equivalent of freshman composition.

Degrees at a Distance

The Degrees at a Distance Program (DDP) is a certificate program of 13 fire-related, upper division courses recognized by the National Fire Academy (NFA). Members of the fire service may choose to take any number of these courses to enhance their professional growth, and the NFA will award certificates for successful completion. The certificates meet the national fire service and training standards established by the U.S. Fire Administration's National Fire Academy and the Department of Homeland Security.

For fire service personnel who would like to take one or more of these courses, and at the same time work toward completing a bachelor's degree at WIU, the degree associated with the DDP is the Bachelor of Arts in General Studies. The NFA has an agreement with WIU's General Studies degree to provide undergraduate certifications in:

- *Fire Administration and Management*
- *Fire Prevention Technology*

Through completion of one of the certificates, firefighters will be able to focus their General Studies degree in a fire-related academic area and have the certificate posted on their academic transcript.

Prior Learning Portfolio Credit

A maximum of 30 credit hours for portfolio assessment may be accepted toward credit for graduation. University faculty evaluate and recommend credit for the prior learning. Upon approval of the department chair and college dean, the academic credit awarded as a result of a portfolio evaluation will be entered on the WIU transcript.

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

Degree/Graduation Requirements

All students seeking the Bachelor of Arts in General Studies degree must successfully complete the requirements listed below.

1. **General Education**: Satisfy the University General Education Curriculum Requirements—43 s.h. or the IAI Transferable General Education Core Curriculum requirements listed below—37–41 s.h.
   Courses approved as equivalent to those in the IAI Transferable General Education Core Curriculum may be used (itransfer.org). Courses available in the University General Education and College of Arts and Sciences Curriculum Requirements may also be used.
   IAI General Education Core Curriculum: 37–41 s.h.
   A. Communication: 9 s.h.
      3 courses, including a 2-course sequence in writing (6 s.h.) and 1 course (3 s.h.) in oral communication
   B. Mathematics: 3–6 s.h.
      1 to 2 courses
   C. Physical and Life Sciences: 7–8 s.h.
      2 courses, with 1 course selected from the life sciences and 1 course from the physical sciences and including at least 1 laboratory course
   D. Humanities and Fine Arts: 9 s.h.
      3 courses, with at least 1 course selected from humanities and at least 1 course from the fine arts
   E. Social and Behavioral Sciences: 9 s.h.
      3 courses, with courses selected from at least 2 disciplines

   No more than 2 courses from any 1 discipline can be used to fulfill General Education Core curriculum requirements.

   Students must earn a passing letter grade in each course used to fulfill requirements. A grade of C or better will be required for satisfactory completion of the Communication writing requirements.
2. **Grade Point Average (GPA)**: Earn a minimum overall GPA of 2.00 (C). See page 49 for information about computing GPA.
3. **Semester Hours**: Earn a minimum of 120 semester hours. Of the 120 semester hour minimum:
   A. At least 40 must be earned from a senior (4-year) institution.
   B. At least 40 must be earned in upper division (junior/senior) level courses from a senior (4-year) institution.
   C. At least 30 must be earned from WIU (at least 16 must be upper division).
4. **MATH Competency**: Demonstrate ability to use baccalaureate-level skills in mathematics. (See University General Education Curriculum Requirements)
5. **Writing Requirement**: Successfully complete a Writing Instruction in the Discipline (WID) course OR a Bachelor of Arts in General Studies (BGS) online writing course*.
6. **Foreign Language/Global Issues**: Fulfill the foreign language/global issues requirement for the degree program.#
7. **Graduation Application**: File an application for graduation in the School of Distance Learning, International Studies and Outreach by the following deadlines: fall semester— July 15; spring semester—November 15; summer session—April 15.
8. **Financial Obligations**: Clear all financial obligations to the University before proof of degree will be provided.

#The foreign language/global issues graduation requirement may be fulfilled by successfully completing one of the following: 1) an intermediate foreign language requirement; 2) a General Education global issues course; 3) any major's discipline-specific global issues course; or 4) an approved study abroad program.

*BGS online writing courses: BC 323, 325, 328; CS 320; ENG 380, 381; HIST 422; FS 484, 485; PHIL 330; SOC 300, 360; WS 355, 360; UNIV 490.

Undergraduate Certificates

Certificate in Fire Administration and Management: 30 s.h.

Complete the following courses:

- EM 477 Disaster and Fire Defense Planning (3 s.h.)
- EM 478 Managerial Issues in Hazardous Materials (3 s.h.)
- ET 443 Fire Protection Structure and Systems Design (3 s.h.)
- FS 481 Fire Administration (3 s.h.)
- FS 482 Analytic Approaches to Public Fire Protection (3 s.h.)
- FS 483 Personnel Management for the Fire Service (3 s.h.)
- FS 484 Fire Prevention, Organization and Management (3 s.h.)

- FS 485 Political and Legal Foundations (3 s.h.)
- SOC 487 Application of Fire Research (3 s.h.)
- SOC 488 Community and the Fire Threat (3 s.h.)

Certificate in Fire Prevention Technology: 30 s.h.

Complete the following courses:

- ET 443 Fire Protection Structure and Systems Design (3 s.h.)
- ET 444 Fire Dynamics (3 s.h.)
- FS 481 Fire Administration (3 s.h.)
- FS 482 Analytic Approaches to Public Fire Protection (3 s.h.)
- FS 483 Personnel Management for the Fire and Emergency Services (3)
- FS 484 Fire Prevention, Organization and Management (3 s.h.)
- FS 485 Political and Legal Foundations (3 s.h.)
- FS 486 Incendiary Fire Analysis and Investigation (3 s.h.)
- PSY 481 Fire Related Human Behavior (3 s.h.)
- SOC 488 Community and the Fire Threat (3 s.h.)

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Attachment J
Museum Studies Faculty Qualifications

- Western Illinois University Application/Nomination for Full Membership in the Graduate Faculty
- Western Illinois University Application/Nomination for Temporary Membership in the Graduate Faculty
- Western Illinois University Faculty
    - Museum Studies: In order of occurrence, Rowson to White
    - Curriculum and Instruction (M.S. Ed. in Elementary Education): In order of occurrence, Barclay to Witten
    - Instructional Design and Technology: In order of occurrence, Deng to Yoon
    - General Studies: In order of occurrence, Baril to Druckenmiller

Western Illinois University School of Graduate Studies

Application/Nomination for Full Membership in the Graduate Faculty

Name: Rank:

Department:

I. Full members of the graduate faculty are empowered to determine academic policy, graduate standards, degree requirements, and make recommendations concerning graduate programming. Only full members of the Graduate Faculty may chair capstone experiences such as theses, major papers, or final projects.

Full membership in the Graduate Faculty shall be based on the following criteria:

a. Appropriate terminal degree
b. evidence of scholarly/creative activity appropriate to the field as it coincides with the academic department's expectations for scholarly/creative activity for retention and tenure. Evidence includes:
    i. A faculty member's record of teaching, publications, conference presentations, professional and academic service, grants and special awards, and professional memberships/affiliations indicating that an applicant can facilitate, encourage, support, and coordinate excellence in graduate education at Western Illinois University.
    ii. A letter of support/recommendation signed by *both* the Department and Graduate Committee Chairs explaining how the applicant's scholarly/creative activity warrants full membership in the graduate faculty as it coincides with the academic department's expectations for retention and tenure in his/her discipline.
    iii. Evaluation involves deliberation of the evidence provided to the Graduate Council in relation to the primary goal of the School of Graduate Studies. Does the applicant provide evidence that he or she can facilitate, encourage, support, and coordinate excellence in graduate education at Western Illinois University? A simple "yes" majority of voting Graduate Council members is needed for full membership in the Graduate Faculty.

II. Please provide the following information to the Graduate Council:

a. A letter of support/recommendation signed by *both* the Department chair and the Graduate Committee Chair explaining how the applicant's scholarly/creative activity warrants full membership in the graduate faculty as it coincides with the academic department's expectations for scholarly/creative activity in their discipline

b. Current vita following the required vita format which is available at wiu.edu/graduate_studies/faculty_and_staff_resources/forms/Vita.doc

c. Brief description of research or scholarly activities currently in progress

III. The following signatures are required:

Applicant/Nominee: _____ Date: _____

Graduate Committee Chair: _____ Date: _____

Department Chair: _____ Date: _____

College Dean: _____ Date: _____

Graduate Council: _____ Date: _____

Western Illinois University School of Graduate Studies
1 University Circle, Macomb, IL 61455-1390, Phone (309)298-1806; Fax (309)298-2345
Email: Grad-Office@wiu.edu

Application for Full Membership in the Graduate Faculty

Required Vita Format

(List information in reverse chronological order)

Name

Department

Rank

Education

Employment/Experience
(List the employer and dates for each of the following areas)

- Teaching (include graduate level courses taught with title and number)
- Professional
- Research

Publications/Scholarly/Creative Activities

- Referred
- Non-referred

Conference Presentations

- Referred
- Non-referred

Professional and Academic Service

- National
- Regional
- University
- Department
- Community

Grants and Special Awards

Professional Memberships/Affiliations

Western Illinois University, School of Graduate Studies

Nomination for Temporary Membership in the Graduate Faculty

Name: Rank:

Department:

I. Temporary members of the graduate faculty may teach graduate classes but may not sit on exit option committees. Appointments for temporary membership in the graduate faculty are for a limited duration (not to exceed one academic year without re-applying) and must be approved by the Director of Graduate Studies.

Temporary membership in the Graduate Faculty shall be based on departmental need.

II. Please provide the following information to the Graduate School:

- Current vita which includes information on education, teaching experience, other relevant work experience, scholarly/creative activities, and membership in professional organizations (For scholarly/creative activity, please provide the full citation.)
- Letter of support/recommendation from the Department Chair and Graduate Committee Chair explaining departmental need, qualifications of faculty member, and courses to be taught.

III. The following signatures are required:

Applicant/Nominee _____
Date

Department Chair _____
Date

College Dean _____
Date

IV. Approval of Director of Graduate Studies is required:

Approved ☐ Not Approved ☐

Director _____
Date

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Education

Doctoral Candidate, Art Education (concentration: art museum education)
Certificate, Program Evalution
Florida State University

Master of Arts in Visual Art Education/Art Museum Education
University of Kansas, 1997
Major: Art Museum Education
Minor: Art History

Bachelor of Science in Education
University of Kansas, Five-Year Program, 1991
Major: Elementary Education Content Major: Art History

Professional Experience

Director, Museum Studies, Western Illinois University-Quad Cities at the Figge Art Museum, Davenport, IA

Administrator and tenure-track faculty member for a new graduate museum studies program taught for WIU-QC at the Figge Art Museum. Responsible for all student advising and coordination of courses and adjunct museum faculty including Figge executive director, senior curator, curator of education, and Putnam Museum curator of natural history. Conducted marketing and recruiting efforts resulting in program expansion to over 35 students in two years. Provided program evaluation planning and implementation at the Figge Art Museum. Developed community and museum partnerships with museums in the Quad Cities. Created museum studies certificate program with approval from the University Graduate Council. Advisor for Graduate Experience in Museum Studies (GEMS) student organization. Developed and maintained the program website and social networking in collaboration with technology specialist and museum studies graduate assistant. Created course syllabi and taught the following courses:

- MST 500 Introduction to Museums: Purpose, Function and History (Fall 2008; Fall 2009; Spring 2010; Fall 2010; Fall 2011; Fall 2012)
- MST 501 Museum Administration (Fall, 2011)
- MST 502 Museum Exhibition (Spring 2009; Spring 2011)
- MST 503 Collections Management (Spring 2009)
- MST 515 Museum Education (Fall 2012)
- MST 516 Visitor Studies (Summer 2011; Summer 2012)
- MST 599 Special Topics in Museums: Visitor Studies (Summer 2009; Summer 2010)
- MST 599 Special Topics in Museums: The Constructivist Museum (Spring 2010)
- MST 599 Special Topics in Museums: Gallery Praxis - Art Museum Learning in the 21st Century (Spring 2011)
- MST 599 Special Topics in Museums: Social Research in Museums (Spring 2012)
- MST 599 Special Topics in Museums: Building Museum Narratives through Technology (Fall 2012)

University Service Activities include:

- Advisor, Graduate Experience in Museum Studies (GEMS) student organization, ongoing
- Chair, Faculty Council, WIU-QC (Fall 2009-Summer 2011)

- Chair, Gallery Committee, WIU Art Gallery (2010-2011)
- Member, Art & Architecture Committee for WIU-QC New Riverfront Campus

Curator of Education
The Ogden Museum of Southern Art – University of New Orleans
2000-2006

Responsible for designing educational programming for a new art museum including programs and interpretation. Interpretation activities included collaborating with Chief Curator on permanent collection and special exhibitions including site visits and interpretive materials. A major focus of the museum's education mission was working directly with schools to develop strong curriculum programs that incorporate state standards in the arts and other academic areas. Another primary responsibility centered on community development including museum participation, neighborhood programs, a satellite gallery, and creation of *Artists and Sense of Place*, a month-long neighborhood/school residency program. Additional duties included family events, professional development, university symposia and courses, and docent recruitment and training, website resources, grant writing, among others. As an affiliate of University of New Orleans, responsibilities included developing and teaching undergraduate and graduate level courses for the Curriculum and Instruction Department in the College of Education and the College of Liberal Arts, as well as assisting with the graduate Arts Administration program. Supervised education department staff including associate curator of education, outreach coordinator, special events coordinator, and part-time artist instructors.

Director
Southeast Institute for Education in the Visual Arts, a Getty Regional Institute
Southeast Center for Education in the Arts
University of Tennessee at Chattanooga
1997-2000

Responsible for overseeing the professional development programs for educators pertaining to visual art including summer institutes, on-site school workshops, and curriculum development. Affiliated with art department and approved for teaching graduate education coursework. Collaborated on multi-arts programs and resources. Participated as an administrator, school mentor, and curriculum task-force member in *Transforming Education Through the Arts Challenge* (TETAC), a five-year grant program involving 35 schools across the nation funded by the J. Paul Getty Trust and the Annenberg Foundation. Southeast regional schools included two from Louisiana in New Orleans and Mandeville and a partnership with the Louisiana Institute for Education in the Arts, a regional satellite program of the Southeast Center. Museum collaborations included the High Museum of Art, The Hunter Museum of American Art, the New Orleans Museum of Art, and the Montgomery Museum of Art.

Teacher Services Specialist
The Nelson-Atkins Museum of Art
Kansas City, Missouri
1996-1997

Coordinated programs for teachers including graduate extension courses through the University of Missouri at Kansas City, curriculum resources, and *Sprint Fabulous Fridays for Teachers* serving 32 metropolitan school districts. Developed a collaborative statewide summer institute with museum educators from the Saint Louis Art Museum and the Laumeir Sculpture Park.

Curator of Education
Morris Museum of Art

Augusta, Georgia
1993-1996

Designed and implemented educational programs as the founding curator of education including docent recruitment and training, school tours, weekend family events, teacher training, educator advisory panel, and curriculum development. Collaborated with local college professors to develop undergraduate and graduate level classes incorporating objects from the collection. Created an orientation gallery with rotating exhibitions. Assisted with museum interpretive materials.

Graduate Research Assistant
Department of Music Education, Music Therapy, and Visual Art Education
University of Kansas
1993

Assisted with research to inquire whether the use of scholars' questions affects art novices search for meaning in original works of art.

Mellon Foundation Curatorial Intern for Education
Spencer Museum of Art
University of Kansas
1992-1993

Involved in developing programs for children, docent training, and coordination of the "University in the Art Museum" designed to help faculty incorporate museum experiences into classroom teaching. Funded by the Andrew W. Mellon Foundation, the program provided a national model.

Additional Teaching Experience/Florida State University
Doctoral Teaching Assignments:

Teaching Assistant, ARE 4950 – Supervisor and Portfolio Instructor, Community Arts/Museum Interns Spring 2008)
Program for Instructional Excellence Associate (2007-2008)
Teaching Assistant, Department of Art Education (Fall 2007- Fall 2008)
Instructor: ARE 3313 – Art and Movement for Elementary Education
Teaching Assistant, Department of Art Education, Professor Villeneuve
Graduate Assistant for Gallery Praxis, A Co-Sponsored FSU/NAEA Academy at the Ringling Museum (Spring 2007)
Teaching Assistant, CERDS, College of Education (2006)
Instructor: EEC 4303 – Expressive Arts for Young Children

Professional Affiliations
National Art Education Association (NAEA)
American Association of Museums (AAM)

- Committee on Audience Research and Evaluation (CARE)
- Committee on Museum Education (EdCom)

International Society for Education through Art (InSEA)
Association of Midwest Museums (AMM)
Southeastern Association of Museums (SEMC)
Visitor Studies Association (VSA)

Publications

Villeneuve, P., Love, A. R., & Viera, A. (in press, 2013). Research in art museums (working title). In K. Miraglia, & C. Smilan (Eds), *Inquiry in action: Paradigms, methodologies and perspectives in art education research.* Reston, VA: NAEA.

Love, A. R., & Randolph, D. (in press, April 2013). Pushing against the water: *Artists and Sense of Place* museum residency program in New Orleans. In M. Hanley, G. Noblit, T. Barone, & G. Sheppard (Eds), *A way out of no way: Arts as social justice in education.* NY: Routledge.

Love, A. R. & Randolph, D. (2012). Does cosmopolitanism offer answers to inclusive practices in the art museum? A New Orleans art museum as case study. *International Journal of the Inclusive Museum.* Urbana, IL: Univeristy of Illinois.

Villeneuve, P., & Love, A. R. (2007) Rethinking the Gallery Learning Experience Through Inquiry. In P. Villeneuve (Ed), *From periphery to center: Art museum education in the 21st century*. Reston, VA: NAEA.

Collaborating with a Cultural Resource, Video Library for *The Arts in Every Classroom K-5*, Annenberg/CPB video (2003)

Rowson, A. & Goldberg, E. (2003). Instructional resources: From here to there: A sequence for introducing Southern art to young children (sense of place in art). *Art Education, 56*(4), 25-32.

Babic, S., Clark, N., Harnew, S., Kennisten, S., Lucas, H., & Rowson, A. (2001) Instructional Resources: Manefestations of America from two museum collections. *Art Education, 54*(3), 25-32.

Presentations

"Creative Collaboration on Curatorial Teams in Art Museums: Analysis of Contributions by an Artist, a Musician, and a Poet at Two Museums in the U.S."
The Arts in Society, Budapest
2013

Colloquium, "Supported Interpretation: From Theory to Practice Through Team-Based Exhibition Development and Evaluation" with Pat Villeneuve, Florida State University, Melissa Hueting, Figge Art Museum, and Jessica Cruz and Sarah Keim, WIU-QC museum studies students.
International Conference of the Inclusive Museum, Copenhagen
2013

"Curricular Considerations in Art Museums: New Research from the Fields of Curriculum and Museum Studies" with Deborah Randolph, University of North Carolina-Chapel Hill.
National Art Education Association (NAEA), Fort Worth
2013

"The Role of Educators in Curatorial Collaboration: Research and Models of Practice from Two Museums" with Lisa Silagyi, Orange County Museum of Art, and Catherina Mueller, WIU-QC museum studies.
NAEA, Fort Worth
2013

"One Place Understood: A Framework for Assessing Place-Based Museum Interpretation" with Deborah Randolph, Southeastern Center for Contemporary Art.
International Conference of the Inclusive Museum, Barbados
2012

"Embedding Visitor Studies in the Art Museum through Museum Studies" with Lauren Connolly and Kelsey Picken.
Visitor Studies Association (VSA), Raleigh
2012

"The Kids Inspired Me: Research Investigating the Social Justice Impact of a Museum School Residency Program on Four Artists in New Orleans," with Deborah Randolph, University of North Carolina – Chapel Hill.
Art and Design for Social Justice Symposium, Florida State University
2012

Panel Chair, "Exhibitions as Collaborations" for the American Museum of Natural History and the Detroit Institute of Arts.
VSA, Chicago
2011

Panelist, "The Promise of Partnerships: Museum Studies in Practice," with Nicolette Meister, Beloit College; Meg Bero, Aurora University; Sharon Welton, Campbell Center; Matthew Toland, WIU-QC museum studies graduate and assistant director at Campbell Center; and Dan Bartlett, Beloit College.
Association of Midwest Museums (AMM), Chicago
2011

"Community Participants on Exhibition Development Teams Using Evaluative Inquiry"
VSA, Chicago
2011

"Does Cosmopolitanism Offer Answers to Inclusive Practices in the Art Museum: One Case Study in New Orleans" with Deborah Randolph, University of North Carolina-Chapel Hill
International Conference on the Inclusive Museum, Johannesburg, South Africa
2011

"Evaluative Inquiry as a Facilitator for Exhibition Development Teams in Art Museums"
International Society for Education through Art (InSEA) Budapest, Hungary (abstract/ unattended)
2011

"Artists and Sense of Place: Research in Museum-School Residencies as Place-Conscious Education" with Deborah Randolph, University of North Carolina-Chapel Hill
NAEA, Seattle
2011

"Research on Facilitating Museum and Community Curatorial Teams"
NAEA, Seattle
2011

"Facilitating Inclusive Curating: When Museum and Community Curators Collaborate"

The International Conference on the Inclusive Museum, Yildiz Technical University, Istanbul, Turkey
2010

"The Art Museum as Social Justice Facilitator: Research on a Decade-Long Museum Residency Program, " with Deborah Randolph, Univeristy of North Carolina-Chapel Hill
NAEA, Baltimore
2010

Moderator, *Issues Forum* "Action Research in Art Museum Education," with Mariana Adams, Audience Focus Inc., Kathy Deuse, Walters Art Museum, and Amanda Martin-Hamon, Spencer Museum of Art, University of Kansas
NAEA, Baltimore
2010

"Evaluative Inquiry and Team Exhibition Planning in Art Museums," Poster Session
Visitor Studies Association, Saint Louis
2009

"Managing and Mentoring: The Millennial Generation in Museum Education," with Lisa Silagyi, Decordova Museum and Sculpture Park
NAEA, Minneapolis
2009

"It's Not the Same Old Museum Residency Program," with Deborah Randolph, University of North Carolina-Chapel Hill
NAEA, Minneapolis
2009

"Modeling the Constructivist Museum" with Pat Villeneuve
InSEA
Osaka, Japan
2008

"Museums' Missions: Community Engagement" Issues Forum
with Randi Korn, Randi Korn & Associates; Anne Henderson, Frist Arts Center; Ted Lind, Newark Museum
NAEA, New Orleans
2008

"True Stories: Using Primary Sources for Interpretation"
with Lisa Silagyi, DeCordova Museum and Sculpture Park, and Susan Diachisin, Dallas Museum of Art
NAEA, New Orleans
2008

"Winds of Change: The Art Museum as Activist in New Orleans"
NAEA, New York
2007

"The Museum/School Conundrum: Building Relationships that Work" Issues Roundtable

with Lisa Silagyi, DeCordova Museum and Sculpture Park; Paige Simpson, The National Gallery of Art; Elissa Calvillo Ennis, J. Paul Getty Museum
NAEA, New York
2007

"Issues in Qualitative Research" Roundtables Works in Progress
with Michelle Chandrasekhar and Dr. Jeffrey Brooks
Southeast Evaluation Association, Tallahassee
2007

"So What? Generating and Assessing Meaning in Museum Curriculum"
Gallery Praxis, NAEA/Florida State University Department of Art Education Co-Sponsored Academy
2007

"The Museum as Medium: Training Teachers Curriculum Development through Exhibition Planning"
Gallery Praxis, NAEA/Florida State University Department of Art Education Co-Sponsored Academy
2007

"Artists and Place: Reinterpreting Regionalism in Art Museums"
with Lisa Silagyi, DeCordova Museum and Sculpture Park
NAEA, Chicago
2006

"Critiquing Museum Exhibitions XV: Representing Cultures"
Chair: James Sims with J. Richard Gruber, David Houston, Elizabeth Hutton Turner, Timothy Chester, and Samuel Batzli
AAM, New Orleans
2004

"The Making of The Ogden Museum of Southern Art's Family Acoustiguide"
AAM, New Orleans
2004

"Museum as Medium: a Curriculum-Based School Project"
with Marshall Adams, Mississippi Museum of Art
Southeastern Museum Conference (SEMC), Richmond, VA
2002

"Whose Art is it Anyway? Art and Theatre in the Museum Setting"
NAEA, New York
2001

"Character Attack: Performance Artists Use of Role-Playing"
University of Tennessee at Chattanooga Perspectives Series
1999

"Teacher Training for Interdisciplinary Learning in the Art Museum"
with Pat Villeneuve and Cass Fey
NAEA, Chicago

1998

"Collaborative Teacher Training Using Four Museums"
with Barbara-Decker Franklin, Saint Louis Art Museum, and Porter Arneill, Laumeir Sculpture Park
NAEA, Chicago
1998

"From the Mixed-up Files of Mrs. Basil E. Frankweiler to the Mixed-up Files of the Art Museum: Original Art History for Children"
NAEA, Houston
1995

"Research Conducted on Museum Inservices to Integrate Original Works of Art Across the Curriculum"
NAEA, Baltimore
1994

Awards

Outstanding Student Organization Advisor Award, Western Illinois University-Quad Cities, 2010
Marylou and Ernestine Kuhn Scholarship for Women Graduate Art Education Students, 2006
Andrew W. Mellon Internship, Spencer Museum of Art, University of Kansas. 1992-93
Amsden Award for High Achievement in Art History nominated by Charles Eldredge for American Art, art history department, University of Kansas. 1990

Service/Consulting/Advisory

Member, editorial board, *Journal of Art for Life.* 2010-ongoing.

Consultant for Westat Research Corporation, Maryland State Arts Assessment development. Facilitated a team of Maryland educators to review and evaluate test items for the new middle school arts assessment. January 2004.

Collaborative development, writing, and teaching a curriculum track on museum education for the Mississippi Arts Commission Whole Schools Institute, which received funding from the Department of Education (DOE) Federal Arts in Education Model Development and Dissemination Grant Program. Development and writing. 2001-2004.

Member, editorial board, *Art Education*, the national journal for the National Art Education Association. 2001-2005.

Member, Louisiana Superintendent's Task Force for Arts Education Professional Development and Assessment Team. 2001-2002.

Presenter, Louisiana Institute for Education in the Arts, professional development programs for teachers. 2001-2003.

Panel reviewer for Whole Schools Initiative, Mississippi Arts Commission to evaluate grant applications for new schools interested in implementing arts education and reform efforts. August 2001.

Annenberg/CPB (Corporation for Public Broadcasting): Co-writer of multi-arts series for broadcast and video, ***The Arts in Every Classroom: A Workshop for Teachers***, focusing on training teachers multi-arts education, curriculum development, and assessment. Principal writer of visual art and assessment tapes in the workshop series and for Resource Library tape on incorporating the art museum into the curriculum. The series airs for nine years starting in 2003. 2000-2002

Davis Publications: Co-wrote multi-arts connections for the middle school series by Eldon Katter and Marilyn Stewart, *Art and the Human Experience.* 1999-2000

Westat Corporation: Assisted with the development of assessment instruments, scoring guides, curriculum scoring criteria for TETAC. 1998-1999

Selected Curriculum Writing

Modernism in the South with Debbie Randolph and the Education Advisory Panel
Supported by the Louisiana Division of the Arts
The Ogden Museum of Southern Art
2005

Will Henry Stevens and A Place for Me: 4th Grade Unit of Study with Nancy Lilly
Transforming Education Through the Arts (TETAC)
Supported by the J. Paul Getty Trust and the Annenberg Foundation
The Ogden Museum of Southern Art
2001

Genesis: Memory and Metaphor in Native American Art with Karen Vann
Supported by the J. Paul Getty Trust and the Annenberg Foundation
Southeast Center for Education in the Arts
1999

Telling Stories About Our Surroundings with Kathryn Cascio Lewis and Karen Vann
Supported by the J. Paul Getty Trust and the Annenberg Foundation
Southeast Center for Education in the Arts
1998

How Does Your Garden Grow? Inquiry into Art and Ecology with Karen Vann
Supported by the J. Paul Getty Trust and the Annenberg Foundation
Southeast Center for Education in the Arts
1998

Curriculum Vitae
of
Christine L. Chandler

215 E. 12th St., Apt 4,
Davenport, IA 52803
(563) 323-1499
dinoceras@juno.com

Putnam Museum
1717 W. 12th St.,
Davenport, IA 52804
(563) 324-1054
chandler@putnam.org

Education

Scott Community College, Attended: Nov. 2001
Davenport, IA Satisfactorily Completed

HTML and Web Page Design (Levels 1 & 2). Introduction to basic, intermediate, & advanced concepts of HTML 4.0 and web page design.

The Campbell Center for Historic Preservation Studies, Attended: July 2001
Mt. Carroll, IL Certificate of Achievement

Health and Safety Workshop related specifically to materials and processes used in conservation, preparation, exhibit construction, collection management, storage, and other museum-related work.

Yale University Graduate School, Attended: Aug. 1985 - Aug. 1987
Department of Geology & Geophysics, Degree Awarded: MS, Geology
New Haven, CT (Paleobiology Option), Dec. 1987

Thesis: Taxonomic & Functional Significance of Serrated Tooth Morphology in Theropod Dinosaurs

Awards: Yale University Fellowship, Sept. 1985 - Aug. 1986;
Edwin Binney Fellowship, Sept. 1986 - Aug. 1987

Activities:

- Field Crew Member, Univ. of Michigan Party, Summer 1986. Prospected and collected the Late Paleocene/Early Eocene fauna of the Bighorn Basin of Wyoming.
- Teaching Assistant, Yale University, Dept. of Geology & Geophysics, Sept. 1986 - May, 1987, G&G 125 a&b, History of Life. Set up AV and lab equipment, wrote, proctored and graded laboratory examinations. Taught laboratory on the evolution of fishes.

South Dakota School of Mines & Technology, Attended: Summer 1986
Rapid City, SD

Field Paleontology Course (Geol 371). Field prospecting and excavation of Ruby Creek (Hell Creek) site.

University of Wisconsin-Platteville, Attended: June 1979 - May 1984
Platteville, WI

Degrees Awarded: BA, Geology & French (University Scholars' Program), May 1984, Summa Cum Laude. Certificate of Proficiency, French, Jan. 1983.

Awards: Dean's List, 1979 – 1984; Association for Excellence Scholarship, 1979; John G. W. Robertson French Award, 1981; SME-AIME (local chapter) Award, 1982; Leo E. Boebel Geology Scholarship, 1981 – 1985; University of Wisconsin-Platteville Honors Award, 1984

Activities:

- University Scholars' Program (1979 - 1984), Scholars' Council Member, 1981. Designed computer program for teaching elementary French vocabulary.
- Geology Club Member (1980 - 1984). Published report on the occurrence of *Diplocraterion* in the St. Peter Sandstone for the 13th Annual Wisconsin State Field Conference (1981). Coached fieldtrip guides for field conference. Designed cover for club's Florida fieldtrip guidebook (1982).
- Geology Related Projects: Performed thin section analysis of the dolomitization of the Quimby's Mill Limestone at the type section. Explored the use of air-photo interpretation in the assessment of archaeological sites. Performed geologic mapping and conducted study of the mining history of the Upper Mississippi Tri-State Area. Successfully completed course in Subsurface Formation Evaluation. Student Member of the Society of Professional Well Log Analysts (1983).

Platteville High School Attended: Aug. 1975 - May 1979
Platteville, WI Degree awarded: H.S. diploma.

Awards: American Legion Auxiliary Scholarship, 1979
Platteville High School Language Award, 1979
Honor Roll, 1975 - 1979
Who's Who in American High Schools, 1979

Activities: Varsity and Concert Choirs; Varsity and Concert Bands; Musical Productions - "The Pajama Game" (Chorus), "Once Upon a Mattress" (Pit Orchestra), & "Anything Goes" (Pit Orchestra); Art Club; French Club.

Other Activities: Member of The Tioshpa Christian Singers.
Performed flute duets for church services.

Employment History

Customer Sales/Service Representative, **Lands' End Direct Merchants**
Aug. 27, 1984 - Aug. 12, 1985 Dodgeville, WI

Answered incoming telephone orders and inquiries, assisted in customer product selection, entered orders and updated mail on the online computer system.

Salesperson, July 1987 - Dec. 1987 **Creative Toymaker,**
Assistant Manager, Jan. 1988 - July 1988 New Haven, CT

Assisted customers in product selection, stocked shelves, priced items, inventoried merchandise, ran cash register, created displays, developed store promotions, purchased products, and trained new employees on cash register and store policy.

Museum Assistant I, July 1988 - May 1991
Museum Assistant II, May 1991 - Sept. 2000

Yale University,
Peabody Museum of Natural History,
Div. of Vertebrate Paleontology,
New Haven, CT

Assisted Collection Manager in all phases of collection maintenance.

Collection Activities:

Assisted in creation of policy statement for in-house use of the Vertebrate Paleontology Collections. Developed separate policy statement for use of Division's Teaching Collection.

Produced introductory information packets for both incoming graduate students and visiting researchers.

Compiled accession ledger for Princeton University's Vertebrate Paleontology Collection (housed at Yale).

Responsible for the reorganization of Division's Teaching Collection. Maintained and updated collection inventory, assessed appropriateness of specimens for such a hands-on collection and in conjunction with this aspect—removed inappropriate material and selected more appropriate replacement materials—, documented materials in need of repairs & missing specimens, and assessed the collection's security needs.

Reorganized Lower Vertebrate, Footprint, Rodent, Carnivore, and South American Mammal sections of the Princeton University Vertebrate Paleontology Collection. Participated in Peabody's Tertiary Mammal Collection Compactorization Project. Re-housed and documented portions of YPM Archosaur Collection (Crocodylians, "Thecodonts" and Pterosaurs) and Ichthyology Collection.

Assisted in creation of protocols used in data management of specimen information for Museum's computerized collections management system (Argus). Created data entry manual for Division. Verified, augmented and updated specimen information. Maintained Marsh-Lull Reprint Library catalog.

Set up protocols for data entry, performed data entry and other collection care duties for Division of Anthropology.

Participated in Museum space planning. Prepared space planning analysis for Vertebrate Paleontology storage and workspaces.

Participated in Museum activities such as "Meet the Scientists". Served as judge & moderator for Museum's annual PaleoBowl competition. Participated in Museum's Biodiversity Institute for elementary school teachers. Contributed historical biographies and other documents to Museum's webpage.

Served on the planning committee for Museum's Dinamation exhibit, *Dinosaur Visions: Science and Fiction in Jurassic Park*. Wrote, edited and proofed text of the exhibit's guide-book. Assisted Museum's Public Education Division in selecting casts to compliment exhibit. Collected examples of illustrations for accompanying issue of Museum's magazine, *Discovery*. Advised coordinator of accompanying lecture series on possible guest speakers.