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### **Organizational Learning, Innovation, and Development**

The School of Education offers two graduate degree programs in Organizational Learning, Innovation, and Development (OLID): the Master of Science in Education (M.S.Ed.) majoring in OLID, and the Doctor of Philosophy (Ph.D.) degree in Education, with a concentration in OLID. Those pursuing the M.S.Ed. must select one concentration among the following options: (1) Human Resource Development (HRD), (2) Learning and Performance Technology (LPT), (3) Online Learning (OL), or (4) Workforce Training and Development (WTD).

#### **Admission**

Applicants for graduate programs must submit admission forms for both the Graduate School and the Organizational Learning, Innovation, and Development (OLID) program at the School of Education.

General requirements for admission to graduate programs are within the Admission Policies, Requirements, and Procedures tab. In all cases, applicants are screened by a selection and review committee comprised of the faculty of OLID on the basis of prior undergraduate and graduate work, grade point average, standardized test scores, work/professional experience, and letters of recommendation as needed. The committee may recommend admission for candidates with specific academic deficiencies if, in its opinion, a candidate's application materials demonstrate unusual professional promise.

Application materials may be obtained by addressing a request to the: Coordinator of Graduate Studies, School of Education, Southern Illinois University, Carbondale, IL 62901, or from the program website at [siu.edu](http://siu.edu). All programs require a nonrefundable \$65 application fee that must be submitted with the application for Admissions to Graduate Study in Organizational Learning, Innovation, and Development. Applicants may pay this fee by credit card. More information about the program may be obtained on the program website, or by contacting the School of Education at 618-453-2415.

### **Master of Science in Education (M.S.Ed.) in Organizational Learning, Innovation, and Development**

The Master of Science in Education degree in Organizational Learning, Innovation, and Development requires the completion of a minimum of 30 (no thesis) or 36 credit hours (with thesis) of course work, depending on the research requirement selected. At least 15 of the required credit hours must be at the 500 level and taken at SIU. The student must also meet OLID course requirements and research requirements. No more than six credit hours earned at another nationally accredited institution may be accepted toward this degree. All transfer credits must be approved by the Coordinator of Graduate Studies.

#### **Admission and Retention**

Admission to the master's program requires:

- A 2.7 GPA for the last 60 credit hours of the bachelor's degree.
- A career goal consistent with the mission of the program.
- A TOEFL score of at least 550 (220 computerized score) that is no more than 2 years old for international students.
- Relevant professional or technical experience (at least two years is recommended), OR
- Recommendation of the faculty in the concentration.

Students must maintain an overall 3.0 graduate GPA to be retained in the master's program. The progress of each student is reviewed periodically. Students who do not make satisfactory progress, or who violate the regulations of the program, school, or university, may be dropped from the program.

## **Program Requirement**

The Master of Science in Education degree majoring in Organizational Learning, Innovation & Development (OLID) offers four concentrations: (1) Human Resource Development (HRD), (2) Learning and Performance Technology (LPT), (3) Online Learning (OL), and (4) Workforce Training and Development (WTD).

The degree prepares professionals who use research-based practice to create effective learning and improve performance in military, business corporations, industry, government and educational institutions at all levels, as well as training and administrative roles. Competencies developed include those employed in online learning, learning within virtual or simulated environments (such as games and simulations), as well as content/learning management systems for corporate and military training. Focuses on the principles and techniques of human resource, career planning, organizational development, training development, problem-solving, human performance improvement, creation of online learning artifacts and media resources through the analysis, design, development, implementation, evaluation, and management of training and learning system resources, as well as emerging technologies. Opportunities for internship, workshop, practicum, as well as independent research or readings are available. All the courses in the Master concentration can be completed online.

A minimum total of 30 credit hours (ten courses) is required to complete the Master's degree without thesis. A Master's degree with thesis will require 36 credit hours instead, with 6 additional hours dedicated to thesis research and writing. A minimum grade point average of 3.0 is required for graduation with M.S.Ed. in the OLID program.

Two post-baccalaureate certificates in (i) Learning and Performance Technology, and (ii) Online Learning are also available.

### **Human Resource Development Concentration (30 credit hours)**

- OLID 500: Foundations of Instructional Design and Performance Technology
- OLID 501: Design and Delivery of Online Learning
- OLID 520: Adult Education, Learning & Development
- OLID 521: Program Assessment & Evaluation
- OLID 522: Career Planning and Development
- OLID 523: Theory and Practice of Human Resource Development
- OLID 524: Organizational Development
- OLID 525: Strategic Human Resource Development
- OLID 526: Emerging Trends in Human Resource Development
- OLID 527: Workforce Diversity

### **Learning and Performance Technology Concentration (30 credit hours)**

- OLID 500: Foundations of Instructional Design and Performance Technology
- OLID 501: Design and Delivery of Online Learning
- OLID 520: Adult Education, Learning & Development
- OLID 521: Program Assessment & Evaluation
- OLID 504: App Design & Task Analysis
- OLID 506: Learning Performance & Project Management
- OLID 507: Online Learning Content Management
- OLID 508: Learning Development Studio
- OLID 509: Emerging Technologies Research Studio
- OLID 510: Learning, Expertise, and Performance Analytics

### **Online Learning Concentration (30 credit hours)**

- OLID 500: Foundations of Instructional Design and Performance Technology
- OLID 501: Design and Delivery of Online Learning

- OLID 520: Adult Education, Learning & Development
- OLID 521: Program Assessment & Evaluation
- OLID 502: Interactive Media for Learning
- OLID 503: Universal Design and Accessibility
- OLID 505: User Experience and Design Thinking
- OLID 506: Learning Performance & Project Management
- OLID 508: Learning Development Studio
- OLID 511: Story-based Learning & Gamification

### **Workforce Training and Development Concentration (30 credit hours)**

- OLID 500: Foundations of Instructional Design and Performance Technology
- OLID 501: Design and Delivery of Online Learning
- OLID 520: Adult Education, Learning & Development
- OLID 521: Program Assessment & Evaluation
- OLID 528: Occupational Analysis and Performance Development
- OLID 529: Needs Assessment for Workforce Development Professionals
- OLID 530: Instructional Methods and Materials
- OLID 531: Program Evaluation and Performance Measurement
- OLID 532: Training Systems Development
- OLID 533: Administration and Supervision

## **ORGANIZATIONAL LEARNING, INNOVATION, AND DEVELOPMENT Concentration**

(30 credit hours / 10 courses)

<b>Human Resource Development (HRD)</b>	<b>Learning &amp; Performance Technology (LPT)</b>	<b>Online Learning (OL)</b>	<b>Workforce Training &amp; Development (WTD)</b>
OLID 500 (Foundations of Instructional Design & Performance Improvement)	OLID 500 (Foundations of Instructional Design & Performance Improvement)	OLID 500 (Foundations of Instructional Design & Performance Improvement)	OLID 500 (Foundations of Instructional Design & Performance Improvement)
OLID 501 (Design and Delivery of Online Learning)	OLID 501 (Design and Delivery of Online Learning)	OLID 501 (Design and Delivery of Online Learning)	OLID 501 (Design and Delivery of Online Learning)
OLID 520 (Adult Education, Learning & Development)	OLID 520 (Adult Education, Learning & Development)	OLID 520 (Adult Education, Learning & Development)	OLID 520 (Adult Education, Learning & Development)
OLID 521 (Program Assessment & Evaluation)	OLID 521 (Program Assessment & Evaluation)	OLID 521 (Program Assessment & Evaluation)	OLID 521 (Program Assessment & Evaluation)
OLID 522 (Career Planning and Development)	OLID 504 (App Design & Task Analysis)	OLID 502 (Interactive Media for Learning)	OLID 528 (Occupational Analysis and Performance Development)
OLID 523 (Theory and Practice of Human Resource Development)	OLID 507 (Online Learning Content Management)	OLID 503 (Universal Design & Accessibility)	OLID 529 (Needs Assessment for Workforce Development Professionals)
OLID 524 (Organizational Development)	OLID 508 (Learning Development Studio)	OLID 505 (User Experience & Design Thinking)	OLID 530 (Instructional Methods and Materials)
OLID 525	OLID 509	OLID 508	OLID 531

<b>Human Resource Development (HRD)</b>	<b>Learning &amp; Performance Technology (LPT)</b>	<b>Online Learning (OL)</b>	<b>Workforce Training &amp; Development (WTD)</b>
(Strategic Human Resource Development)	(Emerging Technologies Research Studio)	(Learning Development Studio)	(Program Evaluation and Performance Measurement)
OLID 526 (Emerging Trends in Human Resource Development)	OLID 510 (Learning, Expertise, and Performance Analytics)	OLID 511 (Story-Based Learning and Gamification)	OLID 532 (Training Systems Development)
OLID 527 (Workforce Diversity)	OLID 506 (Capstone) (Learning Performance & Project Management)	OLID 506 (Capstone) (Learning Performance & Project Management)	OLID 533 (Administration & Supervision)

## **Doctor of Philosophy (Ph.D.) in Education - Workforce Education and Development**

Advanced studies leading to the Doctor of Philosophy degree in education with a concentration in workforce education and development is offered through the Workforce Education and Development program. The concentration is a broad, general leadership and professional development degree that serves professionals having knowledge, experience, and interests in the fields of: (a) career and technical education; (b) career education; and (c) employment and training, or related fields.

Persons seeking admission to the program must meet all requirements for admission established by: (a) the Graduate School of the University; (b) the School of Education; and (c) the Workforce Education and Development program. It is required that applicants possess a background of academic and professional experience which will provide a basis for advanced study and research. More specifically, the program is designed for individuals with a background in teaching, program administration, or training and development. Admission to the concentration is determined by a vote of the graduate faculty of the Workforce Education and Development program. The Ph.D. in Education - Workforce Education and Development program will only accept fall admissions applications for the doctoral program.

The program of study consists of 64 credit hours beyond the master's degree and includes a 6-credit hour professional seminar sequence in the School of Education, at least 9 credit hours of approved research tools, a 15 credit hour program core, 10 credit hours of supportive studies, and 24 credit hours of dissertation.

## **Certificates**

Two post-baccalaureate certificates in Learning & Performance Technology (LPT) and Online Learning (OL) are also available. Students who have completed the certificate may add 12 more credit hours to complete the respective Master's concentration in Organizational Learning, Innovation, and Development.

### **Certificate in Learning and Performance Technology (18 credit hours)**

- OLID 500: Foundations of Instructional Design & Performance Technology
- OLID 504: App Design & Task Analysis
- OLID 507: Online Learning Content management
- OLID 508: Learning Development Studio
- OLID 509: Emerging Technologies Research Studio
- OLID 510: Learning, Expertise & Performance Analytics

### **Certificate in Online Learning (18 credit hours)**

- OLID 500: Foundations of Instructional Design & Performance Technology
- OLID 501: Design and Delivery of Online Learning
- OLID 502: Interactive Media for Learning

- OLID 503: Universal Design & Accessibility
- OLID 505: User Experience and Design Thinking
- OLID 511: Story-Based Learning & Gamification

## Organizational Learning, Innovation, and Development Courses

**OLID461 - Workforce Education Needs Assessment** Overview of needs assessment and analysis procedures used in workforce education environments. Learners will design and develop needs assessment instruments, collect and diagnose data to identify those workplace performance issues requiring training solutions, and develop a formal report detailing needs assessment findings and training solution recommendations. Restricted to OLID majors or consent of program. Credit Hours: 3

**OLID466 - Foundations of Workforce Education** Examination of the historical, social, economic and psychological foundations of workforce education. Nature and role of education and training in preparing people for the world of work. Restricted to OLID majors or consent of program. Credit Hours: 3

**OLID468 - Education/Labor Force Linkages** Attention given to the following areas: overcoming barriers to the linkage process; developing effective lines of communication; resource sharing; conducting joint problem solving with other agencies and individuals within the community; and jointly developing and providing programs and services. Restricted to OLID majors or consent of program. Credit Hours: 3

**OLID472 - Organizing Cooperative Education** Introduction to cooperative education including history, rationale, legislation, goals and objectives. Programming, public relations and evaluation of cooperative education. Introduction of student selection and management of cooperative education programs. Fulfills three semester hours of six required for State of Illinois certification. Restricted to OLID majors or consent of program. Credit Hours: 3

**OLID473 - Coordinating Cooperative Education** Competencies required for coordination of cooperative education programs. Selection and maintenance of training stations, student placement, related instruction and program management. Fulfills the remaining three semester hours required for State of Illinois Certification. Restricted to OLID majors or consent of program. Credit Hours: 3

**OLID498 - Special Problems** Investigation of problems in workforce education and development. Restricted to OLID majors and consent of program. Special approval needed from the instructor. Credit Hours: 1-6

**OLID500 - Foundations of Instructional Design & Performance Technology** Inducts students into the profession and community of practice by providing an overview, historical development, and professional organizations of the fields of Instructional Design & Technology, Human Performance Technology, and Learning Engineering. Includes performance problem identification, distinction between skill/knowledge deficits and other performance problems, model of expertise, rationale for instructional solutions, trends and issues, and research directions in the fields. Credit Hours: 3

**OLID501 - Design and Delivery of Online Learning** Investigates online learning in both higher education and corporate training contexts. The course draws upon the tradition of distance education in covering the design, delivery, and evaluation of online and blended learning in higher education, corporations and organizations. Credit Hours: 3

**OLID502 - Interactive Media for Learning** An introduction to the evaluation, design, and development of interactive instructional media. The instructional methods of Tutorial, Drill and Practice, Simulation and Educational Games are covered. Learning theories and design aesthetics are included. Projects include designing, developing, and use-testing an interactive media for learning. Credit Hours: 3

**OLID503 - Universal Design & Accessibility** This course surveys the foundation and principles of Universal Design. It further explores the use of learning and performance technologies to create accessible learning environments in diverse contexts. Credit Hours: 3

**OLID504 - App Design & Task Analysis** This is an integrated course on the principles and processes of task analysis and app design and development. It covers the fundamentals of task analysis in learning and instruction in diverse contexts and sets up the stage for participants to develop app-based solutions for field experiments and assessments. Restricted to consent of instructor. Credit Hours: 3

**OLID505 - User Experience and Design Thinking** This course focuses on understanding user needs and analyzing user experiences (UX) in diverse learning environments. The principles of design thinking will be discussed and used for innovative approaches to problem solving in various learning and performance situations. Students will be introduced to usability testing and the importance of UX in product/resource development. Includes the creating of mock-ups, test-running learning products (e.g., App and Website) with UX development tools and practice. Credit Hours: 3

**OLID506 - Learning Performance & Project Management** This Capstone course applies theories and methods of instructional design, adult learning, and human performance to solve organizational learning problems. Students will learn to communicate effectively with clients and subject matter experts, to manage projects, and to collaborate with team members in designing and evaluating training initiatives. Restricted to consent of instructor. Credit Hours: 3

**OLID507 - Online Learning Content Management** Course covers both Content Management Systems (CMS) and Learning Management Systems (LMS) for remote management and delivery of online media and resources for military, higher education, business and industrial training and learning purposes. Students will setup and manage client-based CMS (e.g., WordPress, Wiki) and LMS for online delivery of learning media resources. Credit Hours: 3

**OLID508 - Learning Development Studio** The "Studio" approach affords students the opportunity to critique one another's creative thinking process. Students contract to learn commercial design tools and creativity suites to create instructional media and resources for online learning and showcase artifacts produced publicly as evidence of their learning. Credit Hours: 3-6

**OLID509 - Emerging Technologies Research Studio** Instructional designers are often required to evaluate emerging technologies. The "Research Studio" allows students to explore/research the effects of appropriate emerging technologies to enhance learning. Students conduct experiments, collect user data, reflect on the learning experience and report on the effects of the technology. Prerequisite: OLID 508 with a grade of B- or better or consent of instructor. Credit Hours: 3

**OLID510 - Learning, Expertise & Performance Analytics** This course covers the foundations and methods in collect user-generated data for analytics and performance assessment. Understanding what data is and how to visualize them as analytics for decision-making, performance assessment, and training. Data manipulation involves basic knowledge in quantitative research method, or statistics. Simple programming will be taught in the course. Credit Hours: 3

**OLID511 - Story-Based Learning & Gamification** This course covers the foundations and trends about games, game mechanics, and gamification in online learning. Students design scripts and create interactive narratives to engage learners in an immersive online story-based learning environment. Credit Hours: 3

**OLID512 - Learning Theories and Models for Instructional Design** Course focus is on adult development and learning principles. Adult learning styles and motivation to learn are discussed in the context of designing effective instructional strategies appropriate in various workforce education venues. Credit Hours: 3

**OLID520 - Adult Education, Learning & Development** Course focus on teaching-learning process, which includes: individual differences, motivation, human development, adult learning theories, teaching methodology, and evaluation. Credit Hours: 3

**OLID521 - Program Assessment & Evaluation** Evaluation systems and activities for evaluating training programs. Application of research methods and data analysis in the human resource, performance, and learning/training development process, with concentration on assessing trainee reaction and planned action, learning, skill, business impact and return on training investment. Credit Hours: 3

**OLID522 - Career Planning and Development** This course provides an overview of the major theories as it relates to career choice and development. Emphasis is placed on how to utilize these theories as a foundational platform for meaningful career planning and development within the workforce. Theories, models, techniques, and resources relevant to decision making, and assessment will be discussed. Credit Hours: 3

**OLID523 - Theories and Practice of Human Resource Development** Overview of the theoretical frameworks and practices related to human resource development in organization. Students will develop a training program from the initial stage to completion. Topics include how various bodies of knowledge contribute to HRD theory and practice, the application of human resource development within the workplace with regards to: employee socialization and orientation, coaching and performance management, employee wellness and counseling, career management and development, organization development and change, HRD and Diversity. Restricted to OLID graduate students or consent of program. Credit Hours: 3

**OLID524 - Employment Law for Human Resource Development** This course is designed to provide current and practical information in the area of employment law as it relates to human resources in organizations. To that end, various cases based on actual organizational situations will be examined and the case law utilized to determine actions required of the organization. Credit Hours: 3

**OLID525 - Strategic Human Resource Development** This course provides the organizational leader with the knowledge of critical topics related to strategically developing and implementing effective and efficient human resource practices that support the objectives of the organization. The focus is on human resource decisions made by leaders and managers, which addresses human resource topics including Training and Development, Workforce Planning, and HRD Strategy. Credit Hours: 3

**OLID526 - Emerging Trends in Human Resource Development** Examination of current topics and research issues in the field of Human Resource Development not covered in other regularly scheduled courses. Emphasis will be on recent and present issues in the field, with topics and discussions focused on links between research and practice. Restricted to OLID graduate students or consent of program. Credit Hours: 3

**OLID527 - Human Resource Development Theories and Practice** Overview of the theoretical frameworks and practices related to human resource development in organization. Students will develop a training program from the initial stage to completion. Topics include how various bodies of knowledge contribute to HRD theory and practice, the application of human resource development within the workplace with regards to: employee socialization and orientation, coaching and performance management, employee wellness and counseling, career management and development, organization development and change, HRD and Diversity. Restricted to OLID graduate students or consent of program. Credit Hours: 3

**OLID528 - Occupational Analysis and Performance Development** System approach to training development. Includes analyzing occupations, specifying objectives, and developing curriculum. Restricted to OLID graduate students or consent of program. Credit Hours: 3

**OLID529 - Needs Assessment for Workforce Development Professionals** Designed for Workforce educational professionals to familiarize them with the models, concepts, and techniques for designing, implementing, and analyzing the results of training needs assessments in organizations. After successfully completing this course, they will design and develop needs assessment instruments, collect and diagnose data to identify those workplace performance issues requiring training solutions, and develop a formal report detailing needs assessment findings and training solution recommendations. Restricted to OLID graduate students or consent of program. Credit Hours: 3

**OLID530 - Instructional Methods and Materials** Instructional methods in occupational training program. Restricted to OLID graduate students or consent of program. Credit Hours: 3

**OLID531 - Program Evaluation and Performance Measurement** It offers a conceptual and practical introduction to program evaluation and performance measurement for public and non-profit organizations. The content covers the performance measurement cycle in organizations, which includes: strategic

planning and resource allocation; program and policy design; implementation and management; and the assessment and reporting of results. Credit Hours: 3

**OLID532 - Training Systems Development** Knowledge and application of administration principles and management techniques for developing and evaluating organizational training programs. Restricted to OLID graduate students or consent of program. Credit Hours: 3

**OLID533 - Administration and Supervision** Nature, function, and techniques of administration and supervision of education for work programs at all levels. Restricted to OLID graduate students or consent of program. Credit Hours: 3

**OLID550 - Topical Seminar: Instructional Technology** Graduate level seminar that involves the study of special problems and related research associated with practical learning situations. Problems available for critiquing and analyzing are the following: Instructional Technology and Human Performance Technology. Maximum six hours towards a Master's degree. Permission: Special Approval by Instructor. Credit Hours: 3-6

**OLID552 - Independent Research: Instructional Technology** Selection, investigation and writing of a research topic under the personal supervision of the instructor. Maximum three hours toward a Master's degree. Permission: Special approval by instructor. Credit Hours: 3

**OLID553 - Practicum: Instructional Technology** Practical application of advanced theory, professional consultation or attachment, program development implementation and evaluation in federal or learning organizations, centers of learning and research, community colleges, or universities. In addition, may involve reading and research directed to special problems involved in on-site situations. Maximum nine hours toward a Master's degree. Permission: Special approval by instructor. Credit Hours: 3-9

**OLID554 - Internship: Instructional Technology** Culminating experience for Ph.D. or specialist degree students. Students engage in specialized service areas either in their own or a cooperating learning organization or university. Weekly on-campus or on-site seminar will be held with the intern supervisor. Maximum eight hours toward a Ph.D. or specialist degree. Permission: Special approval by instructor. Credit Hours: 3-8

**OLID555 - Workshop: Instructional Technology** Critical evaluation of innovative programs and practices. Students will be acquainted with the theories, practice, and methods of implementing new instructional technologies into practices. Maximum of six hours toward a master's degree. Permission: Special approval by instructor. Credit Hours: 3-6

**OLID590N - Independent Readings: Instructional Technology** Directed readings in literature and research. Maximum three hours toward a Master's degree. Permission: Special approval by instructor. Credit Hours: 3

**OLID593N - Independent Research: Instructional Technology** Selection, investigation and writing of a research topic under the personal supervision of the instructor. Maximum three hours toward a Master's degree. Permission: Special approval by instructor. Credit Hours: 3

**OLID597A - Doctoral Seminar in Organizational Learning, Innovation, and Development** Designed to provide doctoral students the opportunity to discuss trends, issues, and requirement of job application, teaching, research, publication, and professional practice in the field. Restricted to doctoral students in OLID or consent of program. Credit Hours: 1-3

**OLID599 - Thesis** Restricted to OLID majors or consent of program. Credit Hours: 3-6

**OLID600 - Dissertation** Restricted to OLID majors or consent of program. Credit Hours: 1-12

**OLID601 - Continuing Enrollment** For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation, thesis, or research paper. The student must have completed a minimum of 24 hours of dissertation research, or the minimum thesis, or research hours before being eligible to register for this course. Concurrent enrollment in any other course is not permitted. Restricted to OLID majors or consent of program. Credit Hours: 1



**OLID699 - Postdoctoral Research** Must be a Postdoctoral Fellow. Concurrent enrollment in any other course is not permitted. Restricted to OLID majors or consent of program. Credit Hours: 1

## **Organizational Learning, Innovation, and Development Faculty**

**Zhong, Lin**, Assistant Professor, Ph.D., University of Southern Mississippi, 2015; 2016. Instructional technology; instructional design; multimedia platforms; digital leadership; digital technology.

### **Emeriti Faculty**

**Anderson, Marcia**, Professor, Emerita, Ph.D., Southern Illinois University Carbondale, 1975; 1970.

**Bailey, Larry J.**, Professor, Emeritus, Ed.D., University of Illinois, 1968; 1969.

**Bortz, Richard F.**, Professor, Emeritus, Ph.D., University of Minnesota, 1967; 1977.

**Buila, Theodore**, Associate Professor, Emeritus, Ph.D., Cornell University, Ithaca, NY, 1968; 1968.

**Gooch, Bill G.**, Professor, Emeritus, Ed.D., University of Tennessee, 1973; 1973.

**Hagler, Barbara**, Professor, Emerita, Ph.D., Arizona State University, 1991; 1987.

**Putnam, Alvin R.**, Associate Professor, Emeritus, Ed.D., Oklahoma State University, 1978; 1997.

**Reneau, Fred W.**, Professor, Emeritus, Ed.D., Virginia Polytechnic Institute and State University, 1979; 1979.

**Ridley, Samantha Sue**, Assistant Professor, Emerita, M.S., Southern Illinois University Carbondale, 1959; 1964.

**Rosenbarger, Maxine**, Associate Professor, Emerita, Ph.D., Southern Illinois University Carbondale, 1970; 1973.

**Shields, Bill**, Assistant Professor, Emeritus, M.S., Southern Illinois University, 1962. 1962.

**Stadt, Ronald W.**, Professor, Emeritus, Ed.D., University of Illinois, 1962; 1967.

**Stitt, Thomas R.**, Professor, Emeritus, Ph.D., Ohio State University, 1967; 1967.

**Sullivan, James A.**, Professor, Emeritus, Ed.D., West Virginia University, 1967; 1968.

**Washburn, John S.**, Professor, Emeritus, Ed.D., University of Illinois, 1977; 1986.

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