## Graduate Recognition

<table>
<thead>
<tr>
<th>Distinguished Graduate Student Awards and Hamand Society Scholars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Williams Travel Grant Winners</td>
</tr>
<tr>
<td>Research/Creative Activity Grant Winners</td>
</tr>
<tr>
<td>Betty Wright Downing Graduate Scholar</td>
</tr>
<tr>
<td>Frances Meyer Hampton Graduate Scholar</td>
</tr>
<tr>
<td>Mary Bear McClay Graduate Scholar</td>
</tr>
<tr>
<td>Annie Weller Graduate Scholar</td>
</tr>
<tr>
<td>King-Mertz Research/Creative Activity Awards</td>
</tr>
<tr>
<td>Award of Excellence- College of Arts and Humanities</td>
</tr>
<tr>
<td>Award of Excellence- College of Business and Applied Sciences</td>
</tr>
<tr>
<td>Award of Excellence- College of Education and Professional Studies</td>
</tr>
<tr>
<td>Award of Excellence- College of Sciences</td>
</tr>
<tr>
<td>Distinguished Research Creative/Activity Award Winner</td>
</tr>
</tbody>
</table>

## Thesis Awards

| Award of Excellence- College of Arts and Humanities            |
| Award of Excellence- College of Business and Applied Sciences  |
| Award of Excellence- College of Education and Professional Studies |
| Award of Excellence- College of Sciences                       |
| Distinguished Master's Thesis Award Winner and MGS Thesis Nomination |

## Graduate Program Recognition

| First Choice Programs                                           |
| Graduate School Award of Excellence                            |
| Graduate Faculty Recognition                                   |
| Rodney S. Ranes Outstanding Graduate Faculty Mentor Award      |

## Graduate Scholarship

## Thesis Awards

| Distinguished Master’s Thesis Award and MGS Nomination         |
| Award of Excellence- College of Arts and Humanities            |
| Award of Excellence- College of Business and Applied Sciences  |
| Award of Excellence- College of Education and Professional Studies |
| Award of Excellence- College of Sciences                       |
| King-Mertz Research/Creative Activity Awards                  |
| Distinguished Research Creative/Activity Award Winner         |
| Award of Excellence- College of Arts and Humanities            |
| Award of Excellence- College of Business and Applied Sciences  |
| Award of Excellence- College of Education and Professional Studies |
| Award of Excellence- College of Sciences                       |

## Research/Creative Activity Grants

| Williams Travel Grants                                         |
| Betty Wright Downing Graduate Scholarship                      |
| Frances Meyer Hampton Graduate Scholarship                     |
| Mary Bear McClay Graduate Scholarship                          |
| Annie Weller Graduate Scholarship                              |
| Hamand Society Scholars                                        |

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The Graduate School and the Graduate Student Advisory Council publish the Graduate Scholar annually to recognize and honor those who have achieved excellence in graduate study at Eastern Illinois University.
Awards Ceremony | April 14, 2011
Introductions and Opening Remarks
Ms. Madeline Landes, President of the Graduate Student Advisory Council
Dr. William L. Perry, President | Dr. Blair M. Lord, Provost and Vice President for Academic Affairs
Ashley Gumbel, Graduate Student Dean | Dr. Robert M. Augustine, Dean of the Graduate School
Barry Griffin, President, Black Graduate Student Association

Distinguished Graduate Student Awards
College of Arts and Humanities
Announced by Dean Bonnie Irwin

Margaret Crowley- Art
Presented by Mr. Chris Kahler

Dustin Smith- Communication Studies
Presented by Dr. Olaf Hoerschelmann

John Stromski- English
Presented by Dr. Ruth Hoberman

John Goldsworthy- History
Presented by Dr. Lynne Curry

Lori Henderson- Historical Administration
Presented by Dr. Nora Pat Small

Pamela Machala- Music
Presented by Dr. Marilyn Coles

Lumpkin College of Business and Applied Sciences
Announced by Dean Mahyar Izadi

Greg Poznic- Business Administration (On-Campus)
Presented by Dr. John Willems

Collin Anderson- Business Administration (Off-Campus)
Presented by Dr. John Willems

Jill Barnes- Dietetics
Presented by Dr. Karla Kennedy-Hagan

Michelle Roberts- Family & Consumer Sciences
Presented by Dr. Lisa Taylor

Isaac Sandidge- Gerontology
Presented by Dr. Jacquelyn Frank

Aaron Melton- Technology (On-Campus)
Presented by Dr. Deborah Woodley

Edward Karr- Technology (Off-Campus)
Presented by Dr. Deborah Woodley

College of Education and Professional Studies
Announced by Dean Diane Jackman

Justin Schuch- College Student Affairs
Presented by Dr. James Wallace

Fred Washburn- Counseling
Presented by Dr. Angie Yoder

Mary Diener- Educational Leadership (Master’s)
Presented by Dr. John Dively

Lance Landec- Educational Leadership (Specialist’s)
Presented by Dr. John Dively

Marissa Wright- Elementary Education (Master’s)
Presented by Dr. Linda Reven

Melissa Helregel- Elementary Education (Teacher Cert.)
Presented by Dr. Linda Reven

Dominic Morais- Kinesiology and Sports Studies
Presented by Dr. Brent Walker

Stephanie Woodley- Special Education
Presented by Dr. Kathlene Shank

College of Sciences
Announced by Dean Mary Anne Hanner

Andrew Durso- Biological Sciences
Presented by Dr. Jeff Laursen

Keerthi Chandra- Chemistry
Presented by Dr. Svetlana Mitrovski

Kristina Decker- Clinical Psychology
Presented by Dr. Anu Sharma

Kate Harrington- Communication Disorders & Sciences
Presented by Dr. Tina Veale

Bernard Faller- Economics
Presented by Dr. Linda Ghent

Nathan Averbeck- Mathematics
Presented by Dr. Keith Wolcott

Trisha Sluder- Math Education Option
Presented by Dr. Marshall Lassak

Brett Block- Natural Sciences
Presented by Dr. Andrew Methven

Nathan Polak- Political Science
Presented by Dr. Ryan Hendrickson

Bridget McKenna- School Psychology
Presented by Dr. Assege HaileMariam
Hamand Society of Graduate Scholars
Announced by Dr. David Raybin, Co-Chair, Council on Graduate Studies Hamand Board
Medallions presented by Dr. Blair M. Lord, Provost and Vice President for Academic Affairs

*Andrew Durso*- Biological Sciences
*Dominic Morais*- Kinesiology and Sports Studies
*Justin Schuch*- College Student Affairs

Williams Travel Grants
Announced by Dr. John Willems, Member, Council on Graduate Studies; Chair, Travel Grants Committee; Graduate Coordinator, Business Administration

**Fall 2010 Recipients**

*Jeanna Antrim*, Communication Disorders and Sciences  
Faculty Mentor- Dr. Gail Richard

*Lynne Barcus*, Communication Disorders and Sciences  
Faculty Mentor- Dr. Tina Veale

*Shannon Brucker*, Counseling  
Faculty Mentor- Dr. Heidi Larson

*Kristina Decker*, Clinical Psychology  
Faculty Mentor- Dr. Amy Brausch

*Kelsey DePew*, Communication Disorders and Sciences  
Faculty Mentor- Dr. Tina Veale

*Chandra Feltman*, Clinical Psychology  
Faculty Mentor- Dr. Amy Brausch

*Sarah Gaines*, Dietetics  
Faculty Mentor- Dr. Jim Painter

*Brittany Gaydosh*, Dietetics  
Faculty Mentor- Dr. Jim Painter

*Paul Gray*, Kinesiology and Sports Studies  
Faculty Mentor- Dr. Brent Walker

*Andrea Hadley*, Clinical Psychology  
Faculty Mentor- Dr. Amy Brausch

*Mara Hampton*, Communication Disorders and Sciences  
Faculty Mentor- Dr. Tina Veale

*Zhenghong Hou*, Business Administration  
Faculty Mentor- Dr. Jay Shinde

*Jiwon Lee*, Counseling  
Faculty Mentor- Dr. Heidi Larson

*Bridget McKenna*, School Psychology  
Faculty Mentor- Dr. Kristin Johnson-Gros

*Jisun Park*, Clinical Psychology  
Faculty Mentor- Dr. Keith Wilson

*Danessa Perdieu*, Counseling  
Faculty Mentor- Dr. Heidi Larson

*Jinger Rumbaugh*, Gerontology  
Faculty Mentor- Dr. Jacquelyn Frank

*Isaac Sandidge*, Gerontology  
Faculty Mentor- Dr. Jacquelyn Frank

**Fall 2010 Recipients, continued**

*Kaitlin Skwir*, Dietetics  
Faculty Mentor- Dr. Karla Kennedy-Hagan

*Jenna Szybowicz*, Communication Disorders and Sciences  
Faculty Mentor- Dr. Rebecca Throneburg

*Kathleen Trainor*, Communication Disorders and Sciences  
Faculty Mentor- Dr. Rebecca Throneburg

*Fred Washburn*, Counseling  
Faculty Mentor- Dr. Heidi Larson

*Laura Welsh*, Communication Disorders & Sciences  
Faculty Mentor- Dr. Tina Veale

*John West*, Biological Sciences  
Faculty Mentor- Dr. Robert Colombo

**Spring 2011 Recipients**

*Crystal Abbey*, History  
Faculty Mentor- Dr. Ed Wehrle

*Andrew Durso*, Biological Sciences  
Faculty Mentor- Dr. Stephen Mullin

*Peter Foster*, Political Science  
Faculty Mentor- Dr. Richard Wandling

*Chelsea Fuelling*, Clinical Psychology  
Faculty Mentor- Dr. Wesley Allan

*John Goldsworthy*, History  
Faculty Mentor- Dr. Ed Wehrle

*Jennifer Hudson*, English  
Faculty Mentor- Dr. Fern Kory

*Monica Karsai*, Clinical Psychology  
Faculty Mentor- Dr. Wesley Allan

*Christopher Kern*, History  
Faculty Mentor- Dr. Ed Wehrle

*Mohammed Abdul Khan*, Biological Sciences  
Faculty Mentor- Dr. Kai Hung

*Tom Kiely*, History  
Faculty Mentor- Dr. Ed Wehrle
Spring 2011 Recipients

Andrew Durso, Biological Sciences
Faculty Mentor- Dr. Stephen Mullin

Jie Luo, Biological Sciences
Faculty Mentor- Dr. Scott Meiners

Cassi Moody, Biological Sciences
Faculty Mentor- Dr. Robert Colombo

Isaac Sandidge, Gerontology
Faculty Mentor- Dr. Jacquelyn Frank

Jason Stuck, Biological Sciences
Faculty Mentor- Dr. Robert Colombo

Luxshani Thangarajah, Chemistry
Faculty Mentor- Dr. Gopal Periyannan

John West, Biological Sciences
Faculty Mentor- Dr. Robert Colombo

Research/Creative Activity Grants
Announced by Dr. John Dively, Member, Council on Graduate Studies; Chair, Research Grants Committee

Fall 2010 Recipients

John Anderson, Biological Sciences
Faculty Mentor- Dr. Michael Menze

Brian Brausch, Counseling
Faculty Mentors- Drs. Heidi Larson & Angela Yoder

Shannon Brucker, Counseling
Faculty Mentors- Drs. Heidi Larson & Angela Yoder

Andrew Durso, Biological Sciences
Faculty Mentor- Dr. Stephen Mullin

Douglas Ginder, Biological Sciences
Faculty Mentor- Dr. Zhiwei Liu

Kate Harrington, Communication Disorders and Sciences
Faculty Mentors- Dr. Rebecca Throneburg and Mr. Frank Goldacker

Allison Lang, Biological Sciences
Faculty Mentor- Dr. Eric Bollinger

Jiwon Lee, Counseling
Faculty Mentors- Drs. Heidi Larson & Angela Yoder

Oindrila Paul, Biological Sciences
Faculty Mentor- Dr. Steven Daniel

Bryan Rolfsen, Biological Sciences
Faculty Mentor- Dr. Jeff Laursen

Jenna Szybowicz, Communication Disorders and Sciences
Faculty Mentors- Drs. Rebecca Throneburg and Lynn Calvert

Kathleen Trainor, Communication Disorders and Sciences
Faculty Mentors- Dr. Rebecca Throneburg and Ms. Jill Fahy

Fred Washburn, Counseling
Faculty Mentors- Drs. Heidi Larson & Angela Yoder

Spring 2011 Recipients

Rashelle Spear, English
Faculty Mentor- Dr. Fern Kory

Luel Tekle, Business Administration
Faculty Mentor- Dr. Ingyu Chiou

Holly Thomas, Political Science
Faculty Mentor- Dr. Ryan Hendrickson

Sanja Ttranj, Clinical Psychology
Faculty Mentor- Dr. Wesley Allan

Kenneth Webb, English
Faculty Mentor- Dr. Fern Kory

Dustin Yocum, Gerontology
Faculty Mentor- Dr. Jacquelyn Frank
Graduate Scholarships
Announced by Dr. Nora Pat Small, Chair, Council on Graduate Studies

2011 Mary Bear McClay Scholar

**Rob Mason**, Mathematics Education
Graduate Coordinator, Dr. Marshall Lassak

2011 Frances Meyer Hampton Scholar

**Stephanie Fanale**, Communication Disorders & Sciences
Graduate Coordinator, Dr. Tina Veale

2011 Betty Wright Downing Scholar

**Emily Hilliker**, Communication Disorders and Sciences
Graduate Coordinator, Dr. Tina Veale

2011 Annie Weller Scholar

**Bernard Faller**, Economics
Graduate Coordinator, Dr. Mukti Upadhyay

King-Mertz Research/Creative Activity Award Winners
Announced by Dr. Rendong Bai, Member, Council on Graduate Studies; Chair, King-Mertz Awards Committee
Presented by Dr. Heidi Larson, Vice Chair, Council on Graduate Studies

Award of Excellence for the College of Arts and Humanities

**Rachel Hamilton**, History
Faculty Mentor, Dr. Newton Key

**Luel Tekle**, Business Administration
Faculty Mentor, Dr. Ingyu Chiou

Award of Excellence for the College of Education and Professional Studies

**Angela Reed Coady**, Elementary Education
Faculty Mentor, Dr. Daniel Carter

**Ashley Crawford**, Communication Disorders and Sciences
Faculty Mentor, Dr. Tina Veale

Distinguished Research/Creative Activity Award

**Brandon Hensley**, Communication Studies
Faculty Mentor, Dr. Olaf Hoerschelmann

Thesis Award Winners
Announced by Dr. Jeff Laursen, Chair, Council on Graduate Studies; Chair, Thesis Awards Committee
Presented by Dr. Heidi Larson, Vice Chair, Council on Graduate Studies

Award of Excellence for the College of Arts and Humanities

**Janet McCumber**, Music
Faculty Mentor, Dr. Luminita Florea

**Michelle Roberts**, Family and Consumer Sciences
Faculty Mentor, Dr. Lisa Taylor

**Ingrid McCallister**, Elementary Education
Faculty Mentor, Dr. Linda Reven

**Brett Litwiller**, Clinical Psychology
Faculty Mentor, Dr. Amy Brausch

Distinguished Master’s Thesis Award and Midwest Association of Graduate Schools Thesis Nomination

**Chad Cussen**, History
Faculty Mentor, Dr. David Kammerling Smith
2011 Rodney S. Ranes Outstanding Graduate Faculty Mentor Award
Announced by Dr. Tina Veale, Co-Chair, Council on Graduate Studies Ranes Faculty Mentor Award Board
Presented by Isaac Sandidge, Member, Council on Graduate Studies Ranes Faculty Mentor Award Board

Dr. Lynne Curry, History
Nominators: Sonya Leigh Scott and Michael Swinford

First Choice Programs 2012-2014
Presented by Dr. Robert Augustine, Dean, Graduate School.

Counseling
Department Chair, Dr. Rick Roberts

The Graduate School received the Midwest Association of Graduate Schools/Education Testing Services Award of Excellence and Innovation in Graduate Education for the First Choice Program Initiative. The award included a grant and was presented to Dean Robert Augustine at the 2011 Annual Meeting. Dr. Sam Attoh, Chair, MAGS/ETS Awards Committee wrote that the award “reflects your commitment and dedication towards supporting quality programs that enhance graduate student development.”

Graduate School Award of Excellence
Presented by Dr. Robert Augustine, Dean, Graduate School.

Dr. Mary Anne Hanner
Dean, College of Sciences
Distinguished Master's Thesis Award &
Midwest Association of Graduate Schools Thesis Nomination

Chad Cussen, Master of Arts in History
David Kammerling Smith, Ph.D., Professor of History, Faculty Mentor

War and the Sentimental Past:
Memory and Emotion in the Aftermath of the Franco-Prussian War

The Franco-Prussian War provoked strong emotional responses that were encoded in the memory of the war. The management of this emotional response represented an important aspect for the establishment of legitimacy for France’s Third Republic. By uniting French citizens through a public memory of the war—by means of commemorations, funerals, and narratives among others—the Third Republic fostered an intense national consciousness that emerged as a key feature of French identity. In contrast to Eugen Weber’s influential work Peasants Into Frenchmen, which emphasizes the development of ‘Frenchness’ through interactions in social institutions such as the military and the educational system, this thesis argues that French men and women increasingly defined themselves as French through emotional expressions of their memories of the Franco-Prussian War. William Reddy’s theory of emotion allows us to navigate these avenues and provides the methodological and theoretical approach to this paper. Juxtaposed to Reddy, this thesis integrates theoretical approaches developed for the memory of the First World War.

Master's Thesis Award of Excellence in the College of Arts and Humanities

Janet McCumber, Master of Arts in Music
Luminita Florea, Ph.D., Assistant Professor of Music, Faculty Mentor

Beautiful Torment: Interpreting Dissonance and Text-Painting in Selected Sacred Choral Works of William Byrd and Carlo Gesualdo

The end of the sixteenth century was filled with social, religious, and political turmoil; and yet, the musical atmosphere in England and Italy was conducive to new ideas in text-setting and chromatic inflection that had not been seen in previous eras. This thesis takes an interdisciplinary approach in looking at two late sixteenth-century composers, William Byrd and Carlo Gesualdo, and describes their personal and political sufferings and how these torments may have affected their compositional styles. Brief explorations of England and Catholicism in the time of the Protestant Reformation, the Mannerist movement in the arts, the movement toward chromaticism in Italy and the meditative exercises of St. Ignatius of Loyola are included as preparation for the discussion of the Latin motets chosen for this thesis: Ave verum corpus and Surge, illuminare Jerusalem by Byrd and Aestimatus sum and Ave dulcissima Maria by Gesualdo. The themes of these motets represent Byrd’s political statements against the Anglican Church and his encouragement to a recusant community which envisioned itself as being similar to the Jews in their Babylonian captivity; and Gesualdo’s personal plea for forgiveness and possible desire for relief from guilt in the deaths of his wife and her lover. The texts of the motets are examined in detail as to their liturgical or non-liturgical functions, their history, and their inclusion in the collections of the composers (the Gradualia of Byrd and the Sacrae Cantiones and Responsoria of Gesualdo). The thesis proposes that both composers were influenced by St. Ignatius and the teachings of the Jesuit order, in particular the Spiritual Exercises and their intense devotion to modes of prayer and reflection upon individual words and phrases of text. The motets are analyzed for their text-painting and treatment of dissonance. Finally, issues of twenty-first century performance of the motets are discussed, with suggestions for articulations, text stress, and rhythmic groupings.
Master’s Thesis Award of Excellence in the Lumpkin College of Business and Applied Sciences

Michelle Roberts, Master of Science in Family and Consumer Sciences
Lisa Taylor, Ph.D., Assistant Professor of Family and Consumer Sciences, Faculty Mentor

Post-Adoption Contact with Birth Parents in Foster Care Adoption

In private adoptions in the United States, a general trend towards more openness and contact post-adoption has been documented in the research over the last 20 years. In contrast, there has been very little research on openness in foster care adoptions. This study sought to begin to fill this void in the research by examining the level of openness in foster care adoptions and exploring how agencies facilitate and support openness in adoptions. A 20-question survey was administered to adoptive parents over the internet, covering the level of openness in their adoption, their satisfaction with the level of contact and knowledge in their adoption and the services that their agency did or did not offer. Three hundred adoptive parents in 38 states completed the survey. The results showed that more adoptive parents rated their adoption as “open” than “closed” and the majority had some post adoption contact with their child’s birth parent(s). Overall, adoptive parents were very satisfied with the level of openness in their adoption and the amount of contact with the birth parents, but were less satisfied with the amount of knowledge they had of the birth parents. Agencies, on the whole, did not provide many services that encouraged or facilitated openness and when they did, they were not found to have an impact on the level of openness in the adoptions under consideration. One notable exception to this was the finding that families whose agency provided a meeting with the birth parent prior to the adoption to discuss openness were significantly more likely to have more openness in their adoption. The results of this study provide a baseline for future research on the complexities of post adoption openness and contact in foster care adoptions. The study also has implications for child welfare agencies and professionals as they support adoptive families in maintaining their children’s connections to their first family.

Master’s Thesis Award of Excellence in the College of Education and Professional Studies

Ingrid McCallister, Master of Science in Education in Elementary Education
Linda Reven, Ph.D., Professor of Early Childhood, Elementary, Middle Level Education, Faculty Mentor

Relationship Between Fluency and Comprehension for Middle School Students

A study was conducted to examine the relationship between fluency and comprehension for middle school students and determine if interest, prior knowledge, reading achievement and/or prior exposure to the content topic impact rate of reading (fluency) and level of comprehension for these students. Seventh grade students (n=242) completed fluency and comprehension assessments given by the school as benchmark assessments. In addition, the students were given prior knowledge and interest surveys concerning a topic (i.e., astronomy) to which only half of the population had been exposed. The students were then given researcher created fluency and comprehension assessments using a narrative text incorporating the science topic. A significant positive correlation was found to exist between fluency and comprehension. Although interest, prior knowledge, and prior exposure to the content topic did not produce significant differences, middle school students who exceeded state standards in regard to reading achievement produced significantly higher scores in both fluency and comprehension. These results tend to support the notion that fluency and comprehension are related; however, interest, prior knowledge and prior exposure to the content topic may or may not influence rate of fluency and level of comprehension.
Master’s Thesis Award of Excellence in the College of Sciences

**Brett Litwiller**, Master of Arts in Clinical Psychology
Amy Brausch, Ph.D., Assistant Professor of Psychology, Faculty Mentor

**Behavioral Mediators and Moderators of Adolescent Victimization and Suicidal Behavior**

This study examines the relationship between victimization and suicide in adolescents. Hypotheses tested in the study predicted that substance use, violent behavior, and risky sexual behavior would all increase adolescent suicide risk and mediate the relationship between adolescent victimization and suicide. Additional tested hypotheses predicted that parental support, dietary nutrition, and physical activity would decrease suicide risk and moderate the relationship between adolescent victimization and adolescent suicide. To test these hypotheses, self-report surveys were administered to 4,700 public high school students. Regression analyses of data indicated that the amount of victimization significantly predicted the amount of suicidal behavior reported. Similarly, substance use, violent behavior, and risky sexual behavior also individually predicted the amount of suicidal behavior. Substance use was the only risk factor found to significantly mediate the relationship between victimization and suicidal behaviors. Parental support, dietary nutrition, and physical activity were not found to moderate the relationship between victimization and suicide risk. These results represent the first attempt at identifying how victimization increases adolescent suicide risk and further clarify the relationship between the two variables. The finding that a behavioral measure of victimization predicts suicidal behavior extends previous findings and suggests that many different victimizing behaviors have psychological consequences that increase suicide risk. Findings showing that victimization predicts risk behaviors provide further evidence for the psychological consequences of victimization and are the first known findings that show victimization to predict substance use, violent behavior, or risky sexual behavior. The role of each risk behavior as a predictor of suicidal behavior underscores the importance of recognizing the consequences of victimization and reducing risk behavior. Moreover, the identified relationship between victimization, substance use, and suicidal behavior offers an explanation of how experiences of victimization can increase an adolescent’s suicide risk.

King-Mertz Distinguished Research/Creative Activity Award

**Brandon Hensley**, Master of Arts in Communication Studies
Olaf Hoerschelmann, Ph.D., Associate Professor of Communication Studies, Faculty Mentor

**Body Billboards and Brand Colonization: Embodied Corporate Advertising in Postmodern Branding Culture**

Body billboard advertising is a phenomenon that has emerged over the past decade. It involves tattooing corporate logos/messages on the flesh in ways that are visible to other people. These ads are “branded” on the bodies of individuals willing to rent out “spaces” to companies that pay to affix a corporate image/message on them. This paper seeks to examine this practice as it relates to a postmodern landscape where culture is mass produced, identity is unstable and subject to corporate domination, and living bodies are commodified in the reification of corporate presence in all facets of society. Body advertising is one vehicle for exploring the implications of branding culture and corporate hegemony on individual identity and autonomous culture.
The massive wave of Irish immigration to America changed both countries economically, socially and politically. To many, the Irish in America were agitators who refused to assimilate to American culture and whose relocation to large American cities threatened to increase their political power, making them a viable threat against Britain from across the Atlantic. This research project documents these concerns and fears, utilizing newspapers sources from both countries—mainly The Times (London), The New York Times, and the Chicago Tribune—to depict the elite response to the unprecedented migration of millions of Irish to the United States. Coverage in London portrayed real, continuous worries about what the Irish were planning in America, and the articles in the United States were very similar, mirroring common themes from the British newspapers. Unlike immigrants from other countries, who seemed more willing to adopt American lifestyles, British and American newspapers branded the Irish with three main characteristics: an insistent refusal to properly assimilate into America, a conspiratorial attitude toward England and, most worrisome, ambitions for political power in U.S. cities, especially as the decade wore on. Despite their differences just a century before (when Americans challenged colonial rule), British and American newspapers were united in their negative coverage of Irish-Americans during this decade, writing similar series of articles an ocean apart.
King-Mertz Research/Creative Activity Award of Excellence in the College of Education and Professional Studies

Angela Reed Coady, Master of Science in Education in Elementary Education
Daniel Carter, Ph.D., Assistant Professor of Early Childhood, Elementary, Middle Level Education, Faculty Mentor

Content Area Reading in the Elementary Grades

The colloquy entitled, “Content Area Reading in the Elementary Grades: The benefits of incorporating content learning into reading strategies at an early elementary level, as well as incorporating reading strategies into content learning at an upper elementary level” impacts the researcher in various ways. The main impacts are the affirmation of the issue’s significance, as well as how to incorporate innovative lessons and strategies in the researcher’s teaching. The colloquy presents vital research for educators in all areas of curriculum. It is imperative that educators are aware of the need for more exposure, training, and incorporation of reading strategies in content learning. Early elementary levels need early exposure to content area learning to prepare students for authentic lifelong learning. Content area learning motivates students to learn while allowing them to read to learn. This increases their knowledge of new and exciting topics and improves their reading skills. Teaching reading strategies in the content areas directly benefits students, schools, and communities because of the emphasis placed on, performance of, and funding due to standardized testing. There are many factors as to why content area reading is not being taught in both early and upper elementary levels. In the early elementary levels, content curriculum is often dropped or textbooks lack the needed materials to provide the opportunity. In the upper elementary levels, content area teachers can be uncomfortable or lack the needed knowledge to teach reading, as well as the textbooks being poorly structured or outdated. Educators would benefit from reading this colloquy, as well as the extended research on this issue, in order to become more aware, knowledgeable, and comfortable in teaching reading in the content areas. By understanding the benefits of content area reading, teachers can help their students be more successful as a lifelong learner.

King-Mertz Research/Creative Activity Award of Excellence in the College of Sciences

Ashley Crawford, Master of Science in Communication Disorders and Sciences
Tina Veale, Ph.D., Associate Professor of Communication Disorders and Sciences, Faculty Mentor

Disability Services at Illinois Universities for Students with ASD

Accommodations provided by a college disability services office are integral to the success of a student with autism. This descriptive study surveyed various public and private universities in Illinois for available accommodations and knowledge of ASD. Public universities provided extended test time and note-takers. Private universities provided extended time on assignments. Accommodations varied among schools. Students with autism spectrum disorder (ASD) are increasingly enrolling in post-secondary institutions. With appropriate supports and accommodations through disability services offices, these students are very successful. Accommodations specific to ASD may include the following: academic, organizational, social, emotional, transitional, or sensory. Currently, a comprehensive document that provides information to families about university accommodations does not exist on websites or in the literature. Two research questions were addressed: 1.) What disability service accommodations can students with ASD expect to find at post-secondary institutions in Illinois? 2.) What differences exist, if any, in disability services provided to students with ASD in public and private post-secondary institutions in Illinois? This descriptive study used a questionnaire method to survey directors of public and private universities in Illinois for available accommodations, on-campus referrals, social supports, and perceived faculty willingness. Fourteen disability directors (8 public, 6 private) responded. Findings revealed that public schools offer extended exam time and note-takers more frequently. Private schools offer extended assignment time more frequently. Both universities types referred to Counseling departments. Private schools referred to Reading/Writing Centers and Tutoring more frequently, while public schools referred to Academic Affairs more frequently. Most universities stressed the individuality of each student before providing accommodations.
Graduate School Research/Creative Activity Grant

**John Anderson**, Masters Candidate in Biological Sciences

*Evaluation of Spin Drying as Novel Strategy for Long-Term Preservation of Insect Cells*

Michael Menze, Ph.D., Assistant Professor of Biological Sciences, Faculty Mentor
Center for Engineering in Medicine, Harvard Medical School, Research Partner

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Graduate School Research/Creative Activity Grant

**Brian Brausch**, Masters Candidate in Counseling

*Child Senior Relationship Therapy*

Heidi Larson, Ph.D., Assistant Professor of Counseling and Student Development, Faculty Mentor
Carl Sandburg School and the Coles County Council on Aging, Research Partners

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Graduate School Research/Creative Activity Grant

**Shannon Brucker**, Masters Candidate in Counseling

*Child Senior Relationship Therapy*

Heidi Larson, Ph.D., Assistant Professor of Counseling and Student Development, Faculty Mentor
Carl Sandburg School and the Coles County Council on Aging, Research Partners

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Graduate School Research/Creative Activity Grant

**Andrew Durso**, Masters Candidate in Biological Sciences

*Interactions of Diet and Behavior in Death-Feigning Snakes (Heterodon)*

Stephen Mullin, Ph.D., Professor of Biological Sciences, Faculty Mentor
U.S. Department of Fish & Wildlife Services, Research Partner

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Graduate School Research/Creative Activity Grant

**Douglas Ginder**, Masters Candidate in Biological Sciences

*Detecting Cryptic Gall Wasp Species on Prairie Plants Using DNA Markers*

Zhiwei Liu, Ph.D., Assistant Professor of Biological Sciences, Faculty Mentor
Wisconsin Department of Natural Resources, Research Partner

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Graduate School Research/Creative Activity Grant

**Kate Harrington**, Masters Candidate in Communication Disorders and Sciences

*Treating Dysarthria in Individuals with Parkinson’s Disease Online Using the Lee Silverman Voice Treatment Method*

Rebecca Throneburg, Ph.D., Professor of Communication Disorders and Sciences, Faculty Mentor
Decatur Sanitary District, Research Partner

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Graduate School Research/Creative Activity Grant

**Allison Lang**, Masters Candidate in Biological Sciences

*The Effect of Host to Parasite Egg Ratio on Cowbird Egg Ejection by American Robins*

Eric Bollinger, Ph.D., Professor of Biological Sciences, Faculty Mentor
City of Charleston, Illinois, Research Partner
Graduate School Research/Creative Activity Grant

**Jiwon Lee**, Masters Candidate in Counseling
*Child Senior Relationship Therapy*
Heidi Larson, Ph.D., Assistant Professor of Counseling, Faculty Mentor
Carl Sandburg Elementary School and Coles County Council on Aging, Research Partners

Graduate School Research/Creative Activity Grant

**Jie Luo**, Masters Candidate in Biological Sciences
*Colonization Rate of Vesicular Arbuscular Mycorrhizae (VAM) and the Dynamics of Native and Exotic Species in Succession*
Scott Meiners, Ph.D., Assistant Professor of Biological Sciences, Faculty Mentor
Rutgers University, Research Partner

Graduate School Research/Creative Activity Grant

**Cassi Moody**, Masters Candidate in Biological Sciences
*Demographics of a Commercially Exploited Population of Flathead Catfish in the Wabash River*
Robert Colombo, Ph.D., Assistant Professor of Biological Sciences, Faculty Mentor
Illinois Department of Natural Resources, Research Partner

Graduate School Research/Creative Activity Grant

**Oindrila Paul**, Masters Candidate in Biological Sciences
*Metabolic Potentials of the Bile Acid-Dehydroxylating Gut Bacterium Clostridium scindens*
Steven Daniel, Ph.D., Professor of Biological Sciences, Faculty Mentor
Metabolomics Center, Research Partner

Graduate School Research/Creative Activity Grant

**Bryan Rolfsen**, Masters Candidate in Biological Sciences
*A Novel System to Investigate Snail-Trematode Interactions*
Jeff Laursen, Ph.D., Assistant Professor of Biological Sciences, Faculty Mentor
Minnesota Department of Natural Resources, Research Partner

Graduate School Research/Creative Activity Grant

**Isaac Sandidge**, Masters Candidate in Gerontology
*Eat Smart, Live Strong: Nutrition Education for Older Adults*
Jacquelyn Frank, Ph.D., Assistant Professor of Family and Consumer Sciences, Faculty Mentor
CRIS Healthy Aging Center, Research Partner

Graduate School Research/Creative Activity Grant

**Jason Stuck**, Masters Candidate in Biological Sciences
*Asian Carp Population Status in the Illinois and Wabash Rivers*
Robert Colombo, Ph.D., Assistant Professor of Biological Sciences, Faculty Mentor
Illinois Department of Natural Resources, Research Partner
Graduate School Research/Creative Activity Grant

Jenna Szybowicz, Masters Candidate in Communication Disorders and Sciences
Rebecca Throneburg, Ph.D., Associate Professor of Communication Disorders and Sciences, Faculty Mentor
East Richland Community Unit School District No. 1, Research Partner

Graduate School Research/Creative Activity Grant

John West, Masters Candidate in Biological Sciences
Reclamation of Kickapoo Creek
Robert Colombo, Ph.D., Assistant Professor of Biological Sciences, Faculty Mentor
Illinois Department of Natural Resources, Research Partner

Graduate School Research/Creative Activity Grant

Kathleen Trainor, Masters Candidate in Communication Disorders and Sciences
Relationship Between Preschool Executive Functions and Language Abilities
Rebecca Throneburg, Ph.D., Professor of Communication Disorders and Sciences, Faculty Mentor
Tiny Tech Preschool, Research Partner

Graduate School Research/Creative Activity Grant

Fred Washburn, Masters Candidate in Counseling
Child Senior Relationship Therapy
Heidi Larson, Ph.D., Assistant Professor of Counseling, Faculty Mentor
Carl Sandburg Elementary School and Coles County Council on Aging, Research Partners

Graduate School Research/Creative Activity Grant

Luxshani Thangarajah, Masters Candidate in Chemistry
Identification of Enzymes for Biomass Degradation for Caulobacter crescentus
Gopal Periyannan, Ph.D., Assistant Professor of Chemistry, Faculty Mentor
Coles County Farm Bureau, Research Partner

Williams Travel Grant

Crystal Abbey, Masters Candidate in History
7th Loyola University History Graduate Student Conference | Chicago, Illinois
Ed Wehrle, Ph.D., Associate Professor of History, Faculty Mentor

Williams Travel Grant

Jeanna Antrim, Masters Candidate in Communication Disorders and Sciences
The Effect of Person Versus AAC Directed Apraxia Therapy on Elicited Limitation for Children with Autism Spectrum Disorder
American Speech-Language Hearing Association Annual Conference | Philadelphia, Pennsylvania
Gail Richard, Ph.D., Professor of Communication Disorders and Sciences, Faculty Mentor
Williams Travel Grant

Lynne Barcus, Masters Candidate in Communication Disorders and Sciences
Vocabulary Acquisition through Fast Mapping in Children with Autism
American Speech-Language Hearing Association Annual Conference | Philadelphia, Pennsylvania
Tina Veale, Ph.D., Associate Professor of Communication Disorders and Sciences, Faculty Mentor

Williams Travel Grant

Shannon Brucker, Masters Candidate in Counseling
Envisioning High ACT scores: Utilizing Relaxation Techniques with High School Juniors
Illinois Counseling Association Conference | Lisle, Illinois
Heidi Larson, Ph.D., Assistant Professor of Counseling, Faculty Mentor

Williams Travel Grant

Kristina Decker, Masters Candidate in Clinical Psychology
Non-Suicidal Self-Injury & Suicidal Behaviors: Evaluating Body Investment Among University Students
Association for Behavior & Cognitive Therapies 44th Annual Convention | San Francisco, California
Amy Brausch, Ph.D., Assistant Professor of Psychology, Faculty Mentor

Williams Travel Grant

Kelsey DePew, Masters Candidate in Communication Disorders and Sciences
Development of the Test of Inferencing
American Speech-Language Hearing Association Annual Conference | Philadelphia, Pennsylvania
Tina Veale, Ph.D., Associate Professor of Communication Disorders and Sciences, Faculty Mentor

Williams Travel Grant

Andrew Durso, Masters Candidate in Biological Sciences
Influence on Diet, Sex, and Age on Defensive Behavior of the Western Hog-Nosed Snake
Joint Meeting of the Ichthyologists and Herpetologists | Minneapolis, Minnesota
Stephen Mullin, Ph.D., Professor of Biological Sciences, Faculty Mentor

Williams Travel Grant

Chandra Feltman, Masters Candidate in Clinical Psychology
Suicidal Ideation and Non-Suicidal Self-Injury in University Students: The Role of Self Esteem and Body Satisfaction
Association for Behavior & Cognitive Therapies 44th Annual Convention | San Francisco, California
Amy Brausch, Ph.D., Assistant Professor of Psychology, Faculty Mentor

Williams Travel Grant

Peter Foster, Masters Candidate in Political Science
Richard Wandling, Ph.D., Professor of Political Science, Faculty Mentor
Williams Travel Grant

Chelsea Fuelling, Masters Candidate in Clinical Psychology

*Relational and Overt Aggression in a Camp Setting: Links to Beliefs about Aggression, Emotion Regulation, Loneliness, and Prosocial behaviors*

Midwestern Psychological Association | Chicago, Illinois

Wesley Allan, Assistant Professor of Psychology, Faculty Mentor

Williams Travel Grant

Sarah Gaines, Masters Candidate in Dietetics

*Effect of Walking Program on University Students’ Levels of Physical Activity*

American Dietetic Association Food and Nutrition Conference and Expo | Boston, Massachusetts

James Painter, Ph.D., Professor of Family and Consumer Sciences, Faculty Mentor

Williams Travel Grant

Brittany Gaydosh, Masters Candidate in Dietetics

*The Effect of Visibility and Quantity of Raisins on Dietary Intake, A Pilot Study Comparison of Twenty-Two International Food Based Dietary Guides*

American Dietetic Association Food and Nutrition Conference and Expo | Boston, Massachusetts

James Painter, Ph.D., Professor of Family and Consumer Sciences, Faculty Mentor

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John Goldsworthy, Masters Candidate in History


7th Loyola University History Graduate Student Conference | Chicago, Illinois

Ed Wehrle, Ph.D., Associate Professor of History, Faculty Mentor

Williams Travel Grant

Paul Gray, Masters Candidate in Kinesiology and Sports Studies

*Perceptual Differences Between High School and Intercollegiate Hitters on a Pitch Recognition Task*

Association for Applied Sport Psychology Conference | Providence, Rhode Island

Brent Walker, Ph.D., Associate Professor of Kinesiology and Sports Studies, Faculty Mentor

Williams Travel Grant

Andrea Hadley, Masters Candidate in Clinical Psychology

*Suicidal Ideation and Non-Suicidal Self-Injury in University Students: The Role of Self Esteem and Body Satisfaction*

Association for Behavior & Cognitive Therapies 44th Annual Convention | San Francisco, California

Amy Brausch, Ph.D., Assistant Professor of Psychology, Faculty Mentor

Williams Travel Grant

Mara Hampton, Masters Candidate in Communication Disorders and Sciences

*Visual Phonics & Phonological Awareness Interventions: Language & Literacy Gains*

American Speech-Language Hearing Association Conference | Philadelphia, Pennsylvania

Tina Veale, Ph.D., Associate Professor of Communication Disorders & Sciences, Faculty Mentor
Williams Travel Grant

Zhenghong Hou, Masters Candidate in Business Administration
Academic Stress in College Students: A Comparison of Accounting Majors vs. Other Business Majors
Academic Business World International Conference | Nashville, Tennessee
Jay Shinde, Ph.D., Assistant Professor of Business, Faculty Mentor

Williams Travel Grant

Jennifer Hudson, Masters Candidate in English
“Reading the Writer: What We Hear in the Writing Center”
Annual English Articulation Conference | Monticello, Illinois
Fern Kory, Ph.D., Professor of English, Faculty Mentor

Williams Travel Grant

Monica Karsai, Masters Candidate in Clinical Psychology
Children’s Emotion Regulation and its Link to Social Anxiety, and Depressive Symptoms
Midwestern Psychological Association Conference | Chicago, Illinois
Wesley Allan, Ph.D., Assistant Professor of Psychology, Faculty Mentor

Williams Travel Grant

Christopher Kern, Masters Candidate in History
Defining White: The Arbitrary Nature of Race as a Legal Dilemma
7th Loyola University History Graduate Student Conference | Chicago, Illinois
Ed Wehrle, Ph.D., Associate Professor of History, Faculty Mentor

Williams Travel Grant

Mohammed Abdul Khan, Masters Candidate in Biological Sciences
Degradation of L-Methionine by an Acidophillic Archaeon “Ferroplasma acidarmanus” Suggests the Presence of Methionine-Gamma-Lyase
American Society for Microbiology Conference | New Orleans, Louisiana
Kai Hung, Ph.D., Assistant Professor of Biological Sciences, Faculty Mentor

Williams Travel Grant

Tom Kiely, Masters Candidate in History
Pentagon Papers: National Security and Prior Restraint
7th Loyola University History Graduate Student Conference | Chicago, Illinois
Ed Wehrle, Ph.D., Associate Professor of History, Faculty Mentor

Williams Travel Grant

Kimberly Kolweier, Masters Candidate in Communication Disorders and Sciences
Increasing Nonverbal Communication in Adults with Autism using Social Stories
Tina Veale, Ph.D., Associate Professor of Communication Disorders and Sciences, Faculty Mentor
Williams Travel Grant

**Jiwon Lee**, Masters Candidate in Counseling
*Envisioning High ACT scores: Utilizing Relaxation Techniques with High School Juniors*
Illinois Counseling Association Conference | Lisle, Illinois
Heidi Larson, Ph.D., Assistant Professor of Counseling, Faculty Mentor

Williams Travel Grant

**Jonathan Matthews**, Masters Candidate in History
*Civil War Veterans and Mental Health Benefits*
7th Loyola University History Graduate Student Conference | Chicago, Illinois
Ed Wehrle, Ph.D., Associate Professor of History, Faculty Mentor

Williams Travel Grant

**Bridget McKenna**, Specialist’s Candidate in School Psychology
*Using Alternate Treatment Design to Determine Math Inventions for Linear Equations*
National Association of School Psychologist 2011 Annual Convention | San Francisco, California
Kristin Johnson-Gros, Ph.D., Assistant Professor of Psychology, Faculty Mentor

Williams Travel Grant

**Laura Mondt**, Masters Candidate in History
*Social Problems and Individual Liberties in Early 20th Century America*
7th Loyola University History Graduate Student Conference | Chicago, Illinois
Ed Wehrle, Ph.D., Associate Professor of History, Faculty Mentor

Williams Travel Grant

**Jisun Park**, Masters Candidate in Clinical Psychology
*Positive and Negative Child Sexual Abuse Cognitions of College Women with History of Child Sexual Abuse*
Association for Behavior and Cognitive Therapies 44th Annual Convention | San Francisco, California
Keith Wilson, Ph.D., Professor of Psychology, Faculty Mentor

Williams Travel Grant

**Oindrila Paul**, Masters Candidate in Biological Sciences
*Vitamin Requirements of the Bile Acid-Dehydroxylating Intestinal Bacterium Clostridium scindens*
2011 Congress on Gastrointestinal Function | Chicago, Illinois
Steven Daniel, Ph.D., Professor of Biological Sciences, Faculty Mentor

Williams Travel Grant

**Danessa Perdieu**, Masters Candidate in Counseling
*Envisioning High ACT scores: Utilizing Relaxation Techniques with High School Juniors*
Illinois Counseling Association Conference | Lisle, Illinois
Heidi Larson, Ph.D., Assistant Professor of Counseling, Faculty Mentor
Williams Travel Grant

**Nathan Polak**, Masters Candidate in Political Science
Ryan Hendrickson, Ph.D., Professor of Political Science, Faculty Mentor

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**Jinger Rumbaugh**, Masters Candidate in Gerontology
Jacquelyn Frank, Ph.D., Assistant Professor of Family and Consumer Sciences, Faculty Mentor

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**Isaac Sandidge**, Masters Candidate in Gerontology
Jacquelyn Frank, Ph.D., Assistant Professor of Family and Consumer Sciences, Faculty Mentor

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Williams Travel Grant

**Kaitlin Skwir**, Masters Candidate in Dietetics
*Pistachio Shells serve as a Visual Cue of Calorie Consumption* | American Dietetic Association Food and Nutrition Conference and Expo | Boston, Massachusetts
Karla Kennedy-Hagan, Ph.D., Associate Professor of Dietetics, Faculty Mentor

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Williams Travel Grant

**Dustin Smith**, Masters Candidate in Communication Studies
*I Love You Man… No Homo” A New Kind of Bromance: An Analysis of Narratives from Heterosexual-Homosexual Male Friendships* | New Voices, New Perspectives | Denton, Texas
Olaf Hoerschelmann, Ph.D., Associate Professor of Communication Studies, Faculty Mentor

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Williams Travel Grant

**Dustin Smith**, Masters Candidate in Communication Studies
*Queering Primetime* | Central States Communication Association Conference | Milwaukee, Wisconsin
Olaf Hoerschelmann, Ph.D., Associate Professor of Communication Studies, Faculty Mentor
**Williams Travel Grant**

**Sanja Trtanj**, Masters Candidate in Clinical Psychology  
*Development of the Helicopter Parenting Questionnaire*  
Midwestern Psychological Association Conference | Chicago, Illinois  
Wesley Allan, Ph.D., Assistant Professor of Psychology, Faculty Mentor

**Williams Travel Grant**

**Rashelle Spear**, Masters Candidate in English  
*“Reading the Writer: What We Hear in the Writing Center”*  
Annual English Articulation Conference | Monticello, Illinois  
Fern Kory, Ph.D., Professor of English, Faculty Mentor

**Williams Travel Grant**

**Jenna Szybowicz**, Masters Candidate in Communication Disorders and Sciences  
*Nonliteral Language Used in the Classroom*  
American Speech-Language Hearing Association Annual Conference | Philadelphia, Pennsylvania  
Rebecca Throneburg, Ph.D., Professor of Communication Disorders and Sciences, Faculty Mentor

**Williams Travel Grant**

**Fred Washburn**, Masters Candidate in Counseling  
*Envisioning High ACT scores: Utilizing Relaxation Techniques with High School Juniors*  
Illinois Counseling Association Conference | Lisle, Illinois  
Heidi Larson, Ph.D., Assistant Professor of Counseling, Faculty Mentor

**Williams Travel Grant**

**Kathleen Trainor**, Masters Candidate in Communication Disorders and Sciences  
*Relationship Between Preschool Executive Function Skills and Oral Narrative Skills*  
American Speech-Language Hearing Association Annual Conference | Philadelphia, Pennsylvania  
Rebecca Throneburg, Ph.D., Professor of Communication Disorders and Sciences, Faculty Mentor

**Williams Travel Grant**

**Luel Tekle**, Masters Candidate in Business Administration  
*Financial Intermediation and Economic Growth: Evidence from East Africa*  
MBAA International Conference 2011 | Chicago, Illinois  
Ingyu Chiou, Ph.D., Associate Professor of Business, Faculty Mentor

**Williams Travel Grant**

**Holly Thomas**, Masters Candidate in Political Science  
*The Process of “Clean” Passage*  
Ryan Hendrickson, Ph.D., Professor of Political Science, Faculty Mentor

**Williams Travel Grant**

**Jenna Szybowicz**, Masters Candidate in Communication Disorders and Sciences  
*Nonliteral Language Used in the Classroom*  
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Rebecca Throneburg, Ph.D., Professor of Communication Disorders and Sciences, Faculty Mentor

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Kenneth Webb, Masters Candidate in English
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Fern Kory, Ph.D., Professor of English, Faculty Mentor

Laura Welsh, Masters Candidate in Communication Disorders and Sciences
Sibling and Peer Influence on Social Interaction in Autism
American Speech-Language Hearing Association Annual Conference | Philadelphia, Pennsylvania
Tina Veale, Ph.D., Associate Professor of Communication Disorders and Sciences, Faculty Mentor

John West, Masters Candidate in Biological Sciences
Restoration of Kickapoo Creek Near Charleston, Illinois
71st Midwest Fish and Wildlife Conference | Minneapolis, Minnesota
Robert Colombo, Ph.D., Assistant Professor of Biological Sciences, Faculty Mentor

Dustin Yocum, Masters Candidate in Gerontology
Student Perceptions of Integrative Learning Strategies as a Tool to Advance the Interdisciplinary Gerontology Master’s Program at Eastern Illinois University
Association for Gerontology in Higher Education Conference | Cincinnati, Ohio
Jacquelyn Frank, Ph.D., Assistant Professor of Family and Consumer Sciences, Faculty Mentor
2011 Betty Wright Downing Graduate Scholar

Established by Mr. and Mrs. Harry T. Wright in memory of Betty Wright Downing.

Emily Hilliker, Masters Candidate in Communication Disorders and Sciences

2011 Frances Meyer Hampton Graduate Scholar

Established by Mrs. Frances Meyer Hampton in her estate, this award is presented annually to a full-time student in a master’s degree program.

Stephanie Fanale, Masters Candidate in Communication Disorders and Sciences

2011 Mary Bear McClay Graduate Scholar

Established in 2004 by siblings Wilfred (Bill) McClay and Susan Foote, in memory of their mother, Mary Bear McClay.

Rob Mason, Masters Candidate in Mathematics Education

2011 Annie Weller Graduate Scholar

Established by the family of Annie L. Weller to provide financial support for a full-time undergraduate or graduate student majoring in the social sciences, history, or physical sciences.

Bernard Faller, Masters Candidate in Economics

2011 Rodney S. Ranes Outstanding Graduate Faculty Mentor Award

Established by Rodney S. Ranes, former director of graduate admissions, this award is selected by the CGS Ranes Board to honor outstanding graduate mentoring.

Lynne Curry, Ph.D., Professor of History

firstchoice
GRADUATE PROGRAM
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Graduate programs achieving the distinction of “First Choice” have applied and been subjected to rigorous review from EIU’s Council on Graduate Studies, with oversight from the Graduate School, to ensure they meet the highest standards of scholarly excellence as evidenced through sustained achievement of criteria developed and adopted by the Council in 2006.

Programs achieving First Choice designation 2009-2013:
- History and Historical Administration
- English
- Communication Disorders and Sciences
- College Student Affairs
- School Psychology

Programs achieving First Choice designation 2010-2014:
- Gerontology
- Political Science

Programs achieving First Choice designation 2011-2015:
- Biological Sciences

Programs achieving First Choice designation 2012-2014:
- Counseling
Class of 2011 Distinguished Graduate Students

Nathan Averbeck  
Mathematics

Jill Barnes  
Dietetics

Keerthi Chandra  
Chemistry

Margaret Crowley  
Art

Kristina Decker  
Clinical Psychology

Andrew Durso*  
Biological Sciences

Bernard Faller  
Economics

John Goldsworthy  
History

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Communication Disorders and Sciences

Melissa Helregel  
Elementary Education (Teacher Cert.)

Lori Henderson  
Historical Administration

Edward Karr  
Technology (off-campus)

Pamela Machala  
Music

Aaron Melton  
Technology (on-campus)

Dominic Morais*  
Kinesiology and Sports Studies
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Political Science

Michelle Roberts
Family and Consumer Sciences

Isaac Sandidge
Gerontology

Justin Schuch*
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Dustin Smith
Communication Studies

John Stromski
English

Fred Washburn
Counseling

Stephanie Woodley
Special Education

Marissa Wright
Elementary Education (Master’s)

Not Pictured: Collin Anderson, Business Administration (off-campus); Brett Block, Natural Sciences; Mary Diener, Educational Leadership (Master’s); Lance Landeck, Educational Leadership (Specialist’s); Bridget McKenna, School Psychology; Greg Poznic, Business Administration (on-campus); Trisha Sluder, Mathematics Education.

*Hamand Society of Graduate Scholars
Named in honor of the first dean of The Graduate School, Dr. Lavern Hamand, the Hamand Society recognizes degree-seeking graduate candidates nominated from among the class of Distinguished Graduate Students whose achievements in both scholarship and service have had a documented impact on the discipline and the community. The quality and impact of the scholarship and service achievements of Hamand Society Scholars reflect the highest ideals of the engaged graduate student.
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Christopher Kahler, M.F.A.- Art, Coordinator
Ruth Hoberman, Ph.D.- English, Coordinator
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Nora Pat Small, Ph.D.- Historical Administration, Coordinator
Marilyn Coles, Ph.D.- Music, Coordinator
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College of Education and Professional Studies Graduate Programs
Brent Walker, Ph.D.- Kinesiology and Sports Studies, Coordinator
John Dively, Ed.D.- Educational Leadership, Master's & Specialist's Programs, Chair and Coordinator
Richard Roberts, Ph.D.- College Student Affairs & Counseling Programs, Chair and Coordinator
Linda Reven, Ph.D.- Elementary Education, Coordinator
Stephen Lucas, Ph.D.- Master Teacher, Coordinator
Kathlene Shank, Ph.D.- Special Education, Chair and Coordinator

Lumpkin College of Business and Applied Sciences Graduate Programs
John Willems, Ph.D.- Business Administration and Accounting Certificate Program, Coordinator
Lisa Taylor, Ph.D.- Family and Consumer Sciences, Coordinator
Karla Kennedy-Hagan, Ph.D.- Dietetics, Coordinator
Jaquelyn Frank, Ph.D.- Gerontology, Coordinator
Peter Ping Liu, Ph.D.- Technology and Certificate Programs, Coordinator

College of Sciences Graduate Programs
Andrew Methven, Ph.D.- Natural Sciences, Biological Sciences , Coordinator
Jeff Laursen, Ph.D.- Biological Sciences, Coordinator
Brenda Lawrence, Ph.D.- Chemistry, Coordinator
Tina Veale, Ph.D.- Communication Disorders and Sciences, Coordinator
Mukti Upadhyay, Ph.D.- Economics, Coordinator
Michael Cornebise, Ph.D.- Natural Sciences, Physical Sciences, Chair and Coordinator
Keith Wolcott, Ph.D.- Mathematics and Computer Science, Coordinator
Marshall Lassak, Ph.D.- Mathematics Education Option, Coordinator
Steven Daniels, Ph.D.- Natural Sciences, Physics, Chair and Coordinator
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2010-2011 Council on Graduate Studies
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