

2013 / 2014 GRADUATE CATALOG



MCKENDREE
UNIVERSITY

GRADUATE SCHOOL

2013 / 2014 GRADUATE CATALOG



701 College Road
Lebanon, IL 62254
618-537-4481
1-800-BEARCAT
www.mckendree.edu



GRADUATE SCHOOL

Accreditations

Higher Learning Commission of the North Central Association of Colleges and Schools

230 South LaSalle St.
Suite 7-500
Chicago, IL 60604-1413
800-621-7440

Commission on Collegiate Nursing Education (CCNE)

One Dupont Circle NW
Suite 530
Washington, DC 20036
202-887-6791

International Assembly for Collegiate Business Education (IACBE)

P.O. Box 3960
Olathe, KS 66063
913-631-3009

Approvals & Licenses

Illinois Board of Higher Education

431 East Adams
2nd Floor
Springfield, IL 62701-1404
217-782-2551

Illinois Department of Veterans' Affairs

833 South Spring Street
P.O. Box 19432
Springfield, IL 62794-9432
217-782-6641

Illinois State Board of Education

100 N. 1st Street
Springfield, IL 62777
866-262-6663

Kentucky Approving Agency for Veterans' Education

300 North Main Street
Versailles, KY 40383
859-256-3235

Kentucky Council on Postsecondary Education

1024 Capital Center Drive
Suite 320
Frankfort, KY 40601
502-573-1555

Memberships

American Association of Colleges for Teacher Education (AACTE)

American Association of Colleges Nursing (AACN)

American Council on Education (ACE)

Associated Colleges of Illinois (ACI)

Association for Black Culture Centers (ABCC)

Association for the Assessment of Learning in Higher Education (AALHE)

Association of American Colleges and Universities (AAC&U)

Council for the Advancement and Support of Education (CASE)

Council of Independent Colleges (CIC)

Federation of Independent Illinois Colleges and Universities (FIICU)

Illinois Campus Compact (ILCC)

Illinois Virtual Campus

Kentucky Virtual Campus

National Association of Independent Colleges and Universities (NAICU)

National Association of Schools and Colleges of the United Methodist Church (NASUMC)

National League for Nursing (NLN)


President's Alliance for Excellence in Student Learning and Accountability



MCKENDREE
UNIVERSITY

McKendree University is an affirmative action/equal opportunity employer and admits students of any sex, race, color, national and ethnic origin and age with all rights, privileges, programs, and activities generally accorded its students. In conformance with state and federal regulations, McKendree University does not discriminate on the basis of sex, race, color, religion, disability, national and ethnic origin, or age in the administration of its educational policies, admission policies, scholarship and loan programs, athletic, and other school administered programs. Students, employees, and faculty who believe they may have been discriminated against may contact the Compliance Officer at the University's address or telephone (618) 537-6533. Services of the substance abuse prevention program administered by the Athletic Department are available to all officers, employees, and students of McKendree University. McKendree University is authorized under Federal Law to enroll nonimmigrant alien students.

Policies stated in this catalog are subject to change as required and as the institution deems appropriate. The statements contained herein are not to be regarded as an offer to contract.



McKendree University is a leader among today's educational institutions. Founded in 1828, the historically significant campus exemplifies a classic and caring tradition that is combined with a contemporary curriculum.

Contents

Academic Calendar	2
Letter from the President	4
The University Mission	5
Admission	11
Financial Information	15
Academic Programs and Policies	21
Student Services	33
Courses of Study	
School of Business	
Master of Business Administration	37
Course Descriptions	42
School of Education	45
Master of Arts in Education	51
Specialist in Education	121
Doctor of Education	129
Course Descriptions	135
School of Nursing and Health Professions	
Master of Arts in Clinical Mental Health Counseling	149
Course Descriptions	154
Master of Science in Nursing	157
Course Descriptions	168
Board of Trustees	172
Board Members	172
University Administration	172
Current Honorary and Trustee Emeritus	173
Alumni Board	173
Current Emeriti Administrators and Faculty	176
Faculty	176
Index	181

Lebanon Campus Academic Calendar 2013 / 2014

Fall 2013

AUG	26	MON	Fall semester classes begin on Lebanon campus
SEPT	2	MON	Labor Day; no classes on Lebanon campus or at off-campus centers (Saturday classes will meet on Saturday)
OCT	17	THUR	1st half semester classes end
	18	FRI	Fall Break; no classes on Lebanon campus
	21	MON	2nd half semester classes begin
NOV	27-30	WED-SAT	Thanksgiving Holiday – no classes
DEC	1	SUN	Thanksgiving Holiday – no classes
	6	FRI	Fall semester classes end on Lebanon campus
	9-12	MON-THU	Final exams



Spring 2014

JAN	13	MON	Spring semester classes begin on Lebanon campus
	20	MON	Martin Luther King Day – no classes
MAR	7	FRI	1st half semester classes end
	8-16	SAT-SUN	Spring Break
	17	MON	2nd half semester classes begin
APRIL	18	FRI	Good Friday – no classes
MAY	2	FRI	Last day of spring classes
	5-8	MON-THU	Final exams
	10	SAT	Commencement on Lebanon campus



A letter from the **President**

Congratulations on your decision to pursue graduate studies at McKendree University.



Our graduate programs provide an opportunity for you to deepen your understanding of your discipline and to develop skills that will enable you to ask questions, explore ideas, solve problems, and effect change. Our graduate faculty will challenge you to participate actively, to understand critical issues in your field, to share your own perspectives, and to work on real-world projects. I am confident that the prior knowledge and skills you bring to your studies, coupled with the tremendous expertise and experience of our graduate faculty, will ensure your preparation for leadership roles in the workplace and community.

We are fully committed to meeting the diverse needs of our graduate students. We offer our programs on campus, at external sites convenient to students' homes and workplaces, and via online instruction. We understand that you must balance many responsibilities as a student, family member, employee, and community member, and we are here to help.

This catalog provides information about our graduate program curricula, policies, and procedures. It is an excellent reference that will help you maximize your time here. If you have any questions or concerns, please feel free to ask any member of our faculty or staff for help.

We are pleased that you have chosen to study here, and are ready to support you on your journey. Welcome, and best wishes for a successful McKendree Experience.

Sincerely,

A handwritten signature in blue ink that reads "James M. Dennis". The signature is fluid and cursive.

James M. Dennis
President • McKendree University



What McKendree University Offers

Conscious of a rich past, McKendree University is prepared for a challenging future. The university takes seriously its responsibility as a comprehensive university dedicated to preparing purposeful, effective adults whose intellectual, career, and social skills will make them able contributors in the work place – persons filled with a spirit of free inquiry and a moral commitment to truth. To these ends, McKendree offers over 45 undergraduate academic majors and nine graduate programs leading to six degrees, including the EdD, EdS, MAED, MSN, MAPC, and MBA, along with numerous academic and career-related support services designed to enrich each student's learning experience.

The University Mission

The mission of McKendree is to provide a high quality educational experience to outstanding students. We guide our students in the pursuit of academic excellence which will prepare them for leadership roles in our society. To achieve this end we encourage broader vision, enriched purpose, engagement with community, commitment to responsible citizenship, openness to new ideas and dedication to lifelong learning. In keeping with our history and traditions, we provide our students with a rigorous, broadly based liberal arts curricula joined with specialization in a specific discipline.

We cherish our historical relationship with the United Methodist Church and its tradition of Judeo-Christian ideals. Therefore, we encourage an atmosphere of open dialogue, free inquiry, and mutual respect, conducted among students from diverse backgrounds.

Purposes

1. To offer undergraduate, graduate, and professional programs to develop our students' knowledge, analytical abilities, research capabilities, creativity, and sense of identity.
2. To help our students develop an appreciation and understanding of human diversity by providing knowledge of and opportunity for experience with multiple ethnicities, cultures, and societies.
3. To create an intellectual and technological environment supportive of innovative and effective teaching, research, assessment and communication, excellent writing and oral skills, and decision making.
4. To attract and maintain an excellent faculty and staff committed to teaching, to research, and to service to McKendree and the greater community while also attracting and retaining an outstanding student body.
5. To create a culture of campus life that includes experiences beyond the classroom that allow for the development of the whole person.

The McKendree Experience

The mission of McKendree University is to provide a high quality educational experience to outstanding students. This mission has four integrated components: Responsible Citizenship, Engagement, Academic Excellence, and Lifelong Learning, referred to as the acronym REAL.

A McKendree University education cultivates the intellect and spirit of persons who care for one another and for the world in which they live. The university promotes the highest level of academic, ethical, civic, and career development possible for all students. All students are capable of intellectual and personal growth within a university environment that encourages them to be active members of a community of learners.

McKendree University offers graduate programs that enable qualified students to continue their development through the challenge of further education.



The Tradition

Established in 1828 by pioneer Methodists, McKendree is the oldest university in Illinois, and the oldest in the nation with continuous ties to the United Methodist Church. First called Lebanon Seminary, the school opened in two rented sheds for 72 students. In 1830, Bishop William McKendree, the first American-born bishop of the Methodist Church, permitted the Board of Trustees to change the institution's name to McKendree College. Later Bishop McKendree deeded 480 acres of rich land in Shiloh Valley, Illinois, to help support the College.

Reverend Peter Akers, in 1833, was the first president of the newly named college. He was three times president of McKendree College and received its first degree, an honorary Doctorate of Divinity.

In 1835, the College received one of the first charters granted to independent church colleges by the Illinois legislature. The institution still operates under the provisions of a second, more liberal charter obtained in 1839.

McKendree's students have included many who were in industry and business, who became senators and governors and career public servants, who were distinguished military leaders, and who filled pulpits and teaching appointments across the land.

McKendree University – Lebanon, Illinois

The Lebanon campus of McKendree University is located in a charming community of about 4,000 people with a downtown business district within easy walking distance of the campus.

McKendree's location is a blend of the rural and the urban. The over 100-acre Lebanon campus is within 25 minutes of downtown St. Louis to the west and equally close to the popular Carlyle Lake outdoor recreation area to the east. McKendree students thus get the best of both worlds: the serenity and security of a small town – and the advantages of a large metropolitan area – career opportunities, cultural events and institutions, shopping, professional sports, and entertainment. The Lebanon campus facilities blend well the past and the present. Two buildings – Old Main and Stevenson House, the official residence of the University president – are included in the National Register for Historical Buildings. Several other venerable campus buildings have been renovated in recent years to accommodate increased academic and administrative needs. Our remodeled full-service café and bookstore are two recent examples of our commitment to providing high quality services to our students.

The Marion K. Piper Academic Center, with state-of-the-art, technologically equipped classrooms and offices, opened for classes in May 2000. Other additions to the campus include a fitness center and the Leemon football/track and field complex. These facilities, along with the Melvin Price Convocation Center, support an enthusiastic and growing athletic program. The Russel E. and Fern M. Hettenhausen Center for the Arts opened in Fall 2006 and provides a premiere venue for the performing arts. To support a growing number of Lebanon residential students, the University opened two new residence halls in Fall 2011 and completed a major renovation of Ames Dining Hall.

Kentucky Campuses

The McKendree University Kentucky Campuses are located in Louisville and Radcliff. Programs are offered in convenient scheduling formats, geared to serve busy adults.

The following graduate degrees are offered at the Kentucky Campuses:

- **Master of Business Administration**
- **Master of Business Administration
(concentration in Human Resource Management)**
- **Master of Science in Nursing – Nursing Management/Administration**
- **Master of Science in Nursing – Nursing Education**

Inquiries and requests for additional information should be addressed to one of the following:

McKendree University/Louisville

10168 Linn Station Road, Suite 100

Louisville, KY 40223

Tel (502) 266-6696

Fax (502) 267-4340

McKendree University/Radcliff

1635 W. Lincoln Trail Blvd.

Radcliff, KY 40160

Tel (270) 351-5003

Fax (270) 351-3888

McKendree Online

McKendree Online offers the same quality education through the flexibility of online courses.

The following degrees are offered online:

- **Master of Arts in Education – Teacher Leadership**
- **Master of Arts in Education – Higher Education Administrative Services**
- **Master of Business Administration**
- **Master of Science in Nursing – Nursing Management/Administration**
- **Master of Science in Nursing – Nursing Education**
- **Master of Science in Nursing – Palliative Care**
- **Master of Science in Nursing/Master of Business Administration**

Inquiries and requests for additional information should be addressed to:

McKendree Online

701 College Road

Lebanon, IL 62254

Tel (618) 537-6576 or 1-800-BEARCAT ext. 6576

online@mckendree.edu

Website: www.mckendree.edu/online

MAKE YOUR MARK

McKendreeIsOnline.com

Access 185 Years of Experience



Holman Library

Holman Library, located at the heart of the Lebanon campus in front of Fountain Plaza, provides outstanding library services and information resources to serve the constantly changing and evolving information needs of the McKendree community. The three floors of the Library house a growing collection of more than 80,000 book volumes in open stacks, along with more than 100,000 other items including government documents, DVDs, videos, CD-ROMs, audio CDs, ebooks, audio cassettes, microforms, and the Dillard, Grauel and Benson Wood special collections. Our electronic databases provide full text and citations to millions of scholarly research articles and other resources for every discipline taught at the university. In addition, our online catalog (I-Share) contains the holdings of Holman Library as well as 65 major academic libraries in Illinois. More than 30 million items are available to our campus community through online requests and delivered via courier service.

The dedicated Library faculty and staff offer individual and group instruction at the Library and in any classroom across McKendree's campuses. The Library's web pages, <http://www.mckendree.edu/offices/library/index.php> provide access to electronic and instructional resources 24 hours per day from offices, homes and residence halls.

The distinctive Bishop McKendree window overlooking campus beckons visitors to the Library. Faculty, students, staff, alumni and the Lebanon community use Holman Library for research and quiet study, as well as for leisurely browsing of books, journals and videos, or just relaxing with a current newspaper.



outstanding
library services and information resources

A D M I S S I O N

McKendree University welcomes applications from students holding a baccalaureate degree or a post-baccalaureate degree from a regionally accredited institution who seek a challenging educational experience in a stimulating and friendly environment.

Applicants are considered on an individual basis without regard to sex, race, disability, nationality, sexual orientation, or religion.



MCKENDREE
UNIVERSITY

GRADUATE SCHOOL

Admission Requirements to the Graduate School

Specific program admission requirements are located on the indicated pages:

- **Master of Business Administration (MBA) – page 41**
- **Master of Arts in Education (MAED) – page 52**
- **Specialist in Education (EdS) – page 123**
- **Doctor of Education (EdD) – page 130**
- **Master of Arts in Clinical Mental Health Counseling (MA) – page 150**
- **Master of Science in Nursing (MSN) – page 160**

Non-Degree Seeking Admission

Students who hold a bachelor's degree from a regionally accredited institution may enroll as a non-degree seeking student. Students are limited to nine credit hours as non-degree seeking, unless pursuing a specific endorsement (Middle School, Principalship, Reading or Special Education). Programs reserve the right to restrict course enrollment to students who are currently accepted in the program. Non-degree students are not eligible for financial assistance. Non-degree students who choose to become degree seeking must complete the regular admission process. Admission into the program is not guaranteed. If accepted into a program, students may transfer course work taken at McKendree University to their course of study.

Admission as a non-degree seeking student requires a student to hold a bachelor's degree from a regionally accredited institution.



See below for specific program requirements:

- **MAED:** Hold a current certificate or be pursuing a certificate.
- **MA:** Submit official transcript from institution granting baccalaureate degree; approval of program director.
- **MBA:** Submit official transcript from institution granting baccalaureate degree; approval of program director.
- **MSN:** Hold an unencumbered current RN license; successful completion of a bachelor of science of nursing program; approval of the program director.

International Student Admission

McKendree University welcomes applications for admission by international students.

A student applying for admission as an international student must submit the following documents:

- 1. Application for admission; \$40.00 application fee.** This fee is required for completed paper applications. There is no fee if application is made at www.mckendree.edu;
- 2. Supplemental Application for International Students.** This application is needed for proper issuance of I-20 documents;
- 3. All postsecondary transcripts.** If you have attended any college or university after completing your secondary school education, official postsecondary transcripts are required. All transcripts must be translated into English. Postsecondary transcripts from institutions within the United States will be evaluated for credit by McKendree University. All postsecondary transcripts from international institutions must be evaluated by a credential evaluation agency in order for the admissions process to be completed. Please contact Educational Credential Evaluators, Inc. at www.ece.org or (414) 289-3400 or World Education Services at www.wes.org or (800) 937-3895 for more information. Fees may range from \$0-\$200 for a complete credential evaluation. Please allow three to six weeks for the evaluation;



4. **An official TOEFL score report (Test of English as a Foreign Language).** This exam is required for all students whose native language is not English. Exceptions may be made for those whose native language is not English, yet have completed secondary studies in English. Students may learn more about registering for this test at www.act.org or by calling (609) 771-7100;
5. **A financial statement from bank.** This document will verify that the student has the financial ability to fund his or her education for one year. An amount equal to the cost of attendance must be provided in the letter. This letter must be on official bank letterhead;
6. **A completed medical form.** This document must be filled out by the applicant and his or her medical doctor. Required information is needed from the student's medical history, which should include immunizations and a recent physical examination;

Please send all required materials to:

**McKendree University
Office of Graduate Admission
701 College Road
Lebanon, Illinois 62254-1229**

Application for Re-admission

Students who previously attended McKendree University and are seeking re-admission must complete an application for admission and supply up-to-date transcripts if they have been out of school for one year or have attended another institution since they were last enrolled at McKendree University.

Enrolling for Classes

To enroll for classes, a graduate student must:

1. Be admitted to the University;
2. Complete all admissions procedures;
3. Submit a copy of childhood immunizations as required by a state public health law if taking more than four (4) credit hours per semester at McKendree University Lebanon campus. Students born before January 1957 are exempt from these immunization requirements. Students will not be permitted to attend classes until this requirement is met.
4. Submit a non-refundable \$100 tuition deposit.

No student will be permitted to enroll for classes for a second term unless admission and academic files are complete, official transcripts from all post-secondary institutions attended if applicable and immunization records have been received.

Students who do not enroll for a year or more must re-apply to the University.

McKendree University reserves the right to restrict enrollment in classes designed for certain populations to members of those populations.

FINANCIAL INFORMATION



MCKENDREE
UNIVERSITY

GRADUATE SCHOOL

Tuition

Master of Business Administration (MBA)	\$450.00 per credit hour
Master of Arts in Education (MAED)	\$435.00 per credit hour
Educator Tuition Rate	\$360.00 per credit hour
Master of Arts in Clinical Mental Health Counseling (MA)	\$435.00 per credit hour
Master of Science in Nursing (MSN)	\$410.00 per credit hour
Specialist in Education (EdS)	\$510.00 per credit hour
Doctor of Education (EdD)	\$510.00 per credit hour

Fees *(Fees are itemized separately from tuition)*

Application fee (EdS & EdD only)	\$40.00
Audit fee (per credit hour)	50% of tuition rate
Bad check fee (non-refundable, cash only)	\$35.00
EDU 699 Action Research Thesis	\$200.00
E-Learning Technology fee (per credit hour)	\$50.00
Graduation fee (non-refundable)	\$125.00
<i>Fee will be reduced by \$25.00 if application is received by the deadline.</i>	
New student tuition deposit (non-refundable)	\$100.00
PSY 697 Comprehensive Exam Fee	\$45.00
Replacement of I.D. card fee	\$25.00
Replacement of parking permit fee	\$5.00
Student Teaching Fee	\$200.00
Student Teaching Fee – out of area (25 – 50 miles)	\$675.00
Student Teaching Fee – out of area (51 – 100 miles)	\$1,175.00
Thesis Fee	\$200.00

Some expenses, such as, but not limited to, costs for textbooks and supplies, or costs associated with use of facilities in recreational activities courses, are in addition to tuition and fees. These vary from student to student and are, therefore, not included in the list of fees.

Payment of Financial Obligations

Prior to the commencement of classes, McKendree University students must pay all tuition and fees. Students with unpaid accounts will not be permitted to enroll until the accounts are paid in full or satisfactory arrangements have been made with the Business Office.

Payment may be made by personal check, debit card, American Express, Mastercard, Discover, or Visa. William D. Ford Federal Direct Loans may be applied, provided the students have submitted the completed loan application. Students expecting Veterans Administration (VA) benefits or Military Tuition Assistance (TA) should consult with their advisor for military assistance programs to make necessary financial arrangements for enrollment.

McKendree University cooperates fully with banks and other financial institutions that provide student financing. In addition, the university provides an option for interest-free payments on a monthly basis. This option is available through Tuition Management Systems. Monthly payment options and enrollment fees can be found at www.afford.com.

For students who register for less than a full term or for a single one-month session, the same minimum registration payment and requirements as set forth above will apply. In this case, however, payment of the balance is due at the beginning of the session for which students have registered.

If payment is not made by the beginning of the session for which the student has registered, the university will charge interest at a rate of one and one-half percent (1½%) per month from that day, and reserves the right to bar the student from classes and examinations until such payment is made. Furthermore, the university reserves the right to withhold grades or transcripts if the account is not paid in full by the end of the session for which the student has registered. The university will not allow students to participate in the graduation ceremony or have their degree posted or verified in any way until their account is paid in full. Students with delinquent accounts are responsible to reimburse the university for all interest charges, late payment fees, collection fees and court costs resulting from any delinquency.

The Offices of Administration & Finance and Financial Aid will work with students in the event of problems associated with payment of financial obligations. Students anticipating a payment problem should make an appointment with the Business Office to ensure that the requirements of the payment policy are met.

McKendree University reserves the right to change tuition and fees at any time.

Check Policy

Any check negotiated with the university which is not honored by the individual's bank will be subject to a penalty charge. The student must make payment in cash for the unredeemed check and the penalty charge within five (5) days of receipt of a bad check from the bank by the university.

Financial Aid

McKendree University offers financial aid in the form of William D. Ford Federal Direct Loans and requires at least half-time enrollment of five (5.0) graduate hours. Students who are enrolled in nine (9.0) graduate hours or more in a semester (Fall, Spring or Summer) are considered full-time. Students who are enrolled in less than nine (9.0) graduate hours but more than five (5.0) graduate hours will be considered half-time. The five hours must be graduate level courses required for the degree you are seeking. Electives, deficiencies, pre-requisites, co-requisites or endorsement may not be considered toward the five (5.0) graduate hours.

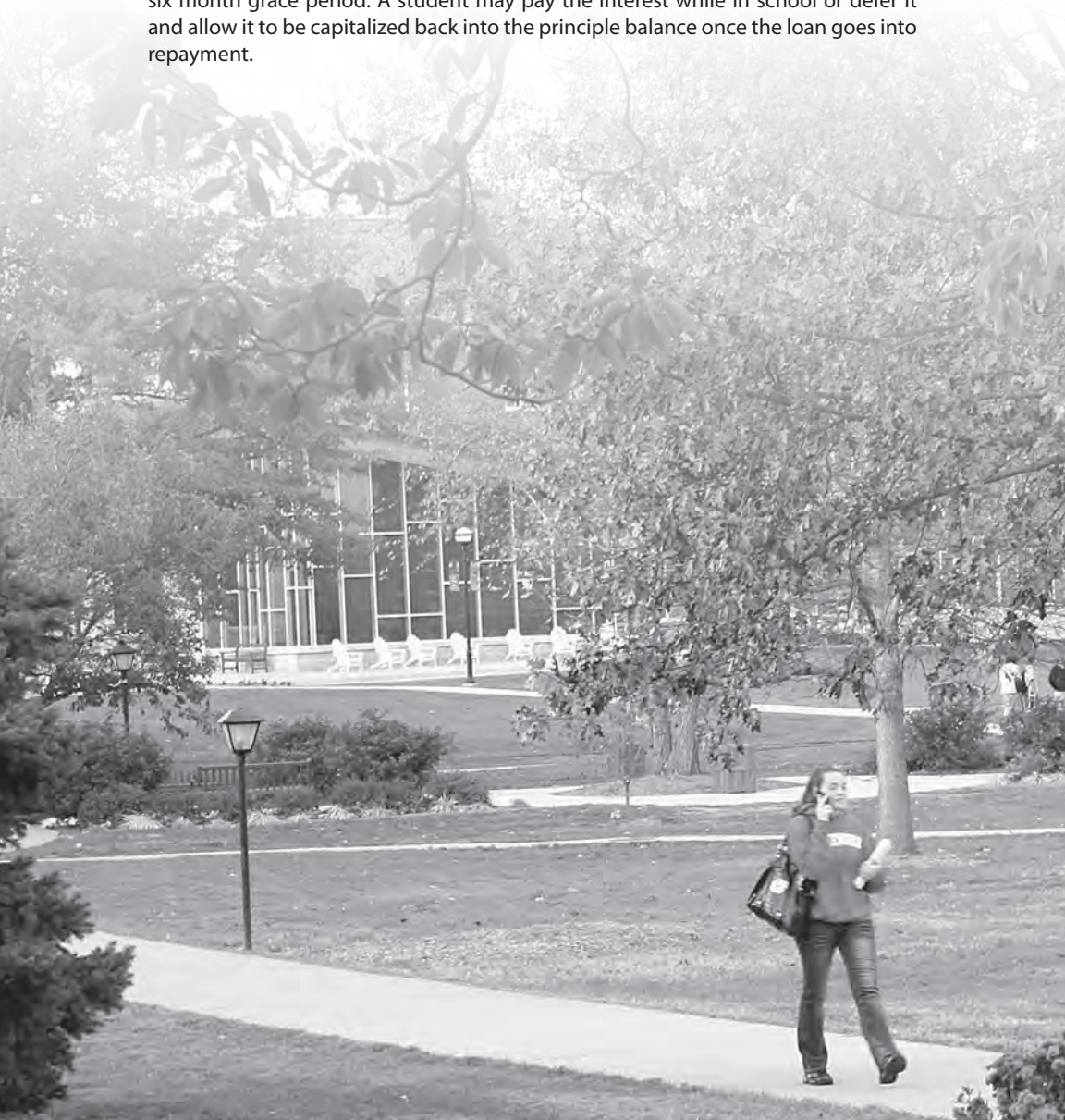
Applying for Financial Aid

An application for financial aid cannot be considered until a student is admitted to the university in a degree-seeking program and enrolled in graduate coursework. To apply for a federal loan, an admitted student must file a Free Application for Federal Student Aid (FAFSA) annually online at www.fafsa.gov. When the FAFSA has been processed, the student will receive a Student Aid Report (SAR) and McKendree University (Title IV code: 001722) will receive the SAR electronically if McKendree University is listed as one of the schools on the FAFSA. Once the Office of Financial

Aid receives this information and the student is enrolled, the student will then be notified of his/her aid eligibility. A student may be selected for verification by the federal government. If so, the Office of Financial Aid will notify a student regarding the documents needed to complete the process. Verification must be completed before any federal loans will be awarded or certified.

Loans

William D. Ford Federal Direct Unsubsidized Loan Program (www.studentloans.gov) This loan program allows a student to borrow for his /her educational costs. The student must file his/her Free Application for Federal Student Aid (FAFSA) annually to determine eligibility. Interest accrues while the student is enrolled and during the six month grace period. A student may pay the interest while in school or defer it and allow it to be capitalized back into the principle balance once the loan goes into repayment.

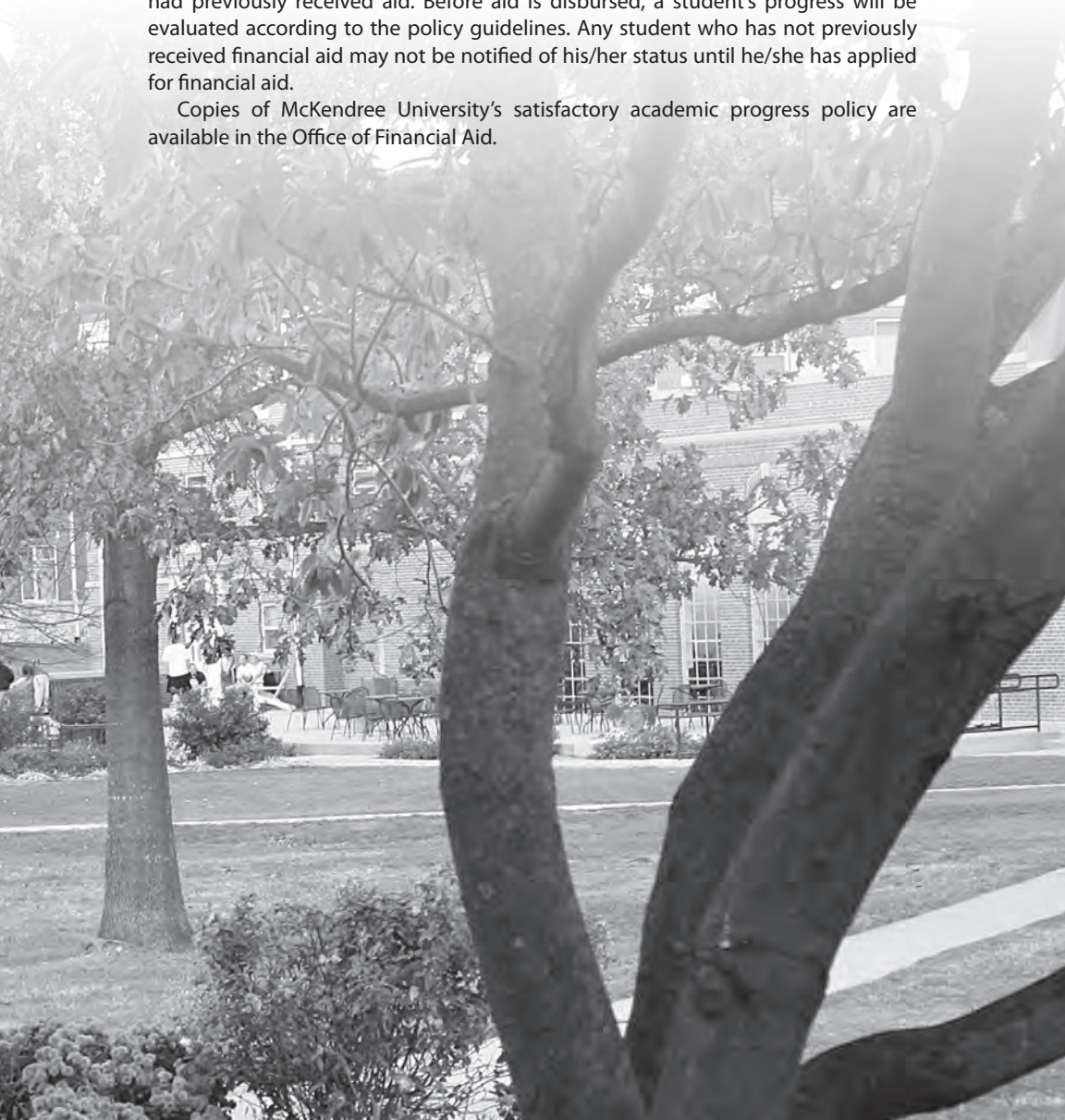


Satisfactory Academic Progress Policy

According to the United States Department of Education regulations, all students applying for federal and/or state financial assistance must maintain satisfactory academic progress in their course of study to receive these funds. These standards stipulate, but are not limited to, maintaining acceptable grades, completing a sufficient number of credit hours per semester, and completing the degree within a reasonable time frame. A student who does not meet these standards is not eligible to receive federally funded financial aid. All semesters of attendance are considered for satisfactory progress regardless of whether the student received aid. Adherence to these standards will be necessary for continued financial aid eligibility.

A student must be making academic progress regardless of whether the student had previously received aid. Before aid is disbursed, a student's progress will be evaluated according to the policy guidelines. Any student who has not previously received financial aid may not be notified of his/her status until he/she has applied for financial aid.

Copies of McKendree University's satisfactory academic progress policy are available in the Office of Financial Aid.



Withdrawals and Refunds

No student who is suspended or dismissed from the university by university authorities shall be entitled to any refund of tuition. Any student who desires a change in course or withdrawal from one or more classes must sign and date an Add/Drop form and have the form signed by the student's Faculty Advisor, the Office of Financial Aid and the Office of Administration and Finance. This form must then be returned to and be validated by the Office of Academic Records. The date on which such written approval is received by the Office of Academic Records determines the amount of refund. Failure by the student to obtain written approval makes the student ineligible for any refund.

Withdrawing from one or more classes should be carefully considered in terms of graduation requirements as well as financial aid. Financial aid programs have varying rules, and students may make costly mistakes by failing to seek financial aid counseling when adding or dropping courses (particularly one-month sessions) after the term has begun. It is recommended that students seek counsel from an academic advisor and the Office of Financial Aid before changing courses or withdrawing from one or more courses.

Tuition Refunds

Return of Title IV Funds Policy

The Higher Education Amendments of 1998 changed substantially the way funds paid toward a student's education are to be handled when a recipient of Title IV funds withdraws from school. Further details regarding the Return of Funds Policy are available in the Office of Financial Aid.

Semester Courses

To the end of the fifth business day of class sessions, 100% of the tuition is refundable. From the sixth business day to the end of the tenth business day, 75% of the tuition is refundable. From the eleventh business day to the end of the twentieth day, 50% of the tuition is refundable. After the twentieth business day, tuition is no longer refundable.

Eight-week Courses

To the end of the fifth business day of eight-week courses, 100% of the tuition is refundable. From the sixth business day to the end of the tenth business day of the eight week course, 75% of the tuition is refundable. From the eleventh business day to the end of the fifteenth business day of the eight-week course, 50% of the tuition is refundable. After the fifteenth business day of the eight-week course, tuition is no longer refundable.

Five-week Courses

Prior to the third class, 100% of the tuition is refundable. After the third class and prior to the fourth class, 50% of the tuition is refundable. After the fourth class, tuition is no longer refundable.

For other class formats, contact the Business Office.

ACADEMIC PROGRAMS & POLICIES



MCKENDREE
UNIVERSITY

GRADUATE SCHOOL

Academic Honesty

In order to benefit fully from the McKendree Experience, students must exercise integrity and honesty in all aspects of their academic work. Some examples of academic dishonesty are cheating, sabotage, duplicate submission, and plagiarism.

- 1. Cheating** involves many forms of misrepresentation such as sharing exam answers, copying another student's answers, presenting another's work as one's own, changing work which has been graded when the work is going to be reevaluated, having a stand-in take an exam, and using unauthorized examination aids.
- 2. Sabotage** involves the destruction or deliberate inhibition of another student's academic work or the destruction of materials relied upon by other students such as library materials, computer software and hardware, and computer files.
- 3. Duplicate submission** means the submission of the same work in two different courses. This is not permitted except when permission has been given by the instructors in the courses involved.
- 4. Plagiarism** consists of presenting the words or ideas of another without proper acknowledgement. This applies to direct quotations, paraphrases, or summarized ideas.

The Violation and Initial Report

When a faculty member suspects or learns of an alleged instance of academic dishonesty on the part of a student, the faculty member will contact the student. When the faculty member confirms an incident of dishonesty, the faculty member may take any of the following steps:

- 1.** Allow the student to resubmit the assignment or re-take the exam, test, or quiz for full credit;
- 2.** Reduce the grade earned by the student for the specific assignment, exam, test, or quiz by whatever factor the faculty member deems appropriate;
- 3.** Fail the student on the particular assignment, exam, test, or quiz;
- 4.** Reduce the grade earned by the student for the course;
- 5.** Fail the student for the course;
- 6.** In particularly egregious cases, the faculty member may request that the Faculty Academic Integrity Committee (FAIC) conduct a hearing.

In all confirmed cases, the faculty member must submit an Incident Reporting Form via WebAdvisor.

Evidence

Within two weeks of receipt of the reporting form, and on the basis of the evidence presented, the Provost or his/her designee will determine the appropriate procedure for the disposition of the case and take one of the following actions:

- 1. Dismiss the case** if there is insufficient evidence.
- 2. Send a disciplinary warning letter** to the student if evidence of dishonesty is uncovered and it is a first offense.
- 3. Convene a hearing of the FAIC** if it is a second or subsequent offense.

The FAIC Hearing

The student is contacted in writing by the Provost or his/her designee. This notice will include the following:

1. Specification of charges.
2. Hearing date, time, and location.
3. Rights of the accused.
4. Invitation to submit a response to the charges in writing or to attend the hearing in person (or remotely via phone or computer). If attending the hearing in person, the student must also submit the names of persons, if any, who will attend the hearing with him or her.

The hearing should be presented in a forum where both parties have a fair opportunity to present whatever they contend is important. Every effort should be made to avoid an adversarial confrontation. The institution is the complaining party, not an individual professor, staff member, or student. These individuals may participate as witnesses, but they should not be cast in the role of prosecutor. Formal hearing procedures are designed to protect the student's rights.

The following rules should be observed:

1. The institution, represented by the chair of the FAIC, should present its case. It has the burden of demonstrating that a rule or rules have been violated. The standard of proof should be clear and convincing evidence. The other extremes – proof beyond a reasonable doubt or proof by a mere preponderance of evidence – should be avoided. One is not possible, and the other may not be fair.
2. The accused student has a right to hear all the evidence and testimony considered by the FAIC.
3. The accused student has a right to present evidence and testimony or to remain silent, with no inference of guilt being drawn from the silence.
4. The student has a right to assistance in the preparation and presentation of evidence and witnesses.
5. If a member of the FAIC is involved in the incident; he/she must recuse him/herself from the hearing process.
6. The Provost will not attend the hearing or cast a vote about actions to be taken.

Counsel

The accused is entitled to have the assistance of counsel, who may act as an advisor, during the hearing process, but the student must represent him/herself.

1. Counsel is limited to a single individual.
2. Counsel may be any member of the McKendree University community or a legal representative. If the student invites a legal representative, the university's legal representative also will attend the hearing.

Records

A record of the hearing must be maintained. Such a record becomes very important in the event of an appeal. The physical evidence should be received by the FAIC and kept with copies of all documents related to the hearing. The simplest way to preserve the testimony is with a tape recorder. The tape and evidence can then be passed along during the appeal process and is available for use before the appellate body.

Possible Sanctions Following a FAIC Hearing

The FAIC may elect to impose any of the following sanctions:

1. A disciplinary warning letter from the Provost.
2. Administrative removal from the class with an automatic "F" grade for the class.
3. Suspension from the University for at least one full academic semester following the adjudication of the student as academically dishonest.
4. Expulsion from the University.

In the event that a student does not respond to the charges nor attend the hearing in person or remotely, any of these actions can be taken without the student present.

The Provost's Office will notify the student in writing about actions taken by the FAIC.

Appeals

The Provost or his/her designee will consider appeals of sanctions imposed by the FAIC. The student must file an appeal in the Provost's Office within one week after the student has received formal notification of actions taken and must indicate which of the following are grounds for the appeal.

1. **Questions of Fact:** An appellant may appeal on questions of fact by introducing new evidence which would significantly affect the outcome of the case. Evidence which was known to the appellant at the time of the original hearing, but was withheld, shall not constitute a question of fact, nor is it to be considered on appeal.
2. **Questions of Procedure:** Appeals will be considered on the basis of question of procedure. The appellant must demonstrate that procedural guidelines established in this Academic Integrity Policy were breached, and that these errors affected the outcome of the case.
3. **Severity of Sanction:** Appeals based on the severity of the sanction shall be considered only when the penalty imposed exceeds the recommended range of sanctions for the specific violation as described in this document. The accused can request leniency in cases where it is clearly demonstrable that the imposition of a sanction is inconsistent with previous judicial practice, even though it may be within the range of acceptable action. Mere dissatisfaction with the sanction is not grounds for appeal.

After the student has filed an appropriate request for an appeal, the Provost may take any of the following actions:

1. Deny the appeal,
2. Change a finding of guilt to a finding of innocence,
3. Modify the penalty,
4. Order a new hearing to be held wherein new evidence, testimony, etc. not available at the previous hearing is to be presented and is regarded as being of sufficient importance that it might alter the initial decision. Appeal hearings must be recorded.

The Provost (or his/her designee) will notify the student within one week of the outcome of the appeal.

Subsequent Violations

If the student commits another violation(s) while the appeal is pending, the additional violation(s) cannot be entered into the existing appeal. The additional violation(s) must be treated as separate charge(s) from the appeal. However, previously upheld charges and sanctions in the student's file are compiled as a record, and can be used as a basis to decide future charges and sanctions.

Additional Concentration after Graduation

Students who wish to complete the requirements for another concentration after graduating from McKendree may do so and have that fact noted on their transcript if they complete the requirements within six (6) years of graduation and if all additional coursework after graduation applied to the concentration is taken at McKendree. The student must meet the concentration requirements of the catalog for the year in which the additional course work begins. Students who have received one MAED or MBA from McKendree do not receive a second MAED/MBA.

Certificates Offered

McKendree University awards the following post-master's certificates:

1. Post-Master's Certificate in Nursing Education
2. Post-Master's Certificate in Nursing Management/Administration

Challenges to Academic Decisions

Students who think that their work has been improperly evaluated or who think that they have been unfairly treated in any academic decision may use the following grievance procedures:

1. A student must first contact and hold a personal conference with the appropriate faculty member, administrator, or decision-making unit involved no later than twenty-one (21) calendar days after the first class day of the next semester (at the off-campus centers, twenty-one (21) days after grades are received) to see if the problem(s) can be resolved.
2. If the problem cannot be resolved through action 1, and if the student wishes to proceed further, he or she must submit a written explanation of the problem to the program director, who will attempt to assist the student and the faculty member, administrator, or decision-making unit in bringing the problem to a satisfactory conclusion. If the program director is being named in the petition, the student shall proceed to step 3 of the process. This step shall be completed within fifteen (15) calendar days following the completion of step 1.
3. If the problem cannot be resolved through action 2, and if the student wishes to proceed further, he or she must submit a written petition to the Dean of the Graduate School or Designee, who will attempt to assist the student, the faculty member, administrator, or decision-making unit, and the chair of the division in bringing the problem to a satisfactory conclusion. This step shall be completed within fifteen (15) calendar days following completion of step 1 and/or step 2 as appropriate.
4. If the problem cannot be resolved through action 3, and if the student wishes to proceed further, he or she must submit a written petition to the Graduate Council through its chairperson, the Dean of the Graduate School or Designee. The student submitting the petition has a right to appear before the Committee,

as does the faculty member, administrator, or decision-making unit. The Graduate Council will designate the time and place for the meeting. The student has the right of counsel at the hearing, including legal counsel, to act as an advisor, but the student must represent himself/herself. (An education major appealing a matter pertaining to the teacher education program may, however, be represented by legal counsel speaking on behalf of the student.) This step shall be completed within thirty (30) calendar days following the completion of step 3. Records of these proceedings will be recorded as provided by the provisions stipulated in the McKendree University Student Handbook, section 2.00 Records.

A simple majority vote of the Graduate Council will constitute a decision. The voting will be by secret ballot. The Dean of the Graduate School/or Designee, who serves as Chairperson of Graduate Council, director of the program, and any member of the Graduate Council who is named in the petition, shall not be entitled to vote on the matter. Parties involved in the dispute may not be in attendance whenever the Graduate Council discusses and votes on the complaint. Within five (5) calendar days of the meeting, the parties involved in the dispute shall receive written notification of the decision of the Graduate Council.

Within fourteen (14) calendar days from the date that the parties involved are informed of the committee's decision, either party may appeal the committee's decision to the President of the University. The President has the authority to rule in favor of the appealing party or accept the committee's decision. However, if the President decides to rule in favor of the appealing party, the President shall schedule a meeting with the Graduate Council to discuss the rationale for the ruling. The appealing party may be present at this meeting. This meeting shall take place before official notification of the President's decision is provided in writing to the parties involved. Within fourteen (14) calendar days the President shall provide the parties involved with official notification of the decision.

Every effort shall be made to expedite and complete this process according to the time frames established by this policy.

Course Drop/Add

Students may drop or add courses according to the schedules posted by the Office of Academic Records for each semester. Drops and adds are not effective until recorded by the Registrar.

Course Load

To be classified as full-time, a student must be registered for at least nine credit hours of course work per term. For part-time classification, a student must be registered for at least five credit hours of course work per term. A term is fall, spring, or summer. Registering for more than 15 credit hours requires written approval by the program director and provost.

Deficiencies

Deficiency hours completed at the undergraduate level will not be counted towards graduate hours nor will they be included in the student's Grade Point Average (GPA).

Degrees Offered

McKendree University awards the following graduate degrees:

1. **MAED** – Master of Arts in Education
2. **MA** – Master of Arts in Clinical Mental Health Counseling
3. **MBA** – Master of Business Administration
4. **MSN** – Master of Science in Nursing
5. **MSN/MBA** – Master of Science in Nursing/Master of Business Administration
6. **EdS** – Specialist in Education in Curriculum Design and Instruction
7. **EdD** – Doctor of Education in Curriculum Design and Instruction

Directed Study

A directed study is an option by which students can petition a qualified instructor to teach a standing course, at the discretion of the instructor, that is not offered in the schedule of classes in the current semester. Such an option is intended to be used very sparingly and only in cases of a dire need to graduate on time, and every effort should be made by advisors to place students into the courses they need when they are offered.

1. In order to enroll for a directed study, a student must have an overall cumulative GPA of 3.0.
2. The approval of the instructor offering the course, faculty advisor, program director, and provost.
3. No more than nine credit hours of directed study can count towards graduation.

Family Educational Rights and Privacy

McKendree University accords all the rights under law to students. The university will not provide access to nor disclose any information from students' educational records without the written consent of students except as permitted by law within the institution, to other institutions at which students seek to enroll, to individuals or organizations which provide financial aid, to accrediting agencies carrying out their function, to comply with a judicial order, or in an emergency to protect the health and safety of individuals.

Within the McKendree community, only those members acting in the students' educational interest will be allowed access to students' educational records. These members include the Dean of the university, the Registrar, academic advisors, the Vice President of Administration and Finance, the Dean of Students, the Vice President of Enrollment Management, the Director of Financial Aid, and the Director of Multicultural Affairs with a need to know.

Unless specifically requested otherwise in writing to the Registrar, the University may disclose Directory Information, which includes name, address, telephone number, date and place of birth, major field of study, dates of attendance, degrees and awards received, the most recent educational institution attended, participation in activities and sports, and weight and height of members of athletic teams. Requests of non-disclosure of Directory Information must be submitted annually within two weeks of the start of the term.

Students have the right to review their educational records, to challenge contents thereof, to have hearings on challenges and to submit explanatory statements for inclusion in the record. Students who wish to review their records must make written request to the Registrar, who coordinates review procedures for educational records.

With certain exceptions (financial hold), students may have copies made at their expense.

Students may not review financial information submitted by their parents.

Procedures to request a change in educational records are similar to those listed in this catalog under Challenges to Academic Decisions.

The Office of Academic Records can provide additional information on the Family Educational Rights and Privacy Act.

Grade Changes

No grade may be changed more than sixty (60) days after the end of the grading period in which that grade was assigned. A grade may be changed if, and only if, an error was made in the calculation of that grade, or in the recording of that grade, or as a result of a grade challenge.

Grading System

McKendree University uses the following grading system:

A	4 quality points per credit hr.
A-	3.7 quality points per credit hr.
B+	3.3 quality points per credit hr.
B	3 quality points per credit hr.
B-	2.7 quality points per credit hr.
C	2 quality points per credit hr.
F	0 quality points per credit hr.
I — Incomplete	0 quality points per credit hr.
IP — In Progress	0 quality points per credit hr.
NC — No Credit	0 quality points per credit hr.
NS — Not Submitted	0 quality points per credit hr.
W — Withdrawal	0 quality points per credit hr.
WF — Withdrawal while failing	0 quality points per credit hr.
P — Pass (C or better)	0 quality points per credit hr.
AU — Audit	0 quality points per credit hr.
WA — Administratively withdrawn	0 quality points per credit hr.
WW — Withdrew without permission	0 quality points per credit hr.

A student who will not complete course requirements by the end of the semester may request a grade of incomplete from the instructor prior to the final examination. A student receiving an incomplete has until the end of the next semester, or until an earlier date specified by the instructor to the student in writing, to finish the required work and to have a grade assigned. If no grade is assigned at the end of the next semester, the incomplete will revert to a grade of F.

Any student with an Incomplete who has applied for graduation will have until the next date of graduation to complete the course requirements. If an extension is required, the date of graduation will be changed to the next date of graduation following completion of the requirement.

Student may take courses which require research projects that cannot be completed in a single semester. In those instances a grade of IP (In Progress) may

be awarded. If the work is completed in the following semester the grade will be changed to the grade earned. If the work is not completed in the next semester a grade of NC (No Credit) will be assigned, unless an extension is granted. Students receiving a grade of NC must register for that phase of their studies again and pay full fees.

A student who officially withdraws from a course receives either no grade or a grade of W or WF depending upon the circumstances and timing of the withdrawal. The grade of W is not included in computation of the grade point average, but a grade of WF is included. A grade of WW indicates the student never officially withdrew from the course and is included in the computation of the grade point average. A grade of WW is permanent and cannot be changed.

Independent Study

An independent study is a class that is not available as a regularly offered course. Independent studies are available only to degree seeking students.

1. In order to enroll for an independent study, a student must have an overall cumulative GPA of 3.0.
2. The approval of the instructor offering the course, faculty advisor, program director, and provost.
3. No more than three credit hours may be taken in independent study.

Interruption of Studies

If a student interrupts attendance at McKendree University for a period equaling or exceeding three consecutive calendar years, the student must re-apply under the provisions of the catalog which is current at the time of his or her re-enrollment.

Official Graduation Dates

McKendree University officially confers degrees three times a year: May 31, August 31 and December 31. Although a student may complete requirements for a degree prior to those dates, the degree will not be posted to the student's academic record until the actual graduation date. Diplomas will be mailed after the degree is posted, providing the student has no outstanding financial obligations to the University. The graduation ceremony is held once a year in May in Illinois and June in Kentucky. Students are eligible to participate in the ceremony that follows or occurs within the month of their completion.

Repeat/Delete

A course taken at McKendree University may be repeated at McKendree University. No course may be taken under the repeat/delete provisions except at McKendree University. Contact the Office of Financial Aid for impact on level of aid received when repeating courses in which a passing grade was recorded.

The following conditions apply:

1. A student may repeat any course one time (unless the course is deemed not repeatable by the department).
2. A student may repeat a course twice only if the student failed the course (F) both times it was taken before.
3. All grades will appear on the permanent record.



4. For the purpose of computing grade point average and total hours earned, the student taking a repeat/delete will be credited with the highest grade earned for all attempts.
5. If a course has dropped in credit level (for instance from 4 to 3 hours), the residue credit not covered by the repeat will be reflected on the transcript at the grade originally awarded and will be computed in the grade point average, unless extended credit is earned and awarded.



Residence Requirement

All graduate level students are expected to complete their coursework at McKendree University. Rules for transferring credit to fulfill requirements vary by program. See Courses of Study in this catalog.

Second Degree

Students who wish to pursue a second degree (e.g., MAED and MBA) must complete the requirements of both degree programs.



Severe Weather Policy

Under severe weather conditions, University officials will announce campus closings or delayed openings (snow schedule) as early as possible. Announcements will be made on all local television stations, some radio stations, the University website, and through the emergency text messaging system for the University.

For severe weather conditions at off-campus sites, if the site is open then classes will be held.

For severe weather conditions at Kentucky campus sites, University officials will announce campus closings as early as possible. Announcements will be made on local television stations and the University website.

Student Email

Every student is issued a McKendree email account, which is one of the major means of communication from departments such as the Office of Academic Records, Student Affairs and the Business Office. All students are responsible for checking their McKendree email accounts regularly, and are accountable for information disseminated to their email accounts. Failure to read university communications sent to McKendree email accounts does not absolve students from knowing and complying with the content of these communications.

Undergraduate Students Enrolled in Graduate Level Credit

McKendree undergraduate students may submit a permission form to enroll in six graduate level credit hours if they have completed 90 credit hours toward the completion of a baccalaureate degree, have an overall cumulative GPA of 3.0, be enrolled in at least 12 undergraduate credit hours, and must pay undergraduate tuition rate (either flat rate or per credit hour, depending upon on the course load). The permission form is available in the Office of Academic Records and must be approved by student's advisor, Office of Academic Records, financial aid director, program director, and provost. No graduate level credit hours may be used to fulfill undergraduate degree requirements. Enrollment is contingent upon seat availability in the course and may be dropped if space is needed for graduate students. Permission to take courses does not imply acceptance into the graduate program; the admission process must be followed.

VA Policy on Class Attendance

According to the "Veterans Education and Employment Assistance Act of 1976," veterans who are absent from a class for an excessive amount of time must be reported for non-attendance to the Veterans Administration. The veteran's last date of attendance is determined by the instructor's roll book.

A veteran or eligible person will receive no benefits for a course audited.

STUDENT SERVICES



MCKENDREE
UNIVERSITY

GRADUATE SCHOOL

Academic Support Center

The McKendree Academic Support Center (MASC) offers assistance to all students in organizing written work and improving skills in reading and study methods. Free peer tutoring in most subjects is also available through the center, as are credit courses in basic reading and study skills. Online appointments are available for students who are not on the Lebanon campus in the areas of math, business, economics, and other subjects. The MASC is located at 509 Stanton Street. Information can be obtained by calling the Director of the Academic Support Center at 618-537-6850. Current hours are listed on the webpage at <http://www.mckendree.edu/offices/academic-support-center/index.php>.

Advising

Students are assigned a faculty advisor to provide guidance in developing a course plan that meets curriculum requirements and is compatible with the student's interests and goals. McKendree places the relationship between advisors and students at the heart of the university experience, and students seek the guidance of their respective advisors frequently as they plan their courses and careers. However, the ultimate responsibility for proper completion of all academic requirements rests with the students, not the faculty advisors.

Career Services

The Office of Career Services provides a variety of services to assist our graduate students in maximizing their career options. Individual career and job search counseling, interest and personality assessments, and an array of workshops are made available to our students. Career Services also offers an online job networking system, job fairs, dining etiquette dinners, outside speakers, and a wide range of other resources for graduate students. The Career Resource Center provides access to computer-based information, as well as books and magazines dealing with career planning, job search correspondence, and interviewing skills.

For more information about the Office of Career Services visit the web page at www.mckendree.edu/careerservices or call 618-537-6806.

Health and Counseling Services

McKendree University provides a Student Health Service operated by the Director of Health Services. The Health Service provides routine health and first aid treatment, retains student health records, and provides immunizations. The Director of Health Services is a registered nurse who is on duty each weekday and is on-call 24 hours a day. The Director is responsible for scheduling appointments with local physicians and processing health insurance claims.

The University also retains licensed counselors who are on campus weekly. Confidential counseling may be obtained for a wide range of mental health concerns such as difficulties in relating to others, lack of motivation, stress, depression, lack of self-confidence, and personal conflicts. When necessary, referrals can also be made to outside agencies. Confidential appointments can be made through the Director of Health Services. For more information about Health and Counseling Services contact the Director of Health Services at 618-537-6503.

Honorary Societies

Kappa Delta Pi is the international education honor society. Requirements for induction include enrollment in the Teacher Education Program, completion of at least 30 hours at McKendree, a minimum 3.5 cumulative GPA on a 4.0 scale, outstanding performance in clinical work, and the recommendation of the education faculty.

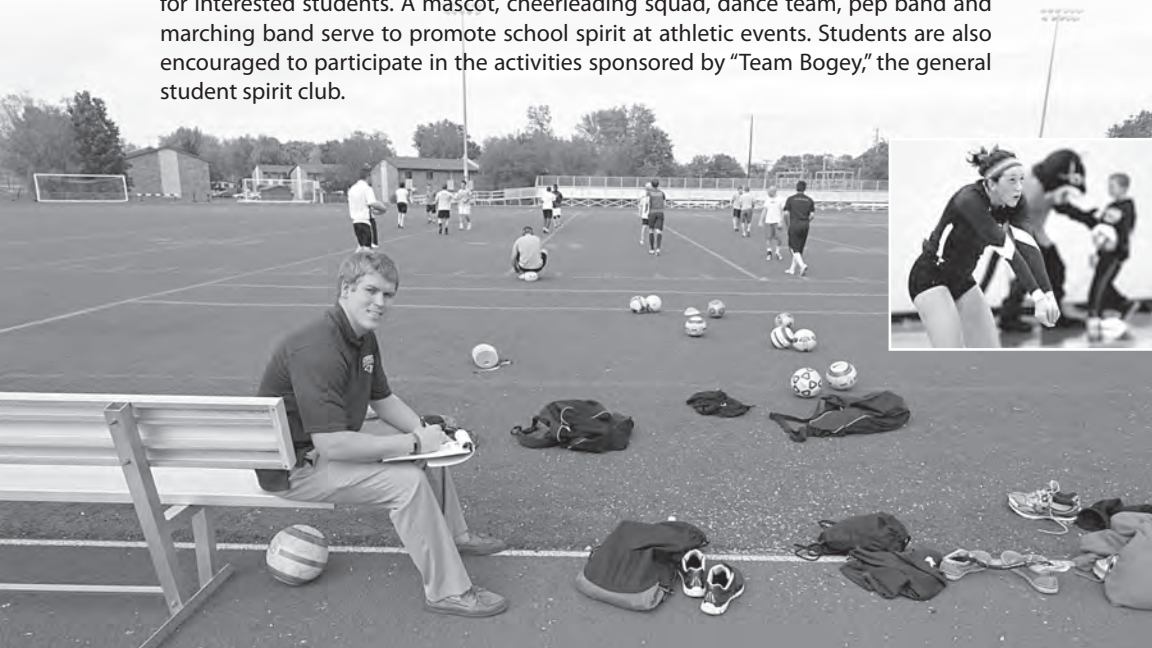
Nursing Honor Society has student, alumni and faculty membership. The society recognizes superior achievement and the development of leadership qualities, fosters high professional standards, encourages creative work, and strengthens commitment to the ideals and purposes of the nursing profession. Students are invited to join if they have completed at least 15 hours of the required nursing coursework, have a grade point average of at least 3.25 on a 4.0 point scale, and rank in the upper one-third of their class.

Phi Kappa Phi is the nation's oldest, largest, and most selective all-discipline honor society. Phi Kappa Phi differs from most other honor societies because it draws its members from all academic disciplines and represents the best and brightest from the community of scholars. Membership is by invitation and requires nomination and approval by the local Phi Kappa Phi chapter.

Sigma Beta Delta is an honor society for students pursuing a baccalaureate or master's degree in business, management, or administration. To be eligible for lifetime membership and national recognition, a student must rank in the upper 20% of the class.

Intercollegiate Athletics

McKendree University began competition against NCAA Division II teams in fall 2012 as a member of the Great Lakes Valley Conference (GLVC). The university has a perennial record of success with both men's and women's intercollegiate athletics teams. Men's and women's teams compete in basketball, soccer, tennis, cross country, track and field, golf, and volleyball. Men's teams also compete in baseball, football and wrestling. Women's teams compete in softball, bowling, and lacrosse. Club sports in men's ice hockey, men's volleyball, and men's bowling are also available for interested students. A mascot, cheerleading squad, dance team, pep band and marching band serve to promote school spirit at athletic events. Students are also encouraged to participate in the activities sponsored by "Team Bogey," the general student spirit club.



International Students

International students seeking information or assistance regarding such matters as passport and visa extensions, certificates of enrollment, and employment permission should contact the Office of Student Affairs (618-537-6854), which serves as the counseling and information center for students from foreign countries. International students also have a campus organization (International Student Organization – ISO) to help them integrate into the life of the campus, plan social activities, etc.

Services for Students with Disabilities

The university maintains a strong commitment to make all services, programs and activities equally available to students with disabilities. To the greatest extent possible, students who have disabilities are integrated into the total student population, regular programs and normal services.

Persons with disabilities who apply are considered for admission in the same manner as non-disabled persons. Since information about disability is not solicited during the admission process, students with disabilities must identify themselves to obtain assistance. This information is totally voluntary and confidential. Further information can be obtained from the Director of the Academic Support Center, 509 Stanton Street, (618) 537-6850.

Writing Center

The Writing Center (WC) offers assistance at all stages of the writing process and offers guidance with research and documentation formatting. Experienced peer and faculty tutors provide a full range of services to students, staff, and faculty on an appointment or walk-in basis. Online, real-time appointments in a virtual classroom on evenings and weekends are available to students who are not on the Lebanon campus. Appointments can be made by calling (618) 537-6510 or emailing writingcenter@mckendree.edu. The WC is located at 509 Stanton Street on the Lebanon campus. Current hours are listed on the webpage at <http://www.mckendree.edu/offices/writing-center/index.php>.

School of Business



SCHOOL OF BUSINESS

MASTER OF BUSINESS ADMINISTRATION



MCKENDREE
UNIVERSITY

GRADUATE SCHOOL

The McKendree University Master of Business Administration program focuses on integrated learning experiences in which students develop problem solving and team building skills in an environment in which they can learn from the faculty and from each other. The program is designed for students who desire a broad understanding of business operations without concentrating their studies in a particular field. The McKendree University MBA program is designed to meet the needs of the working adult. It is expected that students entering the program will usually be employed while they pursue their studies.

John Watters, Ph.D., Assistant Professor of Economics; Chair, Division of Business;
jswatters@mckendree.edu; (618) 537-6406; Piper Academic Center 102

Frank Spreng, Ph.D., M.B.A., J.D., Professor of Economics;
Director of MBA Program;
fspreng@mckendree.edu; (618) 537-6902; Piper Academic Center 100

Eric Abrams, Ph.D., Associate Professor of Economics;
ebabrams@mckendree.edu; (618) 537-6553; 907 Royse House

Richard Bonsall, D.Mgt., Assistant Professor of Marketing;
wrbonsall@mckendree.edu; (618) 537-2143; Royse House

Jeffry Brasel, Instructor of Accounting and Finance;
jlbrasel@mckendree.edu; (618) 537-6441; 907 Royse Street

Terese Kasson, M.S.B.A., C.P.A., Instructor of Accounting;
mtkasson@mckendree.edu; (618) 537-6893; Piper Academic Center 104

Alice W. Lehnhoff, M.B.A., J.D., Assistant Professor of Business Administration;
awlehnhoff@mckendree.edu; (618) 537-6988; Piper Academic Center 107

Jean Sampson, D.Mgt., Assistant Professor of Management;
jsampson@mckendree.edu; (618) 537-6884; Piper Academic Center 105

Nancy Starnes, Instructor of Accounting;
nsstarnes@mckendree.edu; (618) 537-6894; Piper Academic Center 108

Peter C. Will, Ph.D., Associate Professor of Management;
pcwill@mckendree.edu; (618) 537-6939; Piper Academic Center 103

Course of Study

The course work component of the MBA presents a balance of theory and application that focuses on situation analysis, problem solving, teamwork, and communication. The MBA curriculum was designed with the assumption that graduate students would enter the program with an undergraduate degree in business from a regionally accredited college or university. Students who have not studied business previously are welcome in this program. A set of courses specifically designed to provide the necessary foundation of business knowledge should enable non-business students to complete the MBA curriculum successfully.

Foundations of Business Knowledge

Students who have not completed undergraduate course work in accounting, management/marketing, microeconomics and statistics must acquire the necessary knowledge as part of their MBA studies at McKendree University.

Courses of Study

A set of four foundation courses provide students with broad introductory knowledge in key subject areas of business:

MBA 501	FOUNDATIONS OF ACCOUNTING AND FINANCE	3
MBA 502	ECONOMICS FOR MANAGERS	3
MBA 503	MARKETING AND MANAGEMENT CONCEPTS	3
MBA 504	QUANTITATIVE AND STATISTICAL TOOLS	3

While there may be some overlap of these foundation courses and the courses of the graduate curriculum, these requirements must be satisfied before the student begins his/her third course in the MBA curriculum.

MBA Curriculum

The Master of Business Administration curriculum consists of 12 courses that provide students with knowledge and skills essential for success in the modern business world. The program combines theoretical knowledge with analytical, problem-solving, leadership, and communication skills applied to specific topics. The content of the MBA curriculum focuses on observation and analysis of business problems as exemplified in case studies and problem-solving analysis. To successfully complete the program, students must apply quantitative and qualitative decision tools, effective human relation skills, strong leadership abilities, and effective communication in oral and written forms.

Courses Required for the Master of Business Administration		36 crs.
MBA 621	ACCOUNTING FOR MANAGERS	3
MBA 622	ECONOMICS OF THE FIRM	3
MBA 623	BUSINESS RESEARCH METHODS AND APPLICATIONS	3
MBA 625	LEGAL ISSUES FOR MANAGERS	3
MBA 631	CORPORATE FINANCE	3
MBA 632	INVESTMENTS AND FINANCIAL MARKETS	3
MBA 641	ELECTRONIC COMMERCE	3
MBA 642	CUSTOMERS AND COMPETITIVE ADVANTAGE	3
MBA 651	GLOBAL ORGANIZATION AND MANAGEMENT	3
MBA 652	ORGANIZATIONAL BEHAVIOR	3
MBA 653	STAKEHOLDER MANAGEMENT AND ETHICS	3
MBA 661	CORPORATE STRATEGY AND LEADERSHIP	3

MBA – Human Resource Management Concentration

This program is offered at the Kentucky campus only.

The Human Resource Management Concentration consists of 12 courses that provide students with specialized knowledge and skills focusing on Human Resource Management. The following three (3) courses are added to the basic MBA curriculum to further explore HR issues. These courses expand on concepts learned in MBA 623, MBA 625 and prepare students for MBA 661.

- **MBA 628 ORGANIZATIONAL LEADERSHIP AND TRANSITION**
- **MBA 635 GLOBAL HUMAN RESOURCE DEVELOPMENT**
- **MBA 660 MANAGING THE CHANGING WORKFORCE**

The MBA in Human Resource Management is pursued with the following 36 hours of curriculum:		36 crs.
MBA 621	ACCOUNTING FOR MANAGERS	3
MBA 622	ECONOMICS OF THE FIRM	3
MBA 623	BUSINESS RESEARCH METHODS AND APPLICATIONS	3
MBA 625	LEGAL ISSUES FOR MANAGERS	3
MBA 628	ORGANIZATIONAL LEADERSHIP AND TRANSITION	3
MBA 631	CORPORATE FINANCE	3
MBA 635	GLOBAL HUMAN RESOURCE DEVELOPMENT	3
MBA 641	ELECTRONIC COMMERCE	3
MBA 652	ORGANIZATIONAL BEHAVIOR	3
MBA 653	STAKEHOLDER MANAGEMENT AND ETHICS	3
MBA 660	MANAGING THE CHANGING WORKFORCE	3
MBA 661	CORPORATE STRATEGY AND LEADERSHIP	3

MBA Program at the Lebanon Campus

The MBA program is offered at the Lebanon campus. Courses are held in a five-week time frame. Classes are held on Monday and Wednesday evenings from 6:00 p.m. to 8:50 p.m. During the five weeks, there are eleven (11) face-to-face sessions and four (4) on-line sessions, comprised of on-line and independent assignments.

MBA Program at Rend Lake Market Place

The MBA program is offered in Mt. Vernon, Illinois at the Rend Lake College Marketplace. The courses are held in an eight-week time frame. Regular classes are held on Tuesday and Thursday evenings from 6:00 p.m. to 8:50 p.m. During the eight weeks, there are eleven (11) face-to-face sessions and four (4) on-line sessions, comprised of on-line and independent assignments.

MBA Program Online

The Online MBA is comprised of the same curriculum and governed by the same policies that apply to the MBA generally. In the online format, each course is presented as eight modules over an eight week timeframe. The content of the courses is, to the greatest extent possible, the same as the content of face-to-face MBA courses. The MBA Program is offered in an online format using the Blackboard platform as the organizer of the courses.

MSN/MBA Dual Degree Program

The MSN/MBA degree represents a joint offering from the School of Nursing and Health Professions and the School of Business. This degree is offered to nurses possessing a BSN degree who wish to attain nursing executive positions or become entrepreneurs. The degree provides advanced financial expertise combined with the knowledge required with an advanced nursing degree. Details for this program are presented in the section for the School of Nursing and Health Professions.

MBA Program at Kentucky Campuses

The MBA program is offered at McKendree University Kentucky Campuses in Louisville and Radcliff. The Louisville courses follow the five-week time frame. Regular classes are held on Tuesday and Thursday evenings from 6:00 p.m. to 8:50

p.m. During the five weeks, there are eleven (11) face-to-face sessions and four (4) on-line sessions, comprised of on-line and independent assignments. The Radcliff courses follow an eight-week time frame. During the eight weeks, courses meet one night a week from 6:00 p.m.-10:00 p.m. with weekly online sessions, comprised of on-line and independent assignments.

Admission Requirements

Applicants for the MBA must have earned a bachelor's degree or equivalent from a regionally accredited institution of higher education. Students who have not completed undergraduate course work in accounting, management/marketing, microeconomics and statistics must acquire foundation knowledge in the deficient area(s).

Every prospective student will be evaluated for evidence of a high probability of success in the MBA Program.

Applicants to the McKendree University MBA program must submit:

1. A completed MBA application online at www.mckendree.edu (no fee);
2. An essay describing the personal and professional goals that will be met by the student's completion of the MBA program;
3. Official transcripts from each college or university attended;
4. A minimum 3.0 GPA on a four-point scale in undergraduate studies. Applicants with an undergraduate GPA below 3.0 may be admitted conditionally;
5. List of three professional references;
6. A current resume;
7. Some applicants may be interviewed prior to admission.

Transfer Credit

Following matriculation, students are expected to do their course work at McKendree University. However, prior to matriculation, up to 12 credits from another accredited institution may be applied toward completion of the requirements for the MBA degree at McKendree University. All transfer courses are evaluated by the Director of the MBA program.

Student Learning Outcomes

1. Students will utilize the analytical and decision making skills regularly employed in the business community.
Assessment: Final examinations and reports from MBA 622 Economics of the Firm.
2. Students will develop critical leadership skills.
Assessment: Student presentations in MBA 641 Electronic Commerce and MBA 651 Global Organization.
3. Students will find and utilize appropriate data.
Assessment: Business plans and major reports in MBA 623 Business Research Methods and Applications.
4. Students will demonstrate knowledge of the functional areas of business including management, marketing, finance and strategy.
Assessment: Grades in capstone course, MBA 661 Business Strategy and Leadership.

Honorary Society in Business

Sigma Beta Delta is the honorary society in business. MBA students in the top 20% of the class will be invited to become members.

Probation and Suspension

MBA students must maintain a GPA of 3.0 or better and may not apply more than one course with a passing grade of C to the MBA degree. Each semester, the Office of Academic Records will report to the Director of the MBA program a list of students who have earned a grade of C or lower or who have an overall GPA of less than 3.0. Students with one grade of C will remain in good academic standing. When a student does not meet the minimum academic standards, he or she will be placed on academic probation for one semester.

A student placed on probation will be notified by a letter from the program director. While on probation a student must progress toward satisfying any deficiency. Probation will continue so long as progress is being made toward meeting the minimum standards. Probation beyond one semester is at the discretion of the program director.

If at the end of the probationary period, minimal academic standards are not met, the student will be placed on a one year suspension. At the end of the one year suspension, the student may apply for readmission to the MBA program. If readmitted, the student will rejoin the program but must correct any remaining deficiencies. From that time the student must maintain a 3.0 GPA, or he/she will be dismissed from the program.

Graduation Requirements

To complete the Master of Business Administration, students must fulfill all of the following requirements:

1. Satisfactorily complete the MBA curriculum within six years of taking the first course numbered MBA 600 or higher.
2. Attain a GPA of at least 3.0 with no more than one grade of C in an MBA course numbered MBA 600 or higher.
3. Earn a minimum grade of B in MBA Corporate Strategy and Leadership.
4. Declare intent to graduate by completing a Degree Application online at: http://www.mckendree.edu/academics/ARO_academicForms.aspx the semester prior to the anticipated graduation term. Applications are also available in the Office of Academic Records.

Prerequisite Course Descriptions

MBA 501 FOUNDATIONS OF ACCOUNTING AND FINANCE (3)

This course is designed to provide students with the necessary tools to make financial and other business decisions on the basis of critical evaluation and analysis of the accounting information presented in an organization's financial statements. The course emphasizes a fundamental working knowledge of underlying accounting concepts, the valuation of debt and equity securities, and the analysis of risk and return trade-offs. Prerequisite: Admission to the MBA program.

MBA 502 ECONOMICS FOR MANAGERS (3)

This course focuses on an analysis of decision making in an individual and organizational context. The course includes production possibilities, exchange theory, supply, demand, equilibrium, production, cost and pricing with an emphasis on marginal decision making. Some attention is given to macroeconomic data sources and the structure of the macro economy. Prerequisite: Admission to the MBA program.

MBA 503 MARKETING AND MANAGEMENT CONCEPTS (3)

A course introducing students to the management of an organization and how the organization achieves its strategic goals. In this course, the strategic goals are examined from the perspective of the management and marketing operations in a global business environment. Topics may include: the functions of management, team development, target market definition and analysis, buyer behavior, competitor analysis, the role of marketing research, strategic planning, and the use of information systems and the Internet for decision making. Prerequisite: Admission to the MBA program.

MBA 504 QUANTITATIVE AND STATISTICAL TOOLS (3)

A survey of quantitative business tools such as cost-volume-profit analysis, linear programming, and basic inventory models. The course will also address fundamentals of descriptive and inferential statistics, the use of statistics in decision-making, and the gathering, assembly and analysis of data. Prerequisite: Admission to the MBA program.

MBA Course Descriptions**MBA 621 ACCOUNTING FOR MANAGERS (3)**

This course is designed to provide guidance for managers regarding the integration of business strategy and accounting information. Examples include applying accounting principles to management compensation in a way that is consistent with company strategy, quantitatively assessing qualitative information through the Balanced Scorecard technique, and including information and objectives in budgets that encourage specific behavior that is congruent with the organization's long-term goals. These methods of communicating accounting information to increase coordination and cooperation within a company are addressed through a variety of readings, case studies, and class projects. Prerequisite: Completion of MBA 501 or equivalent.

MBA 622 ECONOMICS OF THE FIRM (3)

This course centers on the application of microeconomic concepts to managerial issues. The course includes tools such as equilibrium analysis, elasticity, optimization, production theory, opportunity cost, cost theory, and pricing. Problems, cases, and analysis will be stressed. Prerequisite: Six credits of undergraduate economics or MBA 502 or equivalent.

MBA 623 BUSINESS RESEARCH METHODS AND APPLICATIONS (3)

Business success results in part from proper control of resources and performance, which is driven by information gathering and assessment. Students will learn methods for planning, data analysis, and communications of results in applied business research. Students will utilize these skills in a team research project on a regional organization or issue. Prerequisite: MBA 504 or equivalent.

MBA 625 LEGAL ISSUES FOR MANAGERS (3)

A topics course intended to acquaint students with important legal issues facing the business community. Topics such as the following will be considered: corporate governance, business structures, torts, tort reform, operation of the legal system, role of inside and outside counsel, securities regulation, employment law, consumer debt/bankruptcy, and government regulation. Prerequisite: Admission to the MBA program or permission of the instructor.

MBA 631 CORPORATE FINANCE (3)

This course examines the major decisions facing corporate financial managers. These include risk and return trade-offs, capital budgeting, corporate financing, capital structure, new equity issues, options, debt financing, risk management, mergers and corporate governance. Prerequisite: MBA 501 or equivalent.

MBA 632 INVESTMENTS AND FINANCIAL MARKETS (3)

This course presents the financial theory and quantitative analytical tools necessary for making investment decisions and for understanding how stock, bond, and option prices are determined. Topics covered include the term structure of interest rates, portfolio choice, mean-variance analysis, models of risk and return, market efficiency, the capital asset pricing model, arbitrage pricing theory, the Fama-French three-factor model, bond pricing, mortgage-backed securities, swaps, futures, options, and money-manager performance. Prerequisite: MBA 501 or equivalent.

MBA 641 ELECTRONIC COMMERCE (3)

This course is designed to provide an orientation to the field of electronic commerce. Course topics include marketing issues such as the electronic marketing value chain, attracting customers and satisfying their needs and wants through interactive marketing. Technical topics include the Internet and web technologies, e-commerce system design, cryptography and Internet security, payment systems, and secure transaction processing. The course focuses on business requirements for electronic commerce and examines fundamental design issues for both business-to-business and business-to-consumer applications and their implications for the information industry. Prerequisite: MBA 503 or equivalent.

MBA 642 CUSTOMERS AND COMPETITIVE ADVANTAGE (3)

This course introduces the student to the concepts of creating customer value and satisfaction; positioning for competitive advantage; consumer markets, business markets and buyer behavior; marketing research and information systems; and the role of marketing in the strategic planning process. An understanding of the theoretical and applied aspects of marketing knowledge sharpens a student's analytical skills for critical thinking and enables him/her to communicate effectively. Prerequisite: MBA 503 or equivalent.

MBA 651 GLOBAL ORGANIZATION AND MANAGEMENT (3)

This course is a study of the influence of culture, economics, industry, regulation, and strategy on the management and structure of the international firm. Major topics such as technology control, outsourcing, and strategic alliances will be addressed by comparative evaluation of international organizations. Prerequisite: MBA 503 or the equivalent.

MBA 652 ORGANIZATIONAL BEHAVIOR (3)

Individual and group behavior in the organization setting is investigated in this course. The principles of organization behavior are studied with a focus on application. Topics covered will include but are not limited to: motivation, teamwork and group behavior, employee participation, job enrichment, job design, communications, diversity, decision making, change, and conflict resolution. Prerequisites: none.

MBA 653 STAKEHOLDER MANAGEMENT AND ETHICS (3)

The stakeholder management model posits that organizations can simultaneously pursue corporate social responsibility and financial success. Topics include the impact of the Foreign Corrupt Practices Act and the Federal Sentencing Guidelines for Organizations on company ethics programs, legitimacy, stakeholder relations, public policy issues, and ethical decision-making models. The course will utilize a case-study approach. Prerequisite: MBA 503 or equivalent.

MBA 661 CORPORATE STRATEGY AND LEADERSHIP (3)

This capstone course requires students to integrate and apply previous MBA courses to executive decision-making and leadership. Themes such as leadership styles, charismatic and transformational leadership, groupthink, the cult of personality, and the ethics of leadership will be explored from potential links between leadership and organizational performance at different levels. Students will apply the strategic management process and entrepreneurial approaches for business financing in case studies or business plans in the analysis of for-profit organizations. Prerequisite: MBA 651 and completion of at least 27 hours of MBA core courses.

MBA 680 READINGS IN BUSINESS TOPICS (3)

Readings are selected by the supervising teacher and the student based on the student's interests. The readings approved by the designated instructor may be selected from classic works, current literature, or on-line sources. The course will conclude with either a written or oral report made by the student to the teacher. Prerequisite: Completion of all foundation of business knowledge courses. Approval of the Director of the MBA Program.

UNI 505 ORIENTATION TO MCKENDREE ONLINE (0)

This course is required of all students entering an online program. Students will be introduced to McKendree University resources and provide assistance in establishing various accounts. Blackboard, WebAdvisor, Webmail, and library services will be introduced. Each orientation will also provide information specific to the student's major.

**MBA Courses for the Human Resource Management Concentration
Kentucky Campus Only**

MBA 628 ORGANIZATIONAL LEADERSHIP AND TRANSITION (3)

This course will offer an in-depth look at Everett Rogers' Diffusion of Innovations Theory. It will outline the strategic communication and operational processes involved in the process of organizational and individual change and transition from a leadership perspective in order to maximize talents to align individuals with the corporate vision.

MBA 635 GLOBAL HUMAN RESOURCE DEVELOPMENT (3)

This course will offer students the opportunity to identify with the key subject matters involved in the Global Professional in Human Resources (GPHR) certification offered through the Human Resource Certification Institute (HRCI). Topics to be covered include international management strategy, managing a global workforce, immigration and foreign travel policy, and other implications involved in global human resource management.

MBA 660 MANAGING THE CHANGING WORKFORCE (3)

This course examines the skills required to manage the growing diversity of the workforce. The aging population, different ethnic background, gender issues, "significant others", and cultural differences are investigated for development of effective strategies for recruitment, retention, and development. The policy and procedural implications of the social integration of the changing workforce will also be considered.

School of Education



SCHOOL OF EDUCATION

MASTER OF ARTS IN EDUCATION

SPECIALIST IN EDUCATION

DOCTOR OF EDUCATION

Because McKendree University must meet the requirements issued by the Illinois State Board of Education and the State Licensure Board, their requirements take precedence over the catalog of record for individuals seeking teacher licensure recommendation.



MCKENDREE
UNIVERSITY

GRADUATE SCHOOL

**Janet L. Wicker, Ph.D., Chair of the School of Education;
Associate Professor of Education;**

jlwicker@mckendree.edu; (618) 537-6880; Piper Academic Center 202

Joseph J. Cipfl, Ph.D., Dean of the Graduate School;

jjcipfl@mckendree.edu; (618) 537-6462; Wildy Hall 200

James Rosborg, Ed.D., Director of Masters in Education

jtrosborg@mckendree.edu; (618) 537-6464; Stanton House First Floor

Rick Acuncius, Ed.D., Assistant Professor of Education

rlacuncius@mckendree.edu; (618) 537-6549; Stanton House Upper Level

Darryn Diuguid, Ph.D., Assistant Professor of Education;

drdiuguid@mckendree.edu; (618) 537-6559; Piper Academic Center 208

Brenda Doll, Ph.D., Director of Teacher Education;

Assistant Professor of Education;

bbdoll@mckendree.edu; (618) 537-6925; Piper Academic Center 207

George Fero, Ed.D., Professor of Education;

gifero@mckendree.edu; (618) 537-6883; Stanton House First Floor

Darrel Hardt, Ed.D., Director of EdS/EdD Programs;

Assistant Professor of Education;

dlhardt@mckendree.edu; (618) 537-2157; Stanton House Upper Level

Bethany Hill-Anderson, Ph.D., Assistant Professor of Education;

bghill-anderson@mckendree.edu; (618) 537-6953; Piper Academic Center 205

Jennifer M. Hope, Ph.D., Assistant Professor of Education;

jmhope@mckendree.edu; (618) 537-6885; Piper Academic Center 206

Karee Orellana, Ed.D., Coordinator of Special Education;

Assistant Prof. of Education;

kmorellana@mckendree.edu; (618) 537-6552; Stanton House Upper Level

Timothy Richards, Ph.D., Associate Professor of Education;

trichards@mckendree.edu; (618) 537-6887; Piper Academic Center 200

Julie Tonsing-Meyer, Ph.D., Assistant Professor of Education;

jatonsing-meyer@mckendree.edu; (618) 537- 6516; Stanton House Upper Level

Phillip Wilhelm, Ph.D., Assistant Professor of Music Education,

Coordinator of Music Education;

pewilhelm@mckendree.edu; (618) 537-6428; Hettenhausen Center for the Arts 1090

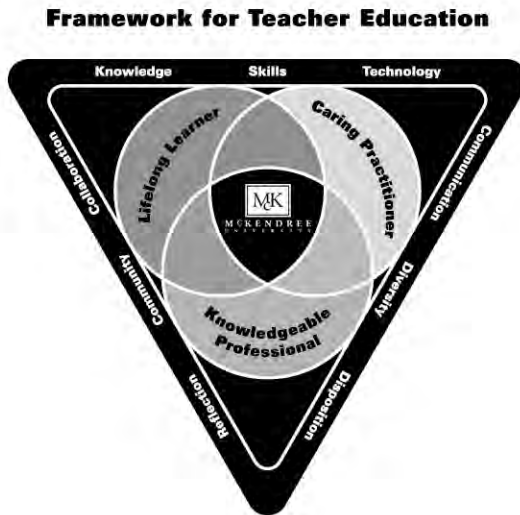
Sandra Richmond, B.M., Licensure Officer/Field Experience Coordinator;

skrichmond@mckendree.edu; (618) 537-6453; Piper Academic Center 210

Marianne Hausmann, M.A., Academic Advisor for Teacher Licensure;

mrhausmann@mckendree.edu; (618) 537-6498; Holman Library 2nd floor

School of Education Conceptual Framework



Although different program areas are offered within the Education Unit, one Conceptual Framework document guides all programs. The faculty of the university and the educational community served by McKendree University are engaged in continuing discussions concerning the Conceptual Framework, including consideration of changes and modifications to the curriculum and programs. Accordingly, as this group works together to articulate the Conceptual Framework, one framework emerges which embraces the aspects related to the knowledge base, skills, and dispositions valued and promoted within each program.

School of Education Unit Mission, Candidate Dispositions and Vision:

It is the mission of the School of Education Unit at McKendree University to prepare teachers and other education professionals as lifelong learners (analytical abilities, research capabilities, lifelong learning), caring practitioners (creativity, service to community, mutual respect), and knowledgeable professionals (academic excellence, knowledge, analytical abilities, development of the whole person).

School of Education Unit Philosophy, Core Beliefs, Purpose and Outcomes:

The philosophy of the School of Education Unit at McKendree University encompasses the basic concepts of many educational philosophies. However, traditions and approaches found within the School of Education Unit find their roots primarily in a progressivist experience with teaching and learning that is based upon the approach of John Dewey. The teacher education program at McKendree University uses an experiential approach that enables teacher candidates to increase their ability to grow and adapt to a constantly changing and dynamic society.

It is the philosophy of the program to use an approach that prepares educators who are professionals with a strong foundation in knowledge, practice the profession in a caring manner, and consider learning to be a basic foundation to their lifelong experience.



The School of Education Unit believes that educators it prepares:

1. Have a strong foundation in content knowledge.
2. Acquire and use specific skills to enhance teaching and learning.
3. Apply the use of current technology to teaching and learning.
4. Are effective communicators.
5. Are prepared to teach within a diverse society.
6. Exhibit dispositions appropriate to the profession.
7. Practice personal reflection on their teaching.
8. Are collaborative professionals.
9. Are active members of the community.

In light of these beliefs, it is the philosophy of the program to use an approach that prepares educators who are professionals with a strong foundation in knowledge, practice the profession in a caring manner, and consider learning to be a basic foundation to their lifelong experience.

Thus, primary purposes and goals of the Unit are to: (1) prepare educators for P-12 public, private and parochial schools as identified in the unit's Conceptual Framework, (2) who display the characteristics identified in dispositions, (3) who are prepared in competencies identified by the Unit which meet the expectations of state and national standards. The core standards are listed with the competencies below. With the addition of graduate studies in education, the purpose of the Unit is further expanded to develop these dispositions and competencies as they relate to the professional development of experienced teachers, and through advanced level programs. Thus, as stated in the vision for the Unit, the primary goal of the McKendree University School of Education Unit is to prepare educators who are able to address the educational needs of the region it serves at all levels.

In light of this, the Unit purpose and goal is to prepare candidates who meet these outcomes and competencies:

Knowledgeable Professional

- Possess content and pedagogical knowledge.
- Create learning experiences that make content meaningful to all learners.
- Integrate theory and practice in design and delivery of lessons.
- Understand instructional planning and designs and delivers instruction based on the discipline, student needs, community expectations, and curricular goals.
- Understand formal and informal assessment and utilizes them to support student development.
- Apply appropriate technology, media, and materials in instructional design and practice.

Caring Practitioner

- Respect cultures, values, beliefs, and talents of all people.
- Understand that self-esteem influences achievement.
- Recognize and address cultural differences in communication.
- Establish communication and productive relationships with students, parents, colleagues, and other community members.
- Exhibit appreciation of the responsibility of educators.
- Apply pedagogical theory to diverse educational settings.
- Use technology as a tool to meet the diverse needs of students.

- Practice professional ethics which are mirrored in McKendree University's tradition of Christian values.

Lifelong Learner

- Understand, apply, and integrate research into teaching and learning.
- Use various resources and technology as tools for professional growth.
- Possess knowledge of schools as a social and political system.
- Illustrate a commitment to teaching, learning, and service through professional development.
- Recognize that careers in education require lifelong reflection.
- Recognize the contextual and interactive roles between the profession and the community.

School of Education



SCHOOL OF EDUCATION

MASTER OF ARTS IN EDUCATION

- **teacher licensure**
- **special education**
- **teacher leadership**
- **educational administration and leadership**
- **educational studies**
- **educational studies emphasis in reading**
- **specialized instruction**
- **music education**
- **special non-degree added endorsements**
- **higher education administrative services**



MCKENDREE
UNIVERSITY

GRADUATE SCHOOL

Admission Requirements to Master of Arts in Education

The following documentation and/or components are required for consideration for admission to McKendree University; admission into McKendree University does not admit the student into the MAED program.

1. A completed graduate admission application. Apply online at www.mckendree.edu (no fee).
2. Official transcripts from each college or university attended. Official transcripts are those that are mailed from institution to institution.
3. A current vita or resume.
4. Three professional references.
5. A minimum 3.0 GPA on a four-point scale in undergraduate studies.
6. Applicants may be required to participate in a personal interview to assess readiness for graduate studies.
7. An essay describing the personal and professional goals that will be met by the completion of the degree (Required for Higher Education Administrative Services degree only).

Transfer Credit for MAED Programs

No more than nine (9) semester credits will be accepted in transfer. Transfer credit must be submitted for approval prior to or during the first semester of enrollment. As the candidate enters the McKendree University MAED program, transfer coursework cannot be more than six (6) years old. Transfer credit will be honored for three (3) years after beginning the MAED program. If the MAED program is not completed within three years, credit for transfer courses will be reevaluated and may be removed.

Assessment Process

The McKendree University School of Education Unit created a standards-based curriculum and assessment system for all programs. The programs incorporate standards that reflect the integration of content, pedagogy and professional studies. The Unit's Conceptual Framework links course work and the assessment system. A portfolio evaluation system was created as a systematic way of monitoring a candidate's progression through the programs. A screening step takes place as candidates apply to the program. Candidates are required to meet gate criteria successfully through program assessment points that define their progression through the program.

Criteria for Dispositions Evaluations

The dispositions of a candidate completing the program are grounded in the mission of McKendree University.

A graduate of McKendree University's education program:

1. Respects cultures, values, beliefs, and talents of all people.
2. Believes that all students can learn.
3. Values the importance of diversity in an ever changing world.
4. Values the use and application of technology in teaching and learning.
5. Appreciates the responsibility of educators to motivate and affect student learning.

6. Reflects professional ethics that are mirrored in McKendree University's tradition of Christian values.
7. Believes that professional development is essential for growth in teaching, learning, and service.
8. Is committed to a career in education that is based upon lifelong reflection.
9. Values the contextual and interactive roles between the profession and the community.
10. Believes that educators must be effective oral and written communicators.
11. Values the tenets and responsibilities of the education profession by dressing appropriately.
12. Values the tenets and responsibilities of the education profession by meeting attendance requirements.
13. Values the tenets and responsibilities of the education profession by completing professional responsibilities promptly.
14. Values the Tenets and responsibilities of the education profession by conducting one's self in a professional manner.

Supported by the mission of the Unit, it is the vision of the School of Education Unit at McKendree University that in its preparation of educators who are knowledgeable professionals, caring practitioners, and lifelong learners, the Unit will provide the leadership to enable graduates to meet the ever changing diverse demands placed upon the schools in the region it serves.

Remediation Plan for Master of Arts in Education

Graduate students must maintain an overall GPA of 3.0 or better and are limited to no more than one course with a grade of C to be applied to a Master's degree. Each semester, the Office of Academic Records will report to the Director of Master's in Education and the Dean of the Graduate School a list of students who have earned a grade of C or below and/or an overall GPA of less than 3.0. Students with one grade of C will remain in good academic standing.

During a term in which a student has been recognized as not meeting academic standards of having more than one C, a grade below a C, or an overall grade point average of below a 3.0 will then be placed on academic probation for one semester. It is the responsibility of the Director of Master's in Education to identify those students and to notify them via letter. During the probationary semester, the student should retake previous course(s) which caused the deficient GPA. During this time period, the student should meet periodically with the Director of Master's in Education to discuss the student's individual remediation plan.

If at the end of a probationary semester the student has not achieved an overall GPA of 3.0 or having more than one C on his/her academic record, the student must meet with the Director of Master's in Education to review his/her academic standing. The Director of Master's in Education will have the responsibility whether to suspend or permit a second probationary semester in which the same provisions apply.

If at the end of the probationary period, minimal academic standards are not met, the student will be placed on a one year suspension. At the end of the one year suspension, the student may apply for readmission to the graduate program. From that point, the student must maintain a 3.0 GPA, or will be dismissed from the program.

MAED Graduation Requirements

1. Satisfactorily complete the appropriate degree and program requirements with a minimum cumulative GPA of 3.0.
2. Meet all requirements and performance standards for the degree program as contained in the catalog effective at the time of matriculation. (Program requirements are presented in the Courses of Study section of this catalog under the appropriate discipline. Individual program requirements may exceed general requirements.)
3. Complete all degree requirements within seven (7) years of matriculation.
4. Declare intent to graduate by completing a Degree Application online at: http://www.mckendree.edu/academics/ARO_academicForms.aspx the semester prior to the anticipated graduation term. Applications are also available in the Office of Academic Records.

School of Education



SCHOOL OF EDUCATION

MASTER OF ARTS IN EDUCATION

• **teacher licensure**



MCKENDREE
UNIVERSITY

GRADUATE SCHOOL

The graduate program in teacher licensure is designed for individuals wishing to seek initial teaching licensure through a graduate studies program. Candidates in the program examine current educational theory and practice and explore a variety of viewpoints to reflectively develop their professional competence and teaching style. They explore social issues affecting students and expand their awareness of and respect for the unique development of each student. During their course work, they consider effective collaboration with and accountability to students, parents, colleagues, and the community. Reexamining the development of values and professional ethics, students gain greater intellectual and ethical insight.

The teacher licensure program develops proficiency in the Illinois Professional Teacher Standards and Content Area Standards. Candidates develop proficiency on the standards in three phases: first, an orientation to and self-assessment of the standards; second, development of the knowledge and predispositions required by the standards; and third, demonstration of performances implementing the standards. Progress on meeting the standards is evaluated throughout the program through a portfolio aligned with the McKendree University Conceptual Framework.

Teacher Licensure – Assessments

The McKendree University School of Education created a standards-based curriculum and assessment system for all programs. The programs incorporate standards that reflect the integration of content, pedagogy and professional studies. The conceptual framework links course work and the assessment system. A portfolio evaluation system was created as a systematic way of monitoring a candidate's progression through the programs. Candidates are required to meet screening criteria and pass through program assessment points that define their progression through the program. Performance indicators are outlined for each gate. In order to complete the requirements for each gate, the candidate works with a faculty advisor while completing course work or field experiences. The candidate is then required to complete a final assessment based on program standards. The purpose of the McKendree University assessment system is to ensure the preparation of candidates who demonstrate the knowledge, skills and dispositions inherent in the framework for the teacher education model.

All candidates are required to complete EDU 600 Professional Educator Seminar during the first semester of their program and to complete a portfolio at the end of their program to demonstrate their proficiency on the standards that reflect the McKendree University Framework for Teacher Education Model and the National Board of Professional Teaching Standards. This portfolio is developed by using Livetext software. Livetext is the technology used by the McKendree University School of Education to collect assessment data.

Each candidate is required to successfully and consecutively pass through all four assessment gates which reflect a developmental progression through the program. All assessment expectations and criteria are outlined and presented to all candidates in EDU 600 Professional Educator Seminar. The program standards are imbedded in each candidate's individual portfolio. Candidate proficiency on the program standards is assessed by a faculty advisor through portfolio review.

Candidates who pursue the thesis option must present a complete portfolio. Thesis candidates will present and defend their thesis before an assigned thesis committee.

The following requirements must be completed prior to admission to the McKendree University Masters in Education Program:

- A completed graduate admission application. Apply online at www.mckendree.edu (no fee);
- Official transcripts from each college or university attended. Official transcripts are those that are mailed from institution to institution;
- A current vita or resume;
- Three professional references;
- A minimum 3.0 GPA on a four-point scale in undergraduate studies. Applicants with a GPA below this may be conditionally admitted;
- Applicants may be required to participate in a personal interview to assess readiness for graduate studies;
- Review by the Graduate Admissions Committee and the Dean of the Graduate School.

Candidates formally apply to the degree program during EDU 600 Professional Educator Seminar. The Graduate Admissions Committee and the Dean of the Graduate School will review the candidates' qualifications to confirm their eligibility. The EDU 600 Professional Educator Seminar provides an orientation to the program including the Conceptual Framework, program standards, policies and portfolio guidelines.

It also provides a check on the match of individual professional goals with the program values and standards, as well as a preliminary assessment of readiness on standards. Candidates will also complete a technology competency assessment (CAT1) during the first semester of enrollment. If the results of the technology assessment identify a deficiency in the use of technology the candidate will be required to successfully complete an undergraduate prerequisite course on technology in education.

Following successful admission to the McKendree University Masters in Education Program leading to initial teacher licensure (MAED-Teaching Licensure) all assessment gates must be successfully and consecutively completed.

Gate 1: Admission to the Teacher Education Program (during first 8 credits)

- Pass the Test of Academic Proficiency (TAP) or submit an ACT score of 22 or higher including passage of the writing portion which is no more than 10 years old;
- Successfully complete EDU 510 (Foundations of American Education);
- Successfully complete a criminal background check* in all states of residence for the past seven years and submit results of a current TB Test**
- Complete the Application for Admission to the Teacher Education Program found at https://eforms.mckendree.edu/eform.aspx?form_id=125
- Successfully complete faculty review process;***
- Receive an affirmative vote by the COTE to admit to the program. Candidates may be permitted to continue in selected professional education courses with conditions for one semester.

***Background Check Procedure**

Before any teacher candidate participates in a field experience, they must submit to the Field Experience/Licensure office an "Affidavit of Moral Character", a "Request for Criminal Records Check and Authorization", a fingerprint card administered by an appropriate official, and the background check fee. All candidates for admission to the teacher education program shall have passed a criminal background check conducted in all states of residence for the past seven years as a prerequisite requirement.

****TB Test Policy**

Proof of a negative TB test is required before any teacher candidate participates in a field experience. This test may be taken and the results read at any private physician's office or at a public health office. A form signed by the healthcare professional who administered the test stating the date and the result of the test must be given to the Field Experience Coordinator.

*****Faculty Review Process**

Following the deadline for application to the Teacher Education Program or student teaching, a list of candidates seeking admission to the Teacher Education Program or student teaching shall be distributed to the faculty of the university (full- or part-time) and the office of the Provost for review, comment and challenge. If an admission is challenged, the Director of Teacher Education will ask each of the faculty members involved to submit supporting documentation or evidence. This information shall be included with the materials submitted to the Council on Teacher Education (COTE), and the Director of Teacher Education or his/her designee will counsel the pre-candidate on the challenge and the ramifications it may have on the candidate's admission. If a candidate's application for admission is challenged by three or more members of the faculty, that candidate's application must be reviewed by the Admissions Subcommittee of the COTE and a recommendation made to the COTE for consideration before that candidate can be admitted. The Admissions Sub-committee of the COTE will review the materials submitted, and may ask the candidate and faculty members involved to meet with them to clarify or gather additional information. The committee will then make a recommendation to the COTE to admit, admit with conditions, or not admit the candidate to the Teacher Education Program.

Reasons for challenging a candidate's admission to the program include but are not limited to:

- Evidence of issues of moral turpitude.
- Weak oral and/or written communication skills.
- Unethical behavior, including plagiarism.
- Poor classroom attendance.
- Dispositions inappropriate to teaching.
- Performance in the content field.

Gate 2: Pre-Student Teaching Requirements

Candidates continue to gather evidence from coursework. Faculty members assess portfolio evidence within the content of their respective class.

- A minimum 3.0 GPA with no more than one grade of C in graduate studies;
- Writing Assessment (EDU 610/615);
- Oral Assessment (EDU 611);
- Ethics Assessment (EDL 620);
- Action Research Planning Assessment (EDU 645);
- School Improvement Assessment (EDU 612);
- Portfolio Review;
- Disposition Assessment;
- Complete application for student teaching at least one year in advance (October 1 for the following Fall semester and March 1 for the following Spring semester);*
- Approval by COTE to permit or not permit candidate to enroll in student teaching;***
- Pass appropriate Illinois Content Area Examination.

* Student teaching will take place in schools selected by the McKendree University Education Unit based upon a number of factors that include, but are not limited to, contractual arrangement, distance, quality of experience, compliance with the Unit's Conceptual Framework and availability of qualified cooperating teachers. Except in extreme circumstances beyond the control of the teacher candidate, student teaching must take place in Illinois within a 25-mile radius of the university. Exceptions to this policy require the approval of the Director of Teacher Education.

Teacher candidates are not permitted to complete any intensive field experience in a school or school district where relatives of the first or second degree are attending or employed. Teacher candidates also may not complete any intensive field experience in a school or school district where a relative of the first or second degree is in a position of authority over cooperating clinical teachers (i.e., principal, superintendent, or member of the board of education).

Note: A relative of the first or second degree by consanguinity or affinity includes:

Parent	Grandparent	Spouse's Grandchild
Sibling	Uncle or Aunt	Sibling's Spouse
Spouse	Spouse's Parent or Sibling	Parent's Spouse
Child	Spouse's Child	Grandparent's Spouse
Grandchild	Spouse's Grandparent	Grandchild's Spouse

** Extra-Curricular Activities During Student Teaching

This policy addresses the Council on Teacher Education's recommendation that teacher candidates must acknowledge the importance of the student teaching experience by making the experience a top priority when balancing it with extra-curricular activities, with employment duties, with the rigors of coaching or with any other activities which occur concurrently during the student teaching placement.

If a student teacher plans to engage in an extra-curricular activity (i.e., sports, theater, music, outside coaching, course work, etc.) at McKendree University or elsewhere during student teaching, the student teacher must submit a signed form the semester before the student teaching experience to the Director of Teacher Education listing details about these activities. The Director of Teacher Education will then present the request to the Council on Teacher Education for approval, approval with conditions, or denial. The Director of Teacher Education will then, in writing, inform the student teacher of the decision made by the Council on Teacher Education. If the petition is

approved or approved with conditions, it is the responsibility of the student teacher to inform his/her cooperating teacher and university supervisor in advance of any absences that may occur during student teaching involving the extra-curricular schedule. Any student teaching time missed because of involvement with extra-curricular schedule must be made up during the student teaching semester with the cooperating teacher of record. The Council on Teacher Education's decision must be obtained before engaging in the activity.

If the circumstances change (i.e., scheduling or leave and return times, practice times, rehearsals, work schedules, etc.), the student teacher must resubmit his/her petition to the Council on Teacher Education via the Director of Teacher Education.

Failure to adhere to this policy may result in removal from student teaching.

Gate 3: Completion of Student Teaching

Upon completion of student teaching candidates are assessed by the cooperating teacher and university supervisor. The assessment is aligned with the Conceptual Framework and Illinois Professional Teaching Standards. The evaluation is submitted to the Field Experience Office via LiveText and becomes part of the candidate's file.

Gate 4: Prior to Entitlement for Licensure

The final gate provides the summative evaluation of candidate performance on the program standards. Prior to recommendation of entitlement, the university supervisor and the instructor of EDU 698 Portfolio Review evaluate the portfolio.

Completion of gate 4 includes:

- A minimum GPA of 3.0 in all coursework;
- Completion of all coursework required for initial teaching licensure;
- Faculty assessment of Portfolio (EDU 698);
- Faculty assessment of Action Research Project (EDU 697) or Thesis (EDU 699);
- Disposition Assessment;
- Approval by COTE for entitlement;
- Passing score on the Illinois Assessment of Professional Teaching Examination.

Administrative Hearing Process

If a Candidate is recommended for removal from teacher education, denial of student teaching, or denial of entitlement, the Director of Teacher Education shall convene, at the request of the candidate, an impartial hearing panel consisting of the following members:

1. The Director of Teacher Education – Chair of Hearing Panel (votes only in the case of a tie).
2. A Faculty member outside of Teacher Education.
3. The Candidate's Faculty Advisor (unless the Advisor is making the recommendation, then another member of the Teacher Education faculty shall serve).
4. A Practicing Teacher.
5. A Teacher Candidate seeking the same licensure level.

The Teacher Candidate is afforded due process rights with this administrative hearing. Upon hearing the testimony and evidence from both sides, the panel shall make a decision to support the recommendation for removal or denial, or apply conditions to allow the candidate to continue, or allow the candidate to continue without conditions.

Professional Performance Portfolio

All teacher candidates are required to maintain a developmental portfolio in electronic format throughout the program of study. The portfolio contains artifacts that show evidence of each teacher candidate meeting required Illinois Professional, Content, Technology and Core Language Arts Standards in alignment with the School of Education Conceptual Framework, and accreditation standards. Portfolios are maintained using the LiveText web-based portfolio and course development program. A McKendree University Portfolio Template is located on the website and is to be used for the developmental portfolio since it meets McKendree University requirements and needs. The portfolio template may be modified to meet an individual's particular program needs by adding pages or sections, but template items may not be deleted. Instructors for each Professional Education course will indicate required items to be included in the portfolio as artifacts. It is the responsibility of the teacher candidate to add artifacts showing that appropriate Content Area standards have been met. In addition, candidates may add other artifacts as desired. The portfolio is to be "shared" with the candidate's faculty advisor, field supervisor, instructors and cooperating teacher as a Reviewer. Failure to share the portfolio may result in lowered or incomplete grades resulting from an inability to review and assess the portfolio contents. The Portfolio is developed by the candidate throughout the program and is reviewed and assessed at the completion of the program. This type of assessment provides for a sustained reflection of candidates' academic work in a systematic way. The purpose of the teacher candidate's portfolio is to evaluate the achievement of the intended learning standards as established by the Unit. Additional goals of the portfolio include assisting the candidate to understand his/her own learning and to celebrate the achievement of learning.

The Portfolio is assessed at least four times throughout the program in accordance with the Conceptual Framework Assessment Policy. At each assessment point a decision will be made regarding continued enrollment in the program based upon the portfolio and other evidence.

Upon program completion, the teacher candidate should make a copy of the portfolio and revise it to be a Professional Portfolio to be used for employment purposes.

Teacher Licensure Requirements

McKendree University teacher education candidates who complete an approved Teacher Education Program and meet all of the requirements established by the State Board of Education may qualify for an Initial Licensure in the areas of Elementary Education, Secondary Education, Special K-12 (Art, Music and Physical Education), and Special Education.

Teacher education candidates completing an approved Illinois Teacher Education Program qualify for an Initial Licensure by passing the Test of Academic Proficiency (TAP), the appropriate test(s) of subject matter knowledge and the Illinois Assessment of Professional Teaching (APT). Each Initial Licensure shall be endorsed according to the approved program completed, the coursework presented, and/or the applicable examination(s) passed.

A remediation plan will be individually developed for any candidate who has not passed one or more of the required tests. This plan will be developed by the candidate and advisor and may include, as examples, additional courses, tutoring, referral to the writing center, etc. Candidates who do not pass the tests are also

advised to seek assistance through the McKendree Academic Support Center for the area(s) of the test with low scores.

All Initial (Elementary, Secondary, Special K-12, and Special Education) Licensures shall be valid for four (4) years of teaching. Upon completion of four (4) years of teaching within eight (8) years after the issue date of that licensure, individuals may qualify for a comparable Standard (Elementary, Secondary, and Special K-12) Licensure valid for five (5) years and renewable with proof of continuing education or professional development. These individuals may qualify for a comparable Standard Licensure by successfully passing the required Standard Licensure requirements and completing other requirements established by the Illinois State Board of Education. (NOTE: "Four (4) years of teaching experience means the equivalent of four (4) years of full-time employment.")

Candidates who qualify for the Initial Elementary and Secondary Licensures and who wish to teach in departmentalized grade five (5) through grade eight (8) may obtain a Middle School Endorsement by completing the required coursework as specified in the section titled Middle School Endorsement.

Initial Elementary Licensure

The Initial Elementary Licensure is valid for teaching in kindergarten and the lower nine (9) grades in the public schools. All candidates for licensure are required to successfully pass state-mandated examinations in academic proficiency, content area, and the Assessment of Professional Teaching before licensure is granted. It is required that candidates pass the Test of Academic Proficiency (TAP) within the first eight (8) credit hours and prior to admission to the Teacher Education Program, pass the content area exam before the student teaching semester, and pass the Assessment of Professional Teaching exam for program completion. Because McKendree University must meet the requirements issued by the Illinois State Board of Education and the State Licensure Board, their requirements take precedence over the catalog of record for individuals seeking teacher licensure recommendation. A candidate must have earned a grade of "C" or better in all course work applied toward endorsements/licensures issued after February 2012. Registration information and study guides for the examinations are available on the Illinois Licensure Testing System web site (www.il.nesinc.com).

Initial Secondary Licensure

The Initial Secondary Licensure is valid for teaching in grades six (6) through twelve (12) in the public schools. Candidates for the licensure must have a teaching major which must include a minimum of 32 semester credit hours from one of the following state-approved teaching areas (Business, Marketing and Computing; English Language Arts; Health Education; Mathematics; Science/Biology Emphasis or Chemistry Emphasis; Social Science/History Emphasis, Political Science Emphasis, or Psychology Emphasis). All candidates for licensure are required to successfully pass state-mandated examinations in academic proficiency, content area, and the Assessment of Professional Teaching before licensure is granted. It is required that candidates pass the Test of Academic Proficiency (TAP) within the first eight (8) credit hours and prior to admission to the Teacher Education Program, pass the content area exam before the student teaching semester, and pass the Assessment of Professional Teaching exam for program completion. Because McKendree University must meet the requirements issued by the Illinois State Board of Education and the State Licensure

Board, their requirements take precedence over the catalog of record for individuals seeking teacher licensure recommendation. A candidate must have earned a grade of "C" or better in all course work applied toward endorsements/licensures issued after February 2012. Registration information and study guides for the examinations are available on the Illinois Licensure Testing System web site (www.il.nesinc.com).

Initial Special K-12 Licensure

The Initial Special K-12 Licensure is valid for teaching in grades kindergarten through grade twelve (12). McKendree University has been approved by the Illinois State Board of Education and the Teacher Licensure Board to offer courses leading to the Initial Special K-12 Licensure in the areas of Visual Arts, Music, Physical Education. All candidates for licensure are required to successfully pass state-mandated examinations in academic proficiency, content area, and the Assessment of Professional Teaching before licensure is granted. It is required that candidates pass the Test of Academic Proficiency (TAP) within the first eight (8) credit hours and prior to admission to the Teacher Education Program, pass the content area exam before the student teaching semester, and pass the Assessment of Professional Teaching exam for program completion. Because McKendree University must meet the requirements issued by the Illinois State Board of Education and the State Licensure Board, their requirements take precedence over the catalog of record for individuals seeking teacher licensure recommendation. A candidate must have earned a grade of "C" or better in all course work applied toward endorsements/licensures issued after February 2012. Registration information and study guides for the examinations are available on the Illinois Licensure Testing System web site (www.il.nesinc.com).

Action Research Description

Candidates enrolled in the Master of Arts in Education degree program are required to conduct an action research project or an optional thesis. Candidates are required to take two research courses, EDU 641 Educational Research & Statistics and EDU 645 Action Research Planning. Candidates are to conduct the research during the academic year in the context of a classroom.

Action Research Planning (EDU 645) facilitates candidates planning action research and the realization of its value to them as educators. After defining an action research topic, candidates conduct a review of pertinent literature related to the topic and design an appropriate research plan for their educational setting. At the conclusion of the course, candidates will construct a detailed paper that includes a rationale for the research project, the review of the literature and the methodology for the research project.

Action Research Project (EDU 697) or Action Research Thesis (EDU 699) facilitates the process of analyzing and organizing data from action research, interpreting the data within the research project parameters, and writing a clear and accurate report of the research process, results, and implications. Candidates will review their respective research projects and work together on ways to organize data, on techniques for interpreting data, on the logical statement of findings, on clear organization of information, and on effective drafting of the report. The end product is a complete, accurate and effective research report or thesis in appropriate format. An assessment instrument has been developed to determine the quality and impact of the research project. Candidates completing the thesis option will present and defend the thesis before an assigned thesis committee.

Action Research Policies

Candidates receiving an "In Progress" (IP) grade for either of the action research courses will have until the end of the following semester to complete the work. If the work is not completed in the next semester, the candidate will receive a "No Credit" (NC) grade and must register for that phase of study again and pay full fees. Any exceptions to this policy requires permission from the Dean of the Graduate School.

Clinical fees will be charged for EDU 699 Action Research Thesis. The fee covers additional expenses, such as those related to faculty travel; duplication of articles and handouts, and processing of the final report.

Courses required for the MAED – Teaching in Elementary Education 58-60 crs.

EDL 620	SCHOOL LAW	3
EDU 501	METHODS OF TEACHING FINE ARTS (ELEM)	3
EDU 510	FOUNDATIONS OF AMERICAN EDUCATION (24 hours of observation)	3
EDU 529	CHILDREN'S LITERATURE	3
EDU 530	METHODS OF TEACHING READING (ELEM) (co-requisites EDU 545, 546, 614)	3
EDU 541	METHODS OF TEACHING MATHEMATICS (ELEM) (co-requisite EDU 542)	3
EDU 542	METHODS OF TEACHING SCIENCE (ELEM) (co-requisite EDU 541)	3
EDU 545	METHODS OF TEACHING LANGUAGE ARTS (ELEM) (co-requisites EDU 530, 546, 614)	3
EDU 546	METHODS OF TEACHING SOCIAL SCIENCE (ELEM) (co-requisites EDU 530, 545, 614)	3
SPE 505	CHARACTERISTICS AND INSTRUCTION OF DIVERSE LEARNERS	3
EDU 560	MOVEMENT CONCEPTS FOR ELEMENTARY TEACHERS	2
EDU 600	PROFESSIONAL EDUCATOR SEMINAR	0
EDU 610	HISTORY AND PHILOSOPHY OF EDUCATION	3

<i>or</i>		
EDU 615	CONTEMPORARY ISSUES IN EDUCATION	3
EDU 611	CURRICULUM THEORY AND DESIGN (co-requisite EDU 613)	3
EDU 612	INSTRUCTIONAL AND CURRICULAR DESIGN AND EVALUATION	3
EDU 613	FIELD PRACTICUM II (co-requisite EDU 611)	0
EDU 614	FIELD PRACTICUM III (co-requisite EDU 530, 545, 546)	0
EDU 641	EDUCATIONAL RESEARCH & STATISTICS (co-requisite EDU 645)	3
EDU 645	ACTION RESEARCH PLANNING (co-requisite EDU 641)	2
EDU 650	ADVANCED EDUCATIONAL PSYCHOLOGY	3
EDU 695	ADVANCED STUDENT TEACHING (co-requisites EDU 599 and EDU 698)	6
EDU 698	PORTFOLIO REVIEW (co-requisites EDU 599 and EDU 695)	1
EDU 599	ASSESSMENT OF PROFESSIONAL TEACHING EXAM (co-requisites EDU 695 and EDU 698)	0
EDU 697	ACTION RESEARCH PROJECT	2
<i>or</i>		
EDU 699	ACTION RESEARCH THESIS	4

EDU 510 is a pre-requisite for EDU 611, and all elementary/secondary/special area (K-12) methods classes.



Courses required for the MAED – Teaching in Secondary/Special K-12 Education		41-43 crs.
EDL 620	SCHOOL LAW	3
EDU 5XX	METHODS OF TEACHING IN CONTENT AREA (co-requisite EDU 614)	3
SPE 505	CHARACTERISTICS AND INSTRUCTION OF DIVERSE LEARNERS	3
EDU 510	FOUNDATIONS OF AMERICAN EDUCATION (24 hours observation)	3
EDU 512	METHODS OF TEACHING READING IN THE CONTENT AREA	3
EDU 600	PROFESSIONAL EDUCATOR SEMINAR	0
EDU 610	HISTORY AND PHILOSOPHY OF EDUCATION	3
<i>or</i>		
EDU 615	CONTEMPORARY ISSUES IN EDUCATION	3
EDU 611	CURRICULUM THEORY AND DESIGN (co-requisite EDU 613)	3
EDU 612	INSTRUCTIONAL AND CURRICULAR DESIGN AND EVALUATION	3
EDU 613	FIELD PRACTICUM II (36 hours field experience – co-requisite EDU 611)	0
EDU 614	FIELD PRACTICUM III (48 hours field experience – co-requisite EDU 5XX)	0
EDU 641	EDUCATIONAL RESEARCH & STATISTICS (co-requisite EDU 645)	3
EDU 645	ACTION RESEARCH PLANNING (co-requisite EDU 641)	2
EDU 650	ADVANCED EDUCATIONAL PSYCHOLOGY	3
EDU 695	ADVANCED STUDENT TEACHING (co-requisites EDU 599 and EDU 698)	6
EDU 698	PORTFOLIO REVIEW (co-requisites EDU 599 and EDU 695)	1
EDU 599	ASSESSMENT OF PROFESSIONAL TEACHING EXAM (co-requisites EDU 695 and EDU 698)	0
EDU 697	ACTION RESEARCH PROJECT	2
<i>or</i>		
EDU 699	ACTION RESEARCH THESIS	4

EDU 510 is a pre-requisite for EDU 611, and all elementary/secondary/special area (K-12) methods classes.

School of Education



SCHOOL OF EDUCATION

MASTER OF ARTS IN EDUCATION

• **special education**



MCKENDREE
UNIVERSITY

GRADUATE SCHOOL

This graduate program in Multi-categorical Special Education is designed for individuals wishing to seek initial teaching certification in special education through a graduate studies program. The Multi-categorical Special Education program emphasizes theoretical and practical implications of identification, assessment and instruction of students with disabilities.

Candidates in the program examine current educational theory and practice and explore a variety of viewpoints to reflectively develop their professional competence and teaching style. They explore social issues affecting students and expand their awareness of and respect for the unique development of each student. During the student candidate's course work, they consider effective collaboration and accountability to students, parents, colleagues, and the community. By re-examining the development of values and professional ethics, candidates gain greater intellectual and ethical insight.

The Special Education program develops advanced proficiency in the Illinois Professional Teacher Standards and Content Area Standards. Candidates develop proficiency on the standards in three phases: first, an orientation; second, development of the knowledge and predispositions required by the standards; and third, demonstration of performances implementing the standards. Progress on the standards is evaluated throughout the program through a portfolio aligned with the McKendree University Conceptual Framework.

Special Education Professional Educator Model – Assessments

The McKendree University School of Education created a standards-based curriculum and assessment system for all programs. The programs incorporate standards that reflect the integration of content, pedagogy and professional studies. The conceptual framework links course work and the assessment system. A portfolio evaluation system was created as a systematic way of monitoring a candidate's progression through the programs. Candidates are required to meet screening criteria and pass through program assessment points that define their progression through the program. Performance indicators are outlined for each gate. In order to complete the requirements for each gate, the candidate works with a faculty advisor while completing course work or field experiences. The candidate is then required to complete a final assessment based on program standards. An interview, review, or evaluation by the candidate serves to inform the faculty and validate the candidate's progress in the program. The purpose of the McKendree University assessment system is to ensure the preparation of candidates who demonstrate the knowledge, skills, and dispositions inherent in the framework for the teacher education model.

All candidates are required to complete EDU 600 Professional Educator Seminar during the first semester of their program and to complete a portfolio at the end of their program to demonstrate their proficiency on the standards that reflect the McKendree University Framework for Teacher Education Model and the National Board of Professional Teaching Standards. This portfolio is developed by using Live Text software. Live Text is the technology used to aid McKendree University to assess its candidates and programs.

Each candidate is required to successfully pass through all four consecutive assessments (gates) that reflect a developmental progression through the program. All assessment expectations and criteria are outlined and presented to all candidates in EDU 600 Professional Educator Seminar. In order to complete the requirements for the program, each candidate is assigned a graduate studies advisor who serves

as the portfolio advisor and reviewer. Action research reports are completed under the guidance of a School of Education graduate faculty member. At the completion of all course work and the action research component, the candidate completes the portfolio requirements. The program standards are imbedded in each candidate's individual portfolio.

Gate 1: Admission to the Program (during first 8 credits)

Candidates formally apply to the degree program during EDU 600 Professional Educator Seminar. The Council on Teacher Education (COTE) and the Chair of the School of Education will review the applicants' qualifications to confirm their eligibility. The EDU 600 Professional Educator Seminar provides an orientation to the program including the conceptual framework, program standards, policies and portfolio guidelines. It also provides a check on the match of individual professional goals with the program values and standards, as well as a preliminary assessment of readiness on standards. Candidates will also complete a technology competency assessment (CAT1) during the first semester of enrollment. If the results of the technology assessment identify a deficiency in the use of technology the candidate will be required to successfully complete an undergraduate prerequisite course on technology in education.

The following documentation is required for admission to the Master of Arts in Education degree program and completion of the first gate:

- Completed application and admission GPA (see admission requirements in catalog);
- Completion of CAT1 technology assessment;
- Passing score on the Illinois Test of Academic Proficiency (required for those seeking initial certification) within first 9 semester hours;
- Approval by the Council on Teacher Education (COTE);

Gate 2: Prior to Practicum/Student Teaching

Candidates continue to gather evidence from course work and their professional practice at this assessment point. Faculty members assess portfolio evidence within the context of their respective class. Candidates will continue to have their GPA progress monitored by their advisor and the School of Education. Candidates need to successfully complete EDU 641 Educational Research & Statistics and EDU 645 Action Research Planning.

Completion of gate 2 includes:

- Minimum 3.0 GPA in EDU 641 and EDU 645;
- Writing Assessment (SPE 689);
- Oral Assessment (SPE 694);
- Dispositions Assessment;
- Ethics Assessment (EDL 620);
- Action Research Planning Assessment (EDU 645);
- Passing score on Learning Behavior Specialist test (LBS1);
- Passing score on Special Education General Curriculum test (SEGC);
- Portfolio Review;
- COTE Approval.

Gate 3: Internship Completion

The SPE 695 Practicum or SPE 697 Student Teaching for candidates is completed in an appropriate special education setting under the joint supervision of a certified special education teacher and the university. The experience is designed to provide candidates with practical experience related to Common Core Special Education and LBS I standards. Portfolio artifacts will be developed to show performance activities that meet all certification standards.

Action Research Description

Candidates enrolled in the Master of Arts in Education degree program are required to conduct an action research project. Degree seeking candidates are required to take two research courses, EDU 641 Educational Research & Statistics and EDU 645 Action Research Planning. Candidates are to conduct the research during the academic year in the context of a classroom.

Action Research Planning (EDU 645) facilitates candidates planning action research and the realization of its value to them as educators. After defining an action research topic, candidates conduct a review of pertinent literature related to the topic and design an appropriate research plan for their educational setting. At the conclusion of the course, candidates will construct a detailed paper that includes a rationale for the research project, the review of the literature and the methodology for the research project.

Action Research Policies

Candidates receiving an "In Progress" (IP) grade for either of the action research courses will have until the end of the following semester to complete the work. If the work is not completed in the next semester, the candidate will receive a "No Credit" (NC) grade and must register for that phase of study again and pay full fees. Any exceptions to this policy requires permission from the Chair of the School of Education.

Completion of gate 3 includes:

- Instructor evaluations by the University Supervisor and Cooperating Teacher Performance Assessment for SPE 695 Practicum or SPE 697 Student Teaching;
- Impact on Student Learning Assessment (SPE 695 or SPE 697)
- Dispositions;
- Completion of Practicum or Student Teaching;
- Approval by COTE.

Gate 4: Program Completion and Portfolio Review

The final gate provides the summative evaluation of candidate performance on the program standards.

Completion of gate 4 includes:

- Minimum GPA of 3.0;
- Completed coursework and requirements;
- Faculty Assessment of Portfolio (EDU 698);
- Dispositions Assessment;
- Interview (if necessary);

- COTE Approval.
- Passing score on the SPE 699 Illinois Assessment of Professional Teaching Examination K-12 (required for those seeking initial certification);

Teacher Licensure

Please see MAED – Teacher Licensure Requirements within this catalog.

Because McKendree University must meet the requirements issued by the Illinois State Board of Education and the State Certification Board, their requirements take precedence over the catalog of record for individuals seeking teacher licensure recommendation. A candidate must have earned a grade of “C” or better in all course work applied toward endorsements/certificates issued after February 2012.

Professional Performance Portfolio

The portfolio is developed by the candidates throughout the program and is reviewed and assessed at the completion of the program. This type of assessment provides for a sustained reflection of candidates’ academic work in a systematic way. The standards of the education profession are reflected in the standards of this program. Through the systematic monitoring of a candidate’s progress toward proficiency on established standards throughout the graduate program, learners have an integral and conscious part in the learning process. Candidates are given individual responsibility and ownership in the process through the creation of the portfolio. Candidates are interactive partners with professors in shaping the learning process.

All candidates in the program are to complete a portfolio as the final program assessment prior to degree completion. The purpose of the portfolio is to evaluate the achievement of the intended learning standards as established by the division. There are benefits to both candidates and faculty who are involved in the portfolio assessment process. For the candidates, the portfolio is a method of assessment that allows them to demonstrate their breadth of knowledge on the program standards. Additional goals of the portfolio include assisting candidates to understand their own learning and to celebrate the achievement of learning. For the faculty, the portfolio process can act as a catalyst for program evaluation and refinement. Data gathered from the candidates’ portfolios also serve to inform program development.

The portfolio assessment, based on the divisional program standards provides for the alignment of course work assessments to the McKendree University conceptual framework. Faculty members both create standards based assessments and continually assess evidences from course work. Candidates may select evidences from coursework in the graduate program to be included in their final portfolio. Candidates are encouraged to include their best work that exemplifies standards. The evidence can represent a range of accomplishments by the candidates. Another source of evidence could come from the candidates’ own professional practice or practicum experiences. The application of theory in the world of the candidates’ educational settings is strongly encouraged. Such documentation focuses on actual achievements that are viewed directly as what candidates know and can do.

Portfolio Guidelines

The purpose of the portfolio is to evaluate the candidates’ achievements of intended learning outcomes by assessing their proficiency on the program standards. Candidates and faculty will review the candidates’ breadth of knowledge and achievement by examining work that exemplifies the standards and that represents

a wide range of accomplishments. Portfolio evidences reflect both course work products as well as the application of theory in the world of the teacher's own classroom or school setting.

1. The portfolio of professional work typically is presented using the LiveText web-based portfolio development system. A standard portfolio template format will be available through the LiveText web site.
2. Review the standards and reflect upon their meaning.
3. Gather artifacts from completed course work.
4. Read each standard carefully looking for key words and phrases that best describe the intent of the standard. Review the key points for each standard.
5. Match artifacts with the standard(s) that most appropriately align with the evidence. Place the work in that section representing the standard(s).
6. A minimum of two (2) artifacts are to be included for each standard. Artifacts may be used to fulfill more than one standard. Do not use an artifact more than three (3) times in the entire portfolio. Use a variety of artifacts throughout the portfolio.
7. Each portfolio entry should have a rationale paragraph.
 - a) Review the activity and reflect upon the purpose of the work. Connect that purpose to one of the standards.
 - b) Write a rationale by explaining why this work was selected, what was learned by doing it and what competence was gained.
8. After all artifacts are appropriately placed in a standard section and described in the rationale paragraph, the candidate should review the entire portfolio in terms of proficiency in the standards.
9. The instructor from EDU 698 and the candidate's advisor will review the portfolio. An electronic copy of the portfolio will be maintained in electronic exhibits. If there are questions, an interview will be scheduled.

**Courses required for the MAED – Special Education program
(Initial Licensure)**

48 crs.

EDL 620	SCHOOL LAW	3
EDU 600	PROFESSIONAL EDUCATOR SEMINAR	0
EDU 510	FOUNDATIONS OF AMERICAN EDUCATION	3
EDU 530	METHODS OF TEACHING READING	3
EDU 541	METHODS OF TEACHING MATH	3
EDU 641	EDUCATIONAL RESEARCH & STATISTICS	3
EDU 645	ACTION RESEARCH PLANNING	2
EDU 650	ADVANCED EDUCATIONAL PSYCHOLOGY	3
EDU 698	PORTFOLIO REVIEW	1
SPE 689	FOUNDATIONS OF SPECIAL EDUCATION	3
SPE 689A	FIELD EXPERIENCE I (30 observation hours)	0
SPE 690	CHARACTERISTICS OF STUDENTS WITH DISABILITIES	3
SPE 691	ADAPTATIONS AND ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES	3
SPE 691A	FIELD EXPERIENCE II (30 observation hours)	0
SPE 692	DIAGNOSTIC ASSESSMENT FOR EDUCATIONAL DECISION MAKING	3

Courses of Study

SPE 693	LANGUAGE DISORDERS AND INSTRUCTION IN DIVERSE CLASSROOMS	3
SPE 694	METHODS OF TEACHING STUDENTS WITH DISABILITIES	3
SPE 694A	FIELD EXPERIENCE III (30 observation hours)	0
SPE 697	STUDENT TEACHING – STUDENTS WITH DISABILITIES SPECIAL EDUCATION	6
SPE 699	ASSESSMENT OF PROFESSIONAL TEACHING EXAM (APT)* *APT for level of certification sought must be successfully completed.	0
	ELECTIVE HOURS	3

Courses required for the MAED – Special Education program (Elementary Certified)

36 crs.

EDL 620	SCHOOL LAW	3
EDU 600	PROFESSIONAL EDUCATOR SEMINAR	0
EDU 641	EDUCATIONAL RESEARCH AND STATISTICS	3
EDU 645	ACTION RESEARCH AND PLANNING	2
EDU 698	PORTFOLIO REVIEW	1
SPE 689	FOUNDATIONS OF SPECIAL EDUCATION	3
SPE 690	CHARACTERISTICS OF STUDENTS WITH DISABILITIES	3
SPE 691	ADAPTATIONS AND ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES	3
SPE 691A	FIELD EXPERIENCE II (30 observation hours)	0
SPE 692	DIAGNOSTIC ASSESSMENT FOR EDUCATIONAL DECISION MAKING	3
SPE 693	LANGUAGE DISORDERS AND INSTRUCTION IN DIVERSE CLASSROOMS	3
SPE 694	METHODS OF TEACHING STUDENTS WITH DISABILITIES	3
SPE 694A	FIELD EXPERIENCE III (30 observation hours)	0
SPE 695	PRACTICUM: STUDENTS WITH DISABILITIES	6
SPE 699	ASSESSMENT OF PROFESSIONAL TEACHING EXAM (APT)* * APT for level of certification sought must be successfully completed.	0
	ELECTIVE HOURS	3

Courses required for the MAED – Special Education program (Secondary/Spec K-12)

42 crs.

EDL 620	SCHOOL LAW	3
EDU 530	METHODS OF TEACHING READING	3
EDU 541	METHODS OF TEACHING MATH	3
EDU 600	PROFESSIONAL EDUCATOR SEMINAR	0
EDU 641	EDUCATIONAL RESEARCH AND STATISTICS	3
EDU 645	ACTION RESEARCH AND PLANNING	2
EDU 698	PORTFOLIO REVIEW	1
SPE 689	FOUNDATIONS OF SPECIAL EDUCATION	3
SPE 690	CHARACTERISTICS OF STUDENTS WITH DISABILITIES	3

McKendree University 2013/2014 Graduate Catalog

SPE 691	ADAPTATIONS AND ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES	3
SPE 691A	FIELD EXPERIENCE II (30 observation hours)	0
SPE 692	DIAGNOSTIC ASSESSMENT FOR EDUCATIONAL DECISION MAKING	3
SPE 693	LANGUAGE DISORDERS AND INSTRUCTION IN DIVERSE CLASSROOMS	3
SPE 694	METHODS OF TEACHING STUDENTS WITH DISABILITIES	3
SPE 694A	FIELD EXPERIENCE III (30 observation hours)	0
SPE 695	PRACTICUM: STUDENTS WITH DISABILITIES	6
SPE 699	ASSESSMENT OF PROFESSIONAL TEACHING EXAM (APT)* * APT for level of certification sought must be successfully completed.	0
	ELECTIVE HOURS	3

School of Education



SCHOOL OF EDUCATION

MASTER OF ARTS IN EDUCATION

• **teacher leadership**



MCKENDREE
UNIVERSITY

GRADUATE SCHOOL

The graduate program in Teacher Leadership is designed for teachers who want to continue developing their professional commitment and competence. Graduate students in the program examine current educational theory and practice and explore a variety of viewpoints to reflectively develop their professional competence and teaching style. They explore social issues affecting students and expand their awareness of and respect for the unique development of each student. During their course work, they consider effective collaboration with and accountability to students, parents, colleagues, and the community. By re-examining the development of values and professional ethics, candidates gain greater intellectual and ethical insight.

The Teacher Leadership Program develops advanced proficiency in the Illinois Professional Teacher Standards and the National Board of Professional Teaching Standards. Candidates develop proficiency on the standards in three phases: first, an orientation to and self-assessment of the standards; second, development of the knowledge and predispositions required by the standards; and, third, demonstration of performances implementing the standards. Progress on the standards is evaluated throughout the program through a portfolio aligned with the National Board of Professional Teaching Standards.

Teacher Leadership Professional Educator Model – Assessments

The McKendree University School of Education created a standards-based curriculum and assessment system for all programs. The programs incorporate standards that reflect the integration of content, pedagogy and professional studies. The conceptual framework links course work and the assessment system. A portfolio evaluation system was created as a systematic way of monitoring a candidate's progression through the programs. Candidates are required to meet screening criteria and pass through program assessment points that define their progression through the program. Performance indicators are outlined for each gate. In order to complete the requirements for each gate, the candidate works with a faculty advisor while completing course work or field experiences. The candidate is then required to complete a final assessment based on program standards. An interview, review or evaluation by the candidate serves to inform the faculty and validate the candidate's progress in the program. The purpose of the McKendree University assessment system is to ensure the preparation of candidates who demonstrate the knowledge, skills and dispositions inherent in the framework for the teacher education model.

All candidates are required to complete EDU 600 Professional Educator Seminar during the first semester of their program and to complete a portfolio at the end of their program to demonstrate their proficiency on the standards that reflect the McKendree University Framework for Teacher Education Model and the National Board of Professional Teaching Standards. This portfolio is developed by using Livetext software. Livetext is the technology used to aid McKendree University to assess its candidates and programs.

Each candidate is required to successfully pass through all four consecutive assessments (gates) that reflect a developmental progression through the program. All assessment expectations and criteria are outlined and presented to all candidates in EDU 600 Professional Educator Seminar. In order to complete the requirements for the program, each candidate is assigned a graduate studies advisor who serves as the portfolio advisor and reviewer. Action research reports are completed under the guidance of a School of Education graduate faculty member. At the completion of all course work and the action research component, the candidate completes the

portfolio requirements. Candidates assess their own proficiency on the program standards and then submit the final portfolio for faculty review. The program standards are imbedded in each candidate's individual portfolio.

Candidates who pursue the thesis option must present a complete portfolio. Thesis candidates will present and defend their thesis before an assigned thesis committee in lieu of a portfolio review.

Gate 1: Admission to the Program (during first 8 credits)

Candidates formally apply to the degree program during EDU 600 Professional Educator Seminar. The Council on Teacher Education (COTE) and the Chair of the School of Education will review the applicants' qualifications to confirm their eligibility. The EDU 600 Professional Educator Seminar provides an orientation to the program including the conceptual framework, program standards, policies and portfolio guidelines. It also provides a check on the match of individual professional goals with the program values and standards, as well as a preliminary assessment of readiness on standards. Candidates will also complete a technology competency assessment (CAT1) during the first semester of enrollment. If the results of the technology assessment identify a deficiency in the use of technology, the candidate will be required to successfully complete an undergraduate prerequisite course on technology in education.

The following documentation is required for admission to the Master of Arts in Education degree program and completion of the first gate:

- Completed application and admission GPA (see admission requirements in catalog);
- CAT1;
- Council on Teacher Education (COTE) Approval.

Gate 2: Prior to Practicum in Teacher Leadership

Candidates continue to gather evidence from course work and their professional practice at this assessment point. Faculty members assess portfolio evidence within the context of their respective class. Candidates will continue to have their GPA progress monitored by their advisor and the School of Education. Candidates need to successfully complete EDU 641 Educational Research & Statistics and EDU 645 Action Research Planning in order to complete the Action Research Project component of the degree program.

Completion of gate 2 includes:

- Minimum 3.0 GPA in EDU 641 and EDU 645;
- Writing Assessment (EDU 610/615);
- Oral Assessment (EDU 611);
- Dispositions Assessment;
- Ethics Assessment (EDL 620);
- Action Research Planning Assessment (EDU 645);
- School Improvement Assessment (EDU 612);
- Portfolio Review;
- COTE Approval.

Action Research Description

Candidates enrolled in the Master of Arts in Education degree program are required to conduct an action research project or an optional thesis. Degree seeking students are required to take two research courses, EDU 641 Educational Research & Statistics and EDU 645 Action Research Planning. Candidates are to conduct the research during the academic year in the context of a classroom.

Action Research Planning (EDU 645) facilitates candidates planning action research and the realization of its value to them as educators. After defining an action research topic, candidates conduct a review of pertinent literature related to the topic and design an appropriate research plan for their educational setting. At the conclusion of the course, candidates will construct a detailed paper that includes a rationale for the research project, the review of the literature and the methodology for the research project.

Action Research Project (EDU 697) or Action Research Thesis (EDU 699) facilitates the process of analyzing and organizing data from action research, interpreting the data within the research project parameters, and writing a clear and accurate report of the research process, results, and implications. Candidates will review their respective research projects and work together on ways to organize data, on techniques for interpreting data, on the logical statement of findings, on clear organization of information, and on effective drafting of the report. The end product is a complete, accurate and effective research report or thesis in appropriate format. Candidates completing the thesis option will present and defend the thesis before an assigned thesis committee.

Action Research Policies

Candidates receiving an "In Progress" (IP) grade for either of the action research courses will have until the end of the following semester to complete the work. If the work is not completed in the next semester, the candidate will receive a "No Credit" (NC) grade and must register for that phase of study again and pay full fees. Any exceptions to this policy require permission from the Chair of the School of Education.

Clinical fees will be charged for EDU 699 Action Research Thesis. The fee covers additional expenses, such as those related to faculty travel; duplication of articles and handouts, and processing of the final report.

Gate 3: Completion of Practicum Experience

Upon completion of EDU 694 Practicum in Teacher Leadership, the candidate will be evaluated by the instructor.

Completion of gate 3 includes:

- Teacher Performance Assessment (EDU 694);
- Completion of Practicum;
- COTE Approval.

Gate 4: Program Completion and Portfolio Review

The final gate provides the summative evaluation of candidate performance on the program standards. The candidate, the faculty advisor and the instructor of EDU 698 Portfolio Review evaluates the portfolio. An interview may be required if the faculty need further clarification about the portfolio.

Completion of gate 4 includes:

- Minimum GPA of 3.0;
- Completed coursework and requirements;
- Completion of Action Research Project (EDU 697);
- Faculty Assessment of Portfolio (EDU 698) or Thesis (EDU 699);
- Dispositions Assessment;
- Interview (if necessary);
- COTE Approval.

Professional Performance Portfolio

The portfolio is developed by the candidates throughout the program and is reviewed and assessed at the completion of the program. This type of assessment provides for a sustained reflection of candidates' academic work in a systematic way. The standards of the education profession are reflected in the standards of this program. Through the systematic monitoring of a candidate's progress towards proficiency on established standards throughout the graduate program, learners have an integral and conscious part in the learning process. Candidates are given individual responsibility and ownership in the process through the creation of the portfolio. Candidates are interactive partners with professors in shaping the learning process.

All candidates in the program are to complete a portfolio as the final program assessment prior to degree completion. The purpose of the portfolio is to evaluate the achievement of the intended learning standards as established by the division. There are benefits to both candidates and faculty who are involved in the portfolio assessment process. For the candidates, the portfolio is a method of assessment that allows them to demonstrate their breadth of knowledge on the program standards. Additional goals of the portfolio include assisting candidates to understand their own learning and to celebrate the achievement of learning. For the faculty, the portfolio process can act as a catalyst for program evaluation and refinement. Data gathered from the candidates' portfolios also serve to inform program development.

The portfolio assessment, based on the divisional program standards provides for the alignment of course work assessments to the McKendree University conceptual framework. Faculty members both create standards based assessments and continually assess evidences from course work. Candidates may select evidences from coursework in the graduate program to be included in their final portfolio. Candidates are encouraged to include their best work that exemplifies standards. The evidence can represent a range of accomplishments by the candidates. Another source of evidence could come from the candidates' own professional practice or practicum experiences. The application of theory in the world of the candidates' educational settings is strongly encouraged. Such documentation focuses on actual achievements that are viewed directly as what candidates know and can do.

Portfolio Guidelines

The purpose of the portfolio is to evaluate the candidates' achievements of intended learning outcomes by assessing their proficiency on the program standards. Candidates and faculty will review the candidates' breadth of knowledge and achievement by examining work that exemplifies the standards and that represents a wide range of accomplishments. Portfolio evidences reflect both course work products as well as the application of theory in the world of the teacher's own classroom or school setting.

1. The portfolio of professional work typically is presented using the LiveText web-based portfolio development system. The portfolio may subsequently be prepared in hard-copy form and also copied to a CD. A standard portfolio template format will be available through the LiveText web site.
2. Review the standards and reflect upon their meaning.
3. Gather artifacts from completed course work.
4. Read each standard carefully looking for key words and phrases that best describe the intent of the standard. Review the key points for each standard.
5. Match artifacts with the standard(s) that most appropriately align with the evidence. Place the work in that section representing the standard(s).
6. A minimum of two (2) artifacts are to be included for each standard. Artifacts may be used to fulfill more than one standard. Do not use an artifact more than three (3) times in the entire portfolio. Use a variety of artifacts throughout the portfolio.
7. Each portfolio entry should have a rationale paragraph.
 - a) Review the activity and reflect upon the purpose of the work. Connect that purpose to one of the standards.
 - b) Write a rationale by explaining why this work was selected, what was learned by doing it and what competence was gained.
8. After all artifacts are appropriately placed in a standard section and described in the rationale paragraph, the candidate should review the entire portfolio in terms of proficiency in the standards.
9. The instructor from EDU 698 and the candidate's advisor will review the portfolio. An electronic copy of the portfolio will be maintained in electronic exhibits. If there are questions, an interview will be scheduled.

Courses Required for the MAED – Teacher Leadership Program		32–33 crs.
EDL 620	SCHOOL LAW	3
EDU 600	PROFESSIONAL EDUCATOR SEMINAR	0
EDU 602	MULTICULTURAL EDUCATION	3
EDU 610	HISTORY AND PHILOSOPHY OF EDUCATION	3
<i>or</i>		
EDU 615	CONTEMPORARY ISSUES IN EDUCATION	3
EDU 611	CURRICULUM THEORY AND DESIGN	3
EDU 612	INSTRUCTIONAL AND CURRICULAR DESIGN AND EVALUATION	3
EDU 621	CHARACTER DEVELOPMENT IN EDUCATION	3
EDU 641	EDUCATIONAL RESEARCH & STATISTICS	3
EDU 645	ACTION RESEARCH PLANNING	2
EDU 650	ADVANCED EDUCATIONAL PSYCHOLOGY	3
EDU 694	PRACTICUM IN TEACHER LEADERSHIP	3
EDU 697	ACTION RESEARCH PROJECT	2
<i>and</i>		
EDU 698	PORTFOLIO REVIEW	1
<i>or</i>		
EDU 699	ACTION RESEARCH THESIS	4

School of Education



SCHOOL OF EDUCATION

MASTER OF ARTS IN EDUCATION

• **educational administration and leadership**



MCKENDREE
UNIVERSITY

GRADUATE SCHOOL

The graduate program in Educational Administration and Leadership is designed for educators who want to continue developing their professional commitment and competence while seeking an Illinois Principal License. Candidates in the program examine current educational theory and practice and explore a variety of viewpoints to reflectively develop their professional competence and leadership style. They explore social issues affecting teachers and students, and expand their awareness of and respect for the unique development of schools, teachers and students. During their course work, they consider effective collaboration and accountability to students, parents, colleagues, and the community. By re-examining the development of values and professional ethics, candidates in this program gain greater intellectual and ethical insight.

The Educational Administration and Leadership program develops advanced proficiency in the Illinois School Leader and the Illinois Principal standards. Participants develop proficiency on the standards in three phases: first, an orientation to and self-assessment of the standards; second, development of the knowledge and predispositions required by the standards; and, third, demonstration of performances implementing the standards. Progress on the standards is evaluated throughout the program through a portfolio aligned with the standards.

Educational Administration and Leadership Professional Educator Model – Assessments

The McKendree University School of Education created a standards-based curriculum and assessment system for all programs. The programs incorporate standards that reflect the integration of content, pedagogy and professional studies. The conceptual framework links course work and the assessment system. A portfolio evaluation system was created as a systematic way of monitoring a candidate's progression through the programs. Candidates are required to meet screening criteria and pass through program assessment points that define their progression through the program. Performance indicators are outlined for each gate. In order to complete the requirements for each gate, the candidate works with a faculty advisor while completing course work or field experiences. The candidate is then required to complete a final assessment based on program standards. An interview, review or evaluation by the candidate serves to inform the faculty and validate the candidate's progress in the program. The purpose of the McKendree University assessment system is to ensure the preparation of candidates who demonstrate the knowledge, skills and dispositions inherent in the framework for the teacher education model.

All candidates are required to complete EDL 600 Introduction to Principal Preparation to help the candidate prepare for the program. It is required for admission to the Educational Administration and Leadership Program. Course requirements include an interview with two or more of the program's full-time faculty members, completion of a written response to an in-basket scenario, and submission of an admission portfolio. In addition, all candidates are required to complete EDU 600 Professional Educator Seminar during the first semester of the program. A completed portfolio is required at the end of their program to demonstrate their proficiency on the standards that reflect the McKendree University Framework for Teacher Education Model, Illinois State Board of Education (ISBE), and Interstate School Leadership Licensure Consortium (ISLLC) standards. This portfolio is developed

using Livetext software. Livetext is the technology used to aid McKendree University to assess its candidates and programs.

Each candidate is required to successfully pass through all four consecutive assessments (gates) that reflect a developmental progression through the program. All assessment expectations and criteria are outlined and presented to all candidates in EDU 600 Professional Educator Seminar. In order to complete the requirements for the program, each candidate is assigned a graduate studies advisor. Action research reports are completed under the guidance of a School of Education graduate faculty member. At the completion of all course work and the action research component, the candidate completes the portfolio requirements. Candidates assess their own proficiency on the program standards and then submit the final portfolio for faculty review. The program standards are imbedded in each candidate's individual portfolio.

The Educational Administration and Leadership program embeds 42 hours of field experiences as part of the regular course requirement. The courses are: EDU 612 Instructional and Curricular Design and Evaluation, EDL 610 Supervision of Instruction, EDL 625 Finance and Facilities for Principals, and, EDL 650 Principalship. Internship requirements include meeting 36 required competencies embedded in EDL 690 Internship I – Principal, EDL 691 Internship II – Principal, and EDL 692 Internship III – Principal.

The Illinois Professional School Leader Standards require that principal candidates meet six standards prior to certification. The six standards relate to:

1. Facilitating a Vision of Learning
2. School Culture and Instructional Program
3. Management
4. Collaboration with Families and Communities
5. Acting with Integrity, Fairness, and in an Ethical Manner
6. The Political, Social, Economic, Legal and Cultural Context

Gate 1: Admission to the Program

Candidates formally apply to the Principal Preparation program upon completion of EDL 600. The Council on Teacher Education (COTE) and the Chair of the School of Education will review the applicants' qualifications to confirm their eligibility. The EDU 600 Professional Education Seminar provides an orientation to the program including the conceptual framework, program standards, policies and portfolio guidelines. It also provides a check on the match of individual professional goals with the program values and standards, as well as a preliminary assessment of readiness on standards. Candidates will also complete a technology competency assessment (CAT1) during the first semester of enrollment. If the results of the technology assessment identify a deficiency in the use of technology, the student will be required to successfully complete an undergraduate prerequisite course on technology in education.

The following documentation is required for admission to the Master of Arts in Education degree program in Educational Administration and Leadership and completion of the first gate:

- Completion of EDL 600 which includes:
 - Submission and assessment of admission portfolio
 - Successful interview with program faculty

- Successful completion of in-basket scenario
- Submission of letter of recommendation from school district superintendent
- Completed application and admission GPA (see admission requirements in catalog);
- CAT1 (technology competency assessment);
- Council on Teacher Education (COTE) Approval.

Gate 2: Prior to Principal Internship

Candidates continue to gather evidence from course work and their professional practice at this assessment point. Faculty members assess portfolio evidence within the context of their respective class. Candidates will continue to have their GPA progress monitored by their advisor and the School of Education. Candidates need to successfully complete EDU 641 Educational Research & Statistics and EDU 645 Action Research Planning in order to complete the Action Research Project component of the degree program.

Completion of gate 2 includes:

- Minimum 3.0 GPA in EDU 641 and EDU 645;
- Writing Assessment (EDU 610/615);
- Oral Assessment (EDU 611);
- Dispositions Assessment (all classes);
- Ethics Assessment (EDL 620);
- Action Research Planning Assessment (EDU 645);
- School Improvement Assessment (EDU 612);
- Portfolio Review (EDL 620);
- COTE Approval.

Action Research Description

Candidates enrolled in the Master of Arts in Education degree program are required to conduct an action research project. Degree seeking students are required to take two research courses, EDU 641 Educational Research & Statistics and EDU 645 Action Research Planning. Candidates are to conduct the research during the academic year in the context of a classroom.

Action Research Planning (EDU 645) facilitates candidates planning action research and the realization of its value to them as educators. After defining an action research topic, candidates conduct a review of pertinent literature related to the topic and design an appropriate research plan for their educational setting. At the conclusion of the course, candidates will construct a detailed paper that includes a rationale for the research project, the review of the literature and the methodology for the research project. For candidates enrolled in the principal preparation program, completion of the Action Research Project is embedded in the 12 month principal internship. The completed project must include a statement indicating how the planned research will have an impact on student learning.

Gate 3: Internship Completion

The principal Internship is a 12-month experience under the supervision of an approved school administrator and the university requiring completion of EDL 690, 691, and 692. Internship assessments require the completion of activities specified within the assessment rubrics. These include the 13 SREB Competencies with 36 indicators that require participation in 100 percent of activities and a leadership

role in 80 percent of activities. The internship is designed to provide candidates with practical experience related to principal certification standards. Portfolio artifacts will be developed to show performance activities that meet all School Leadership and Principal certification standards required by the University and the Illinois State Board of Education. Internship hours can be completed before, during and after the school day across a broad array of activities and responsibilities that reflect all aspects of the principal's role in the school and required Illinois standards. The internship requires a four-week full-time experience, as well as experience with English Language Learners, Special Education, Early Childhood, and must include elementary, middle level and secondary school experiences.

Completion of gate 3 includes:

- Completion of Internship (EDL 690, 691 692) including:
 - Successful completion of the SREB activities assessment, 100% participation, 80% leadership role
 - Successful completion of the Illinois Principal Internship Assessment Rubric, 100% met
 - Successful completion of the LINC assessment, 100% met
 - Successful completion of the McKendree University Dispositions Assessment
 - Completion of the Action Research Project with Impact on Student Learning statement
- Passage of the ICTS Principal Test (EDL 698)
- COTE Approval.

Gate 4: Program Completion/Prior to Entitlement Portfolio Review

The final gate provides the summative evaluation of candidate performance on the program standards. The candidate, the faculty advisor and the instructor of EDL 699 Portfolio Assessment review the portfolio. An interview may be required if the faculty need further clarification about the portfolio.

Completion of gate 4 includes:

- Minimum 3.0 GPA;
- Completed coursework and requirements;
- Faculty Assessment of Portfolio (EDL 699);
- Dispositions Assessment;
- Interview (if necessary);
- COTE Approval.

Professional Performance Portfolio

The portfolio is developed by the candidates throughout the program and is reviewed and assessed at the completion of the program. This type of assessment provides for a sustained reflection of candidates' academic work in a systematic way. The standards of the education profession are reflected in the standards of this program. Through the systematic monitoring of a candidate's progress towards proficiency on established standards throughout the graduate program, learners have an integral and conscious part in the learning process. Candidates are given individual responsibility and ownership in the process through the creation of the portfolio. Candidates are interactive partners with professors in shaping the learning process.



All candidates in the program are to complete a portfolio as the final program assessment prior to degree completion. The purpose of the portfolio is to evaluate the achievement of the intended learning standards as established by the division. There are benefits to both candidates and faculty who are involved in the portfolio assessment process. For the candidates, the portfolio is a method of assessment that allows them to demonstrate their breadth of knowledge on the program standards. Additional goals of the portfolio include assisting candidates to understand their own learning and to celebrate the achievement of learning. For the faculty, the portfolio process can act as a catalyst for program evaluation and refinement. Data gathered from the candidates' portfolios also serve to inform program development.

The portfolio assessment, based on the divisional program standards provides for the alignment of course work assessments to the McKendree University conceptual framework. Faculty members both create standards based assessments and continually assess evidences from course work. Candidates may select evidences from coursework in the graduate program to be included in their final portfolio. Candidates are encouraged to include their best work that exemplifies standards. The evidence can represent a range of accomplishments by the candidates. Another source of evidence could come from the candidates' own professional practice or practicum experiences. The application of theory in the world of the candidates' educational settings is strongly encouraged. Such documentation focuses on actual achievements that are viewed directly as what candidates know and can do.

Portfolio Guidelines

The purpose of the portfolio is to evaluate the candidates' achievements of intended learning outcomes by assessing their proficiency on the program standards. Candidates and faculty will review the candidates' breadth of knowledge and achievement by examining work that exemplifies the standards and that represents a wide range of accomplishments. Portfolio evidences reflect both course work products as well as the application of theory in the world of the Principal's school setting.

1. The portfolio of professional work typically is presented using the LiveText web-based portfolio development system. The portfolio may subsequently be prepared in hard-copy form and also copied to a CD. A standard portfolio template format will be available through the LiveText web site.
2. Review the standards and reflect upon their meaning.
3. Gather artifacts from completed course work.
4. Read each standard carefully looking for key words and phrases that best describe the intent of the standard. Review the key points for each standard.
5. Match artifacts with the standard(s) that most appropriately align with the evidence. Place the work in that section representing the standard(s).
6. A minimum of two (2) artifacts are to be included for each standard. Artifacts may be used to fulfill more than one standard. Do not use an artifact more than three (3) times in the entire portfolio. Use a variety of artifacts throughout the portfolio.
7. Each portfolio entry should have a rationale paragraph.
 - a) Review the activity and reflect upon the purpose of the work. Connect that purpose to one of the standards.
 - b) Write a rationale by explaining why this work was selected, what was learned by doing it and what competence was gained.
8. After all artifacts are appropriately placed in a standard section and described in the rationale paragraph, the candidate should review the entire portfolio in terms of proficiency in the standards.
9. The instructor from EDL 699 and the candidate's advisor will review the portfolio. An electronic copy of the portfolio will be maintained in electronic exhibits. If there are questions, an interview will be scheduled.

Educational Administration and Leadership (Principal)		43 crs.
EDL 600	INTRODUCTION TO PRINCIPAL PREPARATION	1
EDL 601	TECHNOLOGY APPLICATIONS FOR SCHOOL FOR SCHOOL ADMINISTRATORS	2
EDL 610	SUPERVISION OF INSTRUCTION	3
EDL 620	SCHOOL LAW	3
EDL 625	FINANCE AND FACILITIES FOR PRINCIPALS	3
EDL 630	LEADERSHIP THEORY	3
EDL 640	SCHOOL AND COMMUNITY RELATIONS	3
EDL 650	PRINCIPALSHIP	3
EDL 690	INTERNSHIP I – PRINCIPAL	1
EDL 691	INTERNSHIP II – PRINCIPAL	3
EDL 692	INTERNSHIP III – PRINCIPAL	3
EDL 698	PRINCIPAL EXAM	0
EDL 699	PORTFOLIO ASSESSMENT – PRINCIPAL	1
EDU 600	PROFESSIONAL EDUCATOR SEMINAR	0

McKendree University 2013/2014 Graduate Catalog

EDU 615	CONTEMPORARY ISSUES IN EDUCATION	3
EDU 611	CURRICULUM THEORY AND DESIGN	3
EDU 612	INSTRUCTIONAL AND CURRICULAR DESIGN AND EVALUATION	3
EDU 641	EDUCATIONAL RESEARCH & STATISTICS	3
EDU 645	ACTION RESEARCH PLANNING	2

School of Education



SCHOOL OF EDUCATION

MASTER OF ARTS IN EDUCATION

• **educational studies**



MCKENDREE
UNIVERSITY

GRADUATE SCHOOL

The graduate track in Educational Studies is designed for individuals who want to continue developing their professional commitment and competence in a non-school related setting where a master's degree may be desirable or required. Candidates in the program examine current educational theory and practice and explore a variety of viewpoints to reflectively develop their professional competence and leadership style. They explore social issues affecting teaching, and expand their awareness of and respect for the unique development of education for adults and other learners. During their course work, they consider effective collaboration with and accountability to students, colleagues, and the community. Reexamining the development of values and professional ethics, candidates in this program gain greater intellectual and ethical insight.

Educational Studies Model – Assessments

The McKendree University School of Education created a standards-based curriculum and assessment system for all programs. The programs incorporate standards that reflect the integration of content, pedagogy and professional studies. The conceptual framework links course work and the assessment system. A portfolio evaluation system was created as a systematic way of monitoring a candidate's progression through the programs. Candidates are required to meet screening criteria and pass through program assessment points that define their progression through the program. Performance indicators are outlined for each gate. In order to complete the requirements for each gate, the candidate works with a faculty advisor while completing course work or field experiences. The candidate is then required to complete a final assessment based on program standards. An interview, review or evaluation by the candidate serves to inform the faculty and validate the candidate's progress in the program. The purpose of the McKendree University assessment system is to ensure the preparation of candidates who demonstrate the knowledge, skills and dispositions inherent in the framework for the teacher education model.

All candidates are required to complete EDU 600 Professional Educator Seminar during the first semester of their program and to complete a portfolio at the end of their program to demonstrate their proficiency on the standards that reflect the McKendree University Framework for Teacher Education Model. This portfolio is developed by using Livetext software. Livetext is the technology used to aid McKendree University to assess its candidates and programs.

Each candidate is required to successfully pass through all four consecutive assessments (gates) that reflect a developmental progression through the program. All assessment expectations and criteria are outlined and presented to all candidates in EDU 600 Professional Educator Seminar. In order to complete the requirements for the program, each candidate is assigned a graduate studies advisor who serves as the portfolio advisor and reviewer. Action research reports are completed under the guidance of a School of Education graduate faculty member. At the completion of all course work and the action research component, the candidate completes the portfolio requirements. Candidates assess their own proficiency on the program standards and then submit the final portfolio for faculty review. The program standards are imbedded in each candidate's individual portfolio.

Gate 1: Admission to the Program (during first 8 credits)

Candidates formally apply to the degree program during EDU 600 Professional Educator Seminar. The Council on Teacher Education (COTE) and the Chair of the School of Education will review the applicants' qualifications to confirm their

eligibility. The EDU 600 Professional Educator Seminar provides an orientation to the program including the conceptual framework, program standards, policies and portfolio guidelines. It also provides a check on the match of individual professional goals with the program values and standards, as well as a preliminary assessment of readiness on standards. Candidates will also complete a technology competency assessment (CAT1) during the semester of enrollment. If the results of the technology assessment identify a deficiency in the use of technology the candidate will be required to successfully complete an undergraduate prerequisite course on technology in education.

The following documentation is required for admission to the Master of Arts in Education degree program and completion of the first gate:

- Completed application and admission GPA (see admission requirements in catalog);
- CAT1;
- Council on Teacher Education (COTE) Approval.

Gate 2: Prior to Internship

Candidates continue to gather evidence from course work and their professional practice at this assessment point. Faculty members assess portfolio evidence within the context of their respective class. Candidates will continue to have their GPA progress monitored by their advisor and the School of Education. Candidates need to successfully complete EDU 641 Educational Research & Statistics and EDU 645 Action Research Planning in order to complete the Action Research Project component of the degree program.

Completion of gate 2 includes:

- Minimum 3.0 GPA in EDU 641 and EDU 645;
- Writing Assessment (EDU 610/615);
- Oral Assessment (EDU 611);
- Dispositions Assessment;
- Ethics Assessment (EDL 620);
- Action Research Planning Assessment (EDU 645);
- School Improvement Assessment (EDU 612);
- Portfolio Review;
- COTE Approval.

Action Research Description

Candidates enrolled in the Master of Arts in Education degree program are required to conduct an action research project. Degree seeking candidates are required to take two research courses, EDU 641 Educational Research & Statistics and EDU 645 Action Research Planning. Candidates are to conduct the research during the academic year in the context of a classroom.

Action Research Planning (EDU 645) facilitates candidates planning action research and the realization of its value to them as educators. After defining an action research topic, candidates conduct a review of pertinent literature related to the topic and design an appropriate research plan for their educational setting. At the conclusion of the course, candidates will construct a detailed paper that includes a rationale for the research project, the review of the literature and the methodology for the research project.

Action Research Policies

Candidates receiving an "In Progress" (IP) grade for either of the action research courses will have until the end of the following semester to complete the work. If the work is not completed in the next semester, the candidate will receive a "No Credit" (NC) grade and must register for that phase of study again and pay full fees. Any exceptions to this policy requires permission from the Chair of the School of Education.

Gate 3: Internship Completion

The EDU 691 Internship in Educational Studies, 200 hour internship, is completed in an appropriate setting under the joint supervision of an appropriate supervisor and the university. This course is designed to provide candidates with practical experience related to the chosen field of study. Portfolio artifacts will be developed to show performance activities that meet all standards. Internship hours can be completed before, during and after the work day across a broad array of activities and responsibilities that reflect all aspects of the candidate's role and required standards.

- Completion of Internship;
- COTE Approval.

Gate 4: Program Completion and Portfolio Review

The final gate provides the summative evaluation of candidate performance on the program standards. The candidate, the faculty advisor and the instructor of EDU 698 Portfolio Review evaluates the portfolio. An interview may be required if the faculty need further clarification about the portfolio.

Completion of gate 4 includes:

- A minimum GPA of 3.0;
- Completed coursework and requirements;
- Faculty Assessment of Portfolio (EDU 698);
- Dispositions Assessment;
- Interview (if necessary);
- COTE Approval.

Professional Performance Portfolio

The portfolio is developed by the candidates throughout the program and is reviewed and assessed at the completion of the program. This type of assessment provides for a sustained reflection of candidates' academic work in a systematic way. The standards of the education profession are reflected in the standards of this program. Through the systematic monitoring of a candidate's progress towards proficiency on established standards throughout the graduate program, learners have an integral and conscious part in the learning process. Candidates are given individual responsibility and ownership in the process through the creation of the portfolio. Candidates are interactive partners with professors in shaping the learning process.

All candidates in the program are to complete a portfolio as the final program assessment prior to degree completion. The purpose of the portfolio is to evaluate the achievement of the intended learning standards as established by the division. There are benefits to both candidates and faculty who are involved in the portfolio assessment process. For the candidates, the portfolio is a method of assessment that allows them to demonstrate their breadth of knowledge on the program standards.

Additional goals of the portfolio include assisting candidates to understand their own learning and to celebrate the achievement of learning. For the faculty, the portfolio process can act as a catalyst for program evaluation and refinement. Data gathered from the candidates' portfolios also serve to inform program development.

The portfolio assessment, based on the divisional program standards provides for the alignment of course work assessments to the McKendree University conceptual framework. Faculty members both create standards based assessments and continually assess evidences from course work. Candidates may select evidences from coursework in the graduate program to be included in their final portfolio. Candidates are encouraged to include their best work that exemplifies standards. The evidence can represent a range of accomplishments by the candidates. Another source of evidence could come from the candidates' own professional practice or practicum experiences. The application of theory in the world of the candidates' educational settings is strongly encouraged. Such documentation focuses on actual achievements that are viewed directly as what candidates know and can do.

Portfolio Guidelines

The purpose of the portfolio is to evaluate the candidates' achievements of intended learning outcomes by assessing their proficiency on the program standards. Candidates and faculty will review the candidates' breadth of knowledge and achievement by examining work that exemplifies the standards and that represents a wide range of accomplishments. Portfolio evidences reflect both course work products as well as the application of theory in the world of the teacher's own classroom or school setting.

1. The portfolio of professional work typically is presented using the LiveText web-based portfolio development system. The portfolio may subsequently be prepared in hard-copy form and also copied to a CD. A standard portfolio template format will be available through the LiveText web site.
2. Review the standards and reflect upon their meaning.
3. Gather artifacts from completed course work.
4. Read each standard carefully looking for key words and phrases that best describe the intent of the standard. Review the key points for each standard.
5. Match artifacts with the standard(s) that most appropriately align with the evidence. Place the work in that section representing the standard(s).
6. A minimum of two (2) artifacts are to be included for each standard. Artifacts may be used to fulfill more than one standard. Do not use an artifact more than three (3) times in the entire portfolio. Use a variety of artifacts throughout the portfolio.
7. Each portfolio entry should have a rationale paragraph.
 - a) Review the activity and reflect upon the purpose of the work. Connect that purpose to one of the standards.
 - b) Write a rationale by explaining why this work was selected, what was learned by doing it and what competence was gained.
8. After all artifacts are appropriately placed in a standard section and described in the rationale paragraph, the candidate should review the entire portfolio in terms of proficiency in the standards.
9. The instructor from EDU 698 and the candidate's advisor will review the portfolio. An electronic copy of the portfolio will be maintained in electronic exhibits. If there are questions, an interview will be scheduled.

MAED in Educational Studies		34 crs.
EDL 620	SCHOOL LAW	3
EDL 640	SCHOOL AND COMMUNITY RELATIONS	3
EDU 600	PROFESSIONAL EDUCATOR SEMINAR	0
EDU 610	HISTORY AND PHILOSOPHY OF EDUCATION	
<i>or</i>		
EDU 615	CONTEMPORARY ISSUES IN EDUCATION	3
EDU 611	CURRICULUM THEORY AND DESIGN	3
EDU 612	INSTRUCTIONAL AND CURRICULAR DESIGN AND EVALUATION	3
EDU 641	EDUCATIONAL RESEARCH & STATISTICS	3
EDU 645	ACTION RESEARCH PLANNING	2
EDU 691	INTERNSHIP IN EDUCATIONAL STUDIES	4
EDU 698	PORTFOLIO ASSESSMENT	1
	ELECTIVES	9

Suggested Elective Courses

EDL 630	LEADERSHIP THEORY	3
EDU 505	CHARACTERISTICS AND INSTRUCTION OF DIVERSE LEARNERS	3
EDU 602	MULTICULTURAL EDUCATION	3
EDU 616	INSTRUCTIONAL METHODS IN EDUCATIONAL STUDIES	3
EDU 650	ADVANCED EDUCATIONAL PSYCHOLOGY	3
EDU 680	CONTEMPORARY TOPICS IN EDUCATION	1-3
CNL 600	COUNSELING THEORY	3
CNL 602	PROFESSIONAL AND ETHICAL ISSUES	3
CNL 606	HUMAN DEVELOPMENT AND LEARNING	3
CNL 610	GROUP COUNSELING	3
MBA 651	GLOBAL ORGANIZATION & MANAGEMENT	3
MBA 653	STAKEHOLDER MANAGEMENT AND ETHICS	3

School of Education



SCHOOL OF EDUCATION

MASTER OF ARTS IN EDUCATION

• **educational studies emphasis in reading**



MCKENDREE
UNIVERSITY

GRADUATE SCHOOL

The Educational Studies with an Emphasis in Reading program is designed for those certified teachers working toward an added endorsement in reading and seeking the Master of Arts in Education Degree. This program does not lead to initial certification as a reading teacher. Additional coursework may be required to seek the reading teacher added endorsement. Candidates who complete all requirements for the reading teacher endorsement must submit an application to the Illinois State Board of Education for the endorsement to be added to a certificate.

Educational Studies – Emphasis in Reading Assessment

The McKendree University School of Education created a standards-based curriculum and assessment system for all programs. The programs incorporate standards that reflect the integration of content, pedagogy and professional studies. The conceptual framework links course work and the assessment system. A portfolio evaluation system was created as a systematic way of monitoring a candidate's progression through the programs. Candidates are required to meet screening criteria and pass through program assessment points that define their progression through the program. Performance indicators are outlined for each gate. In order to complete the requirements for each gate, the candidate works with a faculty advisor while completing course work or field experiences. The candidate is then required to complete a final assessment based on program standards. An interview, review or evaluation by the candidate serves to inform the faculty and validate the candidate's progress in the program. The purpose of the McKendree University assessment system is to ensure the preparation of candidates who demonstrate the knowledge, skills and dispositions inherent in the framework for the teacher education model.

All candidates are required to complete EDU 600 Professional Educator Seminar during the first semester of their program and to complete a portfolio at the end of their program to demonstrate their proficiency on the standards that reflect the McKendree University Framework for Teacher Education Model and the National Board of Professional Teaching Standards. This portfolio is developed by using Livetext software. Livetext is the technology used to aid McKendree University to assess its candidates and programs.

Each candidate is required to successfully pass through all four consecutive assessments (gates) that reflect a developmental progression through the program. All assessment expectations and criteria are outlined and presented to all candidates in EDU 600 Professional Educator Seminar. In order to complete the requirements for the program, each candidate is assigned a graduate studies advisor who serves as the portfolio advisor and reviewer. Action research reports are completed under the guidance of a School of Education graduate faculty member. At the completion of all course work and the action research component, the candidate completes the portfolio requirements. Candidates assess their own proficiency on the program standards and then submit the final portfolio for faculty review. The program standards are imbedded in each candidate's individual portfolio.

Gate 1: Admission to the Program (during first 8 credits)

Candidates formally apply to the degree program during EDU 600 Professional Educator Seminar. The Council on Teacher Education (COTE) and the Chair of the School of Education will review the applicants' qualifications to confirm their eligibility. The EDU 600 Professional Educator Seminar provides an orientation to the program including the conceptual framework, program standards, policies and

portfolio guidelines. It also provides a check on the match of individual professional goals with the program values and standards, as well as a preliminary assessment of readiness on standards. Candidates will also complete a technology competency assessment (CAT1) during the first semester of enrollment. If the results of the technology assessment identify a deficiency in the use of technology the candidate will be required to successfully complete an undergraduate prerequisite course on technology in education.

The following documentation is required for admission to the Master of Arts in Education degree program and completion of the first gate:

- Completed application and admission GPA (see admission requirements in catalog);
- CAT1;
- Council on Teacher Education (COTE) Approval.

Gate 2: Prior to Practicum in Reading

Candidates continue to gather evidences from course work and their professional practice at this assessment point. Faculty members assess portfolio evidences within the context of their respective class. Candidates will continue to have their GPA progress monitored by their advisor and the School of Education. Candidates need to successfully complete EDU 641 Educational Research & Statistics and EDU 645 Action Research Planning in order to complete the Action Research component of the degree program.

Completion of gate 2 includes:

- Minimum 3.0 GPA in EDU 641 and EDU 645;
- Writing Assessment (EDU 610/615);
- Oral Assessment (EDU 611);
- Dispositions Assessment;
- Ethics Assessment (EDL 620);
- Action Research Planning Assessment (EDU 645);
- School Improvement Assessment (EDU 612);
- Portfolio Review;
- COTE Approval.

Action Research Description

Candidates enrolled in the Master of Arts in Education degree program are required to conduct an action research project. Degree seeking candidates are required to take two research courses, EDU 641 Educational Research & Statistics and EDU 645 Action Research Planning. Candidates are to conduct the research during the academic year in the context of a classroom.

Action Research Planning (EDU 645) facilitates candidates planning action research and the realization of its value to them as educators. After defining an action research topic, candidates conduct a review of pertinent literature related to the topic and design an appropriate research plan for their educational setting. At the conclusion of the course, candidates will construct a detailed paper that includes a rationale for the research project, the review of the literature and the methodology for the research project.

Action Research Policies

Candidates receiving an "In Progress" (IP) grade for either of the action research courses will have until the end of the following semester to complete the work. If the work is not completed in the next semester, the candidate will receive a "No Credit" (NC) grade and must register for that phase of study again and pay full fees. Any exceptions to this policy requires permission from the Chair of the School of Education.

Gate 3: Completion of Practicum

EDR 697 Practicum in Reading is a 90 hour practicum completed in an appropriate setting under the supervision of the instructor. Portfolio artifacts will be developed to show performance activities that meet all standards. Practicum hours can be completed before, during and after the work day across a broad array of activities and responsibilities that reflect all aspects of the individual's role and required standards.

Completion of gate 3 includes:

- Completion of Practicum;
- COTE Approval.

Gate 4: Program Completion and Portfolio Review

The final gate provides the summative evaluation of candidate performance on the program standards. The candidate, the faculty advisor and the instructor of EDU 698 Portfolio Review evaluates the portfolio. An interview may be required if the faculty need further clarification about the portfolio.

Completion of gate 4 includes:

- A minimum GPA of 3.0;
- Completed coursework and requirements;
- Faculty Assessment of Portfolio (EDU 698);
- Dispositions Assessment;
- Interview (if necessary);
- COTE Approval.

Professional Performance Portfolio

The portfolio is developed by the candidates throughout the program and is reviewed and assessed at the completion of the program. This type of assessment provides for a sustained reflection of candidates' academic work in a systematic way. The standards of the education profession are reflected in the standards of this program. Through the systematic monitoring of a candidate's progress towards proficiency on established standards throughout the graduate program, learners have an integral and conscious part in the learning process. Candidates are given individual responsibility and ownership in the process through the creation of the portfolio. Candidates are interactive partners with professors in shaping the learning process.

All candidates in the program are to complete a portfolio as the final program assessment prior to degree completion. The purpose of the portfolio is to evaluate the achievement of the intended learning standards as established by the division. There are benefits to both candidates and faculty who are involved in the portfolio assessment process. For the candidates, the portfolio is a method of assessment that allows them to demonstrate their breadth of knowledge on the program standards.

Additional goals of the portfolio include assisting candidates to understand their own learning and to celebrate the achievement of learning. For the faculty, the portfolio process can act as a catalyst for program evaluation and refinement. Data gathered from the candidates' portfolios also serve to inform program development.

The portfolio assessment, based on the divisional program standards provides for the alignment of course work assessments to the McKendree University conceptual framework. Faculty members both create standards based assessments and continually assess evidences from course work. Candidates may select evidences from coursework in the graduate program to be included in their final portfolio. Candidates are encouraged to include their best work that exemplifies standards. The evidence can represent a range of accomplishments by the candidates. Another source of evidence could come from the candidates' own professional practice or practicum experiences. The application of theory in the world of the candidates' educational settings is strongly encouraged. Such documentation focuses on actual achievements that are viewed directly as what candidates know and can do.

Portfolio Guidelines

The purpose of the portfolio is to evaluate the candidates' achievements of intended learning outcomes by assessing their proficiency on the program standards. Candidates and faculty will review the candidates' breadth of knowledge and achievement by examining work that exemplifies the standards and that represents a wide range of accomplishments. Portfolio evidences reflect both course work products as well as the application of theory in the world of the teacher's own classroom or school setting.

1. The portfolio of professional work typically is presented using the LiveText web-based portfolio development system. The portfolio may subsequently be prepared in hard-copy form and also copied to a CD. A standard portfolio template format will be available through the LiveText web site.
2. Review the standards and reflect upon their meaning.
3. Gather artifacts from completed course work.
4. Read each standard carefully looking for key words and phrases that best describe the intent of the standard. Review the key points for each standard.
5. Match artifacts with the standard(s) that most appropriately align with the evidence. Place the work in that section representing the standard(s).
6. A minimum of two (2) artifacts are to be included for each standard. Artifacts may be used to fulfill more than one standard. Do not use an artifact more than three (3) times in the entire portfolio. Use a variety of artifacts throughout the portfolio.
7. Each portfolio entry should have a rationale paragraph.
 - a) Review the activity and reflect upon the purpose of the work. Connect that purpose to one of the standards.
 - b) Write a rationale by explaining why this work was selected, what was learned by doing it and what competence was gained.
8. After all artifacts are appropriately placed in a standard section and described in the rationale paragraph, the candidate should review the entire portfolio in terms of proficiency in the standards.
9. The instructor from EDU 698 and the candidate's advisor will review the portfolio. An electronic copy of the portfolio will be maintained in electronic exhibits. If there are questions, an interview will be scheduled.

MAED in Educational Studies – Emphasis in Reading		33 crs.
EDL 620	SCHOOL LAW	3
EDR 601	EMERGENT LITERACY	
<i>or</i>		
EDR 635	SURVEY OF READING METHODS AND MATERIALS K-12	3
EDR 610	ADOLESCENT LITERATURE	3
EDR 621	CLASSROOM DIAGNOSTIC TECHNIQUES AND TESTING PROCEDURES FOR THE TEACHING OF READING	3
EDR 622	ADVANCED DIAGNOSTIC TECHNIQUES AND TESTING PROCEDURES FOR THE TEACHING OF READING	3
EDR 697	PRACTICUM IN READING	3
EDU 600	PROFESSIONAL EDUCATOR SEMINAR	0
EDU 610	HISTORY AND PHILOSOPHY OF EDUCATION	
<i>or</i>		
EDU 615	CONTEMPORARY ISSUES IN EDUCATION	3
EDU 611	CURRICULUM THEORY AND DESIGN	3
EDU 612	INSTRUCTIONAL AND CURRICULAR DESIGN AND EVALUATION	3
EDU 641	EDUCATIONAL RESEARCH & STATISTICS	3
EDU 645	ACTION RESEARCH PLANNING	2
EDU 698	PORTFOLIO ASSESSMENT	1

School of Education



SCHOOL OF EDUCATION

MASTER OF ARTS IN EDUCATION

• **specialized instruction**



MCKENDREE
UNIVERSITY

GRADUATE SCHOOL

The graduate program in Specialized Instruction is designed for educators who want to continue developing their professional commitment to teaching while seeking the opportunity to gain both Reading and Special Education Endorsements. This program provides two endorsements to one's initial licensure. The degree does not lead to an initial licensure as a Reading or Special Education teacher. Candidates who complete all requirements for this degree have the opportunity to submit an application to the Illinois State Board of Education (ISBE) to add the Reading and Special Education Endorsements to their current teaching license. Previously taken undergraduate coursework will determine if additional coursework is required to seek the Reading Teacher Endorsement. All requirements to receive the Special Education Endorsement are included in this degree program.

Candidates in the program examine current educational theory and practice and explore a variety of viewpoints to reflectively develop their professional competence and teaching style. They explore social issues affecting students and expand their awareness of and respect for the unique development of each student. During the candidate's course work, they consider effective collaboration and accountability to students, parents, colleagues, and the community. By re-examining the development of values and professional ethics, candidates gain greater intellectual and ethical insight.

Specialized Instruction – Assessments

The McKendree University School of Education created a standards-based curriculum and assessment system for all programs. The programs incorporate standards that reflect the integration of content, pedagogy and professional studies. The conceptual framework links course work and the assessment system. A portfolio evaluation system was created as a systematic way of monitoring a candidate's progression through the programs. Candidates are required to meet screening criteria and pass through program assessment points that define their progression through the program. Performance indicators are outlined for each gate. In order to complete the requirements for each gate, the candidate works with a faculty advisor while completing course work or field experiences. The candidate is then required to complete a final assessment based on program standards. An interview, review, or evaluation by the candidate serves to inform the faculty and validate the candidate's progress in the program. The purpose of the McKendree University assessment system is to ensure the preparation of candidates who demonstrate the knowledge, skills, and dispositions inherent in the framework for the teacher education model.

All candidates are required to complete EDU 600 Professional Educator Seminar during the first semester of their program and to complete a portfolio at the end of their program to demonstrate their proficiency on the standards that reflect the McKendree University Framework for Teacher Education Model and the National Board of Professional Teaching Standards. This portfolio is developed by using LiveText software. LiveText is the technology used to aid McKendree University to assess its candidates and programs.

Each candidate is required to successfully pass through all four consecutive assessments (gates) that reflect a developmental progression through the program. All assessment expectations and criteria are outlined and presented to all candidates in EDU 600 Professional Educator Seminar. In order to complete the requirements for the program, each candidate is assigned a graduate studies advisor who serves

as the portfolio advisor and reviewer. Action research reports are completed under the guidance of a School of Education graduate faculty member. At the completion of all course work and the action research component, the candidate completes the portfolio requirements. The program standards are imbedded in each candidate's individual portfolio.

Reading Endorsement

The reading component of the program is designed for those certified teachers working toward an added endorsement in reading and seeking the Master of Arts in Education Degree. This program does not lead to initial licensure as a reading teacher. Additional coursework may be required to seek the reading teacher added endorsement if these courses were not taken at the undergraduate level. Candidates who complete all requirements for the reading teacher endorsement must submit an application to the Illinois State Board of Education for the endorsement to be added to a license.

The Reading Teacher endorsement is required for any teacher responsible for teaching reading to students as the primary teaching responsibility. Any teacher who teaches reading other than in a self-contained classroom must have this endorsement or all the requirements for the endorsement. The endorsement can be added to an early childhood, elementary, secondary or special (K-12) license either at time of entitlement with an initial endorsement in another teaching field, or as an added endorsement.

The requirements include submission of a passing score on reading teacher content area test as required by the State of Illinois and completion of a minimum of 24 semester hours in reading including a practicum experience, in the following six areas:

- Foundations of reading
- Content area reading
- Assessment and diagnosis of reading problems
- Developmental and remedial reading instruction and support
- Developmental and remedial materials and resources
- Literature appropriate to students across all grade levels

The Reading Teacher endorsement may be granted only within the grade range of the license held.

Special Education Endorsement

The special education component of the program is designed for individuals wishing to add an endorsement in special education and seeking the Master of Arts in Education Degree. The Multi-categorical Special Education program emphasizes theoretical and practical implications of identification, assessment, and instruction of students with disabilities. This leads to the LBS1 teacher endorsement.

The Special Education Endorsement is designed for certified elementary and secondary teachers who would like to begin working in the Special Education field. Students will be required to complete field experience hours as indicated by course descriptions.

In order to receive an endorsement in Special Education, the following must be met:

1. Current Illinois Teacher's License
2. Passing score on Learning Behavior Specialist I test (LBS1)
3. Completion of any deficiencies in tests or coursework

MAED – Specialized Instruction Program Gates

Gate 1: Admission to the Program (during first 8 credits)

Candidates formally apply to the degree program during EDU 600 Professional Educator Seminar. The Council on Teacher Education (COTE) and the Chair of the School of Education will review the applicants' qualifications to confirm their eligibility. The EDU 600 Professional Education Seminar provides an orientation to the program including the conceptual framework, program standards, policies and portfolio guidelines. It also provides a check on the match of individual professional goals with the program values and standards, as well as a preliminary assessment of readiness on standards. Candidates will also complete a technology competency assessment (CAT1) during the first semester of enrollment. If the results of the technology assessment identify a deficiency in the use of technology the candidate will be required to successfully complete an undergraduate prerequisite course on technology in education.

The following documentation is required for admission to the Master of Arts in Education degree program and completion of the first gate:

- Completed application and admission GPA (see admission requirements in catalog);
- If the candidate entered Illinois from out of state, a passing score on the Illinois Test of Academic Proficiency or submit an ACT score of 22 or higher including passage of the writing portion (which is no more than 10 years old);
- CAT1;
- Council on Teacher Education (COTE) Approval.

Gate 2: Prior to Practicum in Reading

Candidates continue to gather evidences from course work and their professional practice at this assessment point. Faculty members assess portfolio evidences within the context of their respective class. Candidates will continue to have their GPA progress monitored by their advisor and the School of Education. Candidates need to successfully complete EDU 641 Educational Research & Statistics and EDU 645 Action Research Planning in order to complete the Action Research component of the degree program.

Completion of gate 2 includes:

- Minimum 3.0 GPA in EDU 641 and EDU 645;
- Writing Assessment (EDU 610/615, SPE 689);
- Oral Assessment (EDU 611, SPE 694);
- Dispositions Assessment;
- Ethics Assessment (EDL 620);
- Action Research Planning Assessment (EDU 645);
- Portfolio Review;
- COTE Approval.

Action Research Description

Candidates enrolled in the Master of Arts in Education degree program are required to conduct an action research project. Degree seeking candidates are required to take two research courses, EDU 641 Educational Research & Statistics and EDU 645 Action Research Planning. Candidates are to conduct the research during the academic year in the context of a classroom.

Action Research Planning (EDU 645) facilitates candidates planning action research and the realization of its value to them as educators. After defining an action research topic, candidates conduct a review of pertinent literature related to the topic and design an appropriate research plan for their educational setting. At the conclusion of the course, candidates will construct a detailed paper that includes a rationale for the research project, the review of the literature and the methodology for the research project.

Action Research Policies

Candidates receiving an "In Progress" (IP) grade for either of the action research courses will have until the end of the following semester to complete the work. If the work is not completed in the next semester, the candidate will receive a "No Credit" (NC) grade and must register for that phase of study again and pay full fees. Any exceptions to this policy require permission from the Chair of the School of Education.

Gate 3: Completion of Practicum

EDR 697 Practicum in Reading is a 90 hour practicum completed in an appropriate setting under the supervision of the instructor. Portfolio artifacts will be developed to show performance activities that meet all standards. Practicum hours can be completed before, during and after the work day across a broad array of activities and responsibilities that reflect all aspects of the individual's role and required standards.

Completion of gate 3 includes:

- Dispositions;
- Passing score on Learning Behavior Specialist I test (LBS1)
- Completion of Practicum;
- COTE Approval.

Gate 4: Program Completion and Portfolio Review

The final gate provides the summative evaluation of candidate performance on the program standards. The candidate, the faculty advisor and the instructor of EDU 698 Portfolio Review evaluates the portfolio. An interview may be required if the faculty need further clarification about the portfolio.

Completion of gate 4 includes:

- A minimum GPA of 3.0;
- Completed coursework and requirements;
- Faculty Assessment of Portfolio (EDU 698);
- Dispositions Assessment;
- Interview (if necessary);
- COTE Approval.

Professional Performance Portfolio

The portfolio is developed by the candidates throughout the program and is reviewed and assessed at the completion of the program. This type of assessment provides for a sustained reflection of candidates' academic work in a systematic way. The standards of the education profession are reflected in the standards of this program. Through the systematic monitoring of a candidate's progress towards proficiency on established standards throughout the graduate program, learners have an integral and conscious part in the learning process. Candidates are given individual responsibility and ownership in the process through the creation of the portfolio. Candidates are interactive partners with professors in shaping the learning process.

All candidates in the program are to complete a portfolio as the final program assessment prior to degree completion. The purpose of the portfolio is to evaluate the achievement of the intended learning standards as established by the division. There are benefits to both candidates and faculty who are involved in the portfolio assessment process. For the candidates, the portfolio is a method of assessment that allows them to demonstrate their breadth of knowledge on the program standards. Additional goals of the portfolio include assisting candidates to understand their own learning and to celebrate the achievement of learning. For the faculty, the portfolio process can act as a catalyst for program evaluation and refinement. Data gathered from the candidates' portfolios also serve to inform program development.

The portfolio assessment, based on the divisional program standards provides for the alignment of course work assessments to the McKendree University conceptual framework. Faculty members both create standards based assessments and continually assess evidences from course work. Candidates may select evidences from coursework in the graduate program to be included in their final portfolio. Candidates are encouraged to include their best work that exemplifies standards. The evidence can represent a range of accomplishments by the candidates. Another source of evidence could come from the candidates' own professional practice or practicum experiences. The application of theory in the world of the candidates' educational settings is strongly encouraged. Such documentation focuses on actual achievements that are viewed directly as what candidates know and can do.

Portfolio Guidelines

The purpose of the portfolio is to evaluate the candidates' achievements of intended learning outcomes by assessing their proficiency on the program standards. Candidates and faculty will review the candidates' breadth of knowledge and achievement by examining work that exemplifies the standards and that represents a wide range of accomplishments. Portfolio evidences reflect both course work products as well as the application of theory in the world of the teacher's own classroom or school setting.

1. The portfolio of professional work typically is presented using the LiveText web-based portfolio development system. The portfolio may subsequently be prepared in hard-copy form and also copied to a CD. A standard portfolio template format will be available through the LiveText web site.
2. Review the standards and reflect upon their meaning.
3. Gather artifacts from completed course work.

4. Read each standard carefully looking for key words and phrases that best describe the intent of the standard. Review the key points for each standard.
5. Match artifacts with the standard(s) that most appropriately align with the evidence. Place the work in that section representing the standard(s).
6. A minimum of two (2) artifacts are to be included for each standard. Artifacts may be used to fulfill more than one standard. Do not use an artifact more than three (3) times in the entire portfolio. Use a variety of artifacts throughout the portfolio.
7. Each portfolio entry should have a rationale paragraph.
 - a) Review the activity and reflect upon the purpose of the work. Connect that purpose to one of the standards.
 - b) Write a rationale by explaining why this work was selected, what was learned by doing it and what competence was gained.
8. After all artifacts are appropriately placed in a standard section and described in the rationale paragraph; the candidate should review the entire portfolio in terms of proficiency in the standards.
9. The instructor from EDU 698 and the candidate's advisor will review the portfolio. An electronic copy of the portfolio will be maintained in electronic exhibits. If there are questions, an interview will be scheduled.

MAED – Specialized Instruction**45 crs.**

EDU 600	PROFESSIONAL EDUCATOR SEMINAR	0
EDU 61	HISTORY AND PHILOSOPHY OF EDUCATION	
	<i>or</i>	
EDU 615	CONTEMPORARY ISSUES IN EDUCATION	3
EDU 611	CURRICULUM THEORY AND DESIGN	3
EDU 612	INSTRUCTIONAL AND CURRICULUM DESIGN AND EVALUATION	3
EDL 620	SCHOOL LAW	3
EDU 641	EDUCATIONAL RESEARCH AND STATISTICS	3
EDU 645	ACTION RESEARCH PLANNING	2
EDU 698	PORTFOLIO REVIEW	1
SPE 689	FOUNDATIONS OF SPECIAL EDUCATION	3
SPE 690	CHARACTERISTICS OF STUDENTS WITH DISABILITIES	3
SPE 692	DIAGNOSTIC ASSESSMENT FOR EDUCATIONAL DECISION-MAKING	3
SPE 694	METHODS OF TEACHING STUDENTS WITH DISABILITIES	3
SPE 694A	FIELD EXPERIENCE III	0
EDR 601	EMERGENT LITERACY	
	<i>or</i>	
EDR 635	SURVEY OF READING METHODS AND MATERIALS K-12	3
EDR 610	ADOLESCENT LITERATURE	3
EDR 621	CLASSROOM DIAGNOSTIC TECHNIQUES AND TESTING PROCEDURES FOR THE TEACHING OF READING	3
EDR 622	ADVANCED DIAGNOSTIC TECHNIQUES AND TESTING PROCEDURES FOR THE TEACHING OF READING	3
EDR 697	PRACTICUM IN READING	3

The courses below are not required for the degree. The courses below or courses equivalent to these are required by ISBE, along with the Reading Teacher exam offered through ICTS.

EDU 512	METHODS OF TEACHING READING IN THE CONTENT AREA (SECONDARY/SPECIAL K-12)	3
EDU 529	CHILDREN'S LITERATURE	3
EDU 530	METHODS OF TEACHING READING (ELEMENTARY)	3

School of Education



SCHOOL OF EDUCATION

MASTER OF ARTS IN EDUCATION

• **music education**



MCKENDREE
UNIVERSITY

GRADUATE SCHOOL

The graduate program in Music Education is designed for teachers who want to continue developing their professional commitment and competence in the area of music. Graduate students in the program examine current educational theory and practice and explore a variety of viewpoints to reflectively develop their professional competence and teaching style. They explore social issues affecting students and expand their awareness of and respect for the unique development of each student. During their course work, they consider effective collaboration with and accountability to students, parents, colleagues, and the community. Reexamining the development of values and professional ethics, students gain greater intellectual and ethical insight. The Music Education Program develops advanced proficiency in the Illinois Teacher Standards.

Professional Educator Model – Assessments

The McKendree University School of Education created a standards-based curriculum and assessment system for all programs. The programs incorporate standards that reflect the integration of content, pedagogy and professional studies. The conceptual framework links course work and the assessment system. A portfolio evaluation system was created as a systematic way of monitoring a candidate's progression through the programs. Candidates are required to meet screening criteria and pass through program assessment points that define their progression through the program. Performance indicators are outlined for each gate. In order to complete the requirements for each gate, the candidate works with a faculty advisor while completing course work or field experiences. The candidate is then required to complete a final assessment based on program standards. An interview, review or evaluation by the candidate serves to inform the faculty and validate the candidate's progress in the program. The purpose of the McKendree University assessment system is to ensure the preparation of candidates who demonstrate the knowledge, skills and dispositions inherent in the framework for the teacher education model.

All candidates are required to complete EDU 600 Professional Educator Seminar during the first semester of their program and to complete a portfolio at the end of their program to demonstrate their proficiency on the standards that reflect the McKendree University Framework for Teacher Education Model and the National Board of Professional Teaching Standards. This portfolio is developed by using Livetext software. Livetext is the technology used to aid McKendree University to assess its candidates and programs.

Each candidate is required to successfully pass through all four consecutive assessments (gates) that reflect a developmental progression through the program. All assessment expectations and criteria are outlined and presented to all candidates in EDU 600 Professional Educator Seminar. In order to complete the requirements for the program, each candidate is assigned a graduate studies advisor who serves as the portfolio advisor and reviewer. Action research reports are completed under the guidance of a School of Education graduate faculty member. At the completion of all course work and the action research component, the candidate completes the portfolio requirements. Candidates assess their own proficiency on the program standards and then submit the final portfolio for faculty review. The program standards are imbedded in each candidate's individual portfolio.

Candidates must present a complete portfolio. Candidates will present and defend their thesis before an assigned thesis committee.

Gate 1: Admission to the Program (during first 8 credits)

Candidates formally apply to the degree program during EDU 600 Professional Educator Seminar. The Council on Teacher Education (COTE) and the Chair of the School of Education will review the applicants' qualifications to confirm their eligibility. The EDU 600 Professional Educator Seminar provides an orientation to the program including the conceptual framework, program standards, policies and portfolio guidelines. It also provides a check on the match of individual professional goals with the program values and standards, as well as a preliminary assessment of readiness on standards. Candidates will also complete a technology competency assessment (CAT1) during the first semester of enrollment. If the results of the technology assessment identify a deficiency in the use of technology the candidate will be required to successfully complete an undergraduate prerequisite course on technology in education.

The following documentation is required for admission to the Master of Arts in Education degree program and completion of the first gate:

- Completed application and admission GPA (see admission requirements in catalog);
- CAT1;
- Council on Teacher Education (COTE) Approval.

Gate 2: Prior to Practicum in Teacher Leadership

Candidates continue to gather evidence from course work and their professional practice at this assessment point. Faculty members assess portfolio evidence within the context of their respective class. Candidates will continue to have their GPA progress monitored by their advisor and the School of Education. Candidates need to successfully complete EDU 641 Educational Research & Statistics and EDU 645 Action Research Planning in order to complete the Action Research Project component of the degree program.

Completion of gate 2 includes:

- Minimum 3.0 GPA in EDU 641 and EDU 645;
- Writing Assessment (MUED 650);
- Oral Assessment (MUS 500);
- Dispositions Assessment;
- Ethics Assessment (EDL 620);
- Action Research Planning Assessment (EDU 645);
- School Improvement Assessment (EDU 612);
- Portfolio Review;
- COTE Approval.

Action Research Description

Candidates enrolled in the Master of Arts in Education Music Education degree program are required to conduct a thesis and take two research courses, EDU 641 Educational Research & Statistics and EDU 645 Action Research Planning. Candidates are to conduct the research during the academic year in the context of a classroom.

Action Research Planning (EDU 645) facilitates candidates planning action research and the realization of its value to them as educators. After defining an action research topic, candidates conduct a review of pertinent literature related to the topic and design an appropriate research plan for their educational setting. At

the conclusion of the course, candidates will construct a detailed paper that includes a rationale for the research project.

The Thesis (MUED 699) facilitates the process of analyzing and organizing data from action research, interpreting the data within the research project parameters, and writing a clear and accurate report of the research process, results, and implications. Candidates will review their respective research projects and work together on ways to organize data, on techniques for interpreting data, on the logical statement of findings, on clear organization of information, and on effective drafting of the report. The end product is a complete, accurate and effective research report or thesis in appropriate format. Candidates completing the thesis will present and defend the thesis before an assigned thesis committee.

Action Research Policies

Candidates receiving an "In Progress" (IP) grade for either of the action research courses will have until the end of the following semester to complete the work. If the work is not completed in the next semester, the candidate will receive a "No Credit" (NC) grade and must register for that phase of study again and pay full fees. Any exceptions to this policy require permission from the Chair of the School of Education.

Clinical fees will be charged for MUED 699 Thesis. The fee covers additional expenses, such as those related to faculty travel; duplication of articles and handouts, and processing of the final report.

Gate 3: Completion of Practicum Experience

Upon completion of EDU 694 Practicum in Teacher Leadership, the candidate will be evaluated by the instructor.

- Teacher Performance Assessment (EDU 694);
- Completion of Practicum;
- COTE Approval.

Gate 4: Program Completion and Portfolio Review

The final gate provides the summative evaluation of candidate performance on the program standards. The candidate, the faculty advisor and the instructor of EDU 698 Portfolio Review evaluates the portfolio. An interview may be required if the faculty need further clarification about the portfolio.

Completion of gate 4 includes:

- Minimum 3.0 GPA;
- Completed coursework and requirements;
- Completion of Thesis;
- Dispositions Assessment;
- Faculty Assessment of Portfolio (EDU 698);
- COTE Approval.

Professional Performance Portfolio

The portfolio is developed by the candidates throughout the program and is reviewed and assessed at the completion of the program. This type of assessment provides for a sustained reflection of candidates' academic work in a systematic way. The standards of the education profession are reflected in the standards of

this program. Through the systematic monitoring of a candidate's progress towards proficiency on established standards throughout the graduate program, learners have an integral and conscious part in the learning process. Candidates are given individual responsibility and ownership in the process through the creation of the portfolio. Candidates are interactive partners with professors in shaping the learning process.

All candidates in the program are to complete a portfolio as the final program assessment prior to degree completion. The purpose of the portfolio is to evaluate the achievement of the intended learning standards as established by the division. There are benefits to both candidates and faculty who are involved in the portfolio assessment process. For the candidates, the portfolio is a method of assessment that allows them to demonstrate their breadth of knowledge on the program standards. Additional goals of the portfolio include assisting candidates to understand their own learning and to celebrate the achievement of learning. For the faculty, the portfolio process can act as a catalyst for program evaluation and refinement. Data gathered from the candidates' portfolios also serve to inform program development.

The portfolio assessment, based on the divisional program standards provides for the alignment of course work assessments to the McKendree University conceptual framework. Faculty members both create standards based assessments and continually assess evidences from course work. Candidates may select evidences from coursework in the graduate program to be included in their final portfolio. Candidates are encouraged to include their best work that exemplifies standards. The evidence can represent a range of accomplishments by the candidates. Another source of evidence could come from the candidates' own professional practice or practicum experiences. The application of theory in the world of the candidates' educational settings is strongly encouraged. Such documentation focuses on actual achievements that are viewed directly as what candidates know and can do.

Portfolio Guidelines

The purpose of the portfolio is to evaluate the candidates' achievements of intended learning outcomes by assessing their proficiency on the program standards. Candidates and faculty will review the candidates' breadth of knowledge and achievement by examining work that exemplifies the standards and that represents a wide range of accomplishments. Portfolio evidences reflect both course work products as well as the application of theory in the world of the teacher's own classroom or school setting.

1. The portfolio of professional work typically is presented using the LiveText web-based portfolio development system. The portfolio may subsequently be prepared in hard-copy form and also copied to a CD. A standard portfolio template format will be available through the LiveText web site.
2. Review the standards and reflect upon their meaning.
3. Gather artifacts from completed course work.
4. Read each standard carefully looking for key words and phrases that best describe the intent of the standard. Review the key points for each standard.
5. Match artifacts with the standard(s) that most appropriately align with the evidence. Place the work in that section representing the standard(s).
6. A minimum of two (2) artifacts are to be included for each standard. Artifacts may be used to fulfill more than one standard. Do not use an artifact more than three (3) times in the entire portfolio. Use a variety of artifacts throughout the portfolio.

7. Each portfolio entry should have a rationale paragraph.
 - a) Review the activity and reflect upon the purpose of the work. Connect that purpose to one of the standards.
 - b) Write a rationale by explaining why this work was selected, what was learned by doing it and what competence was gained.
8. After all artifacts are appropriately placed in a standard section and described in the rationale paragraph, the candidate should review the entire portfolio in terms of proficiency in the standards.
9. The instructor from EDU 698 and the candidate's advisor will review the portfolio. An electronic copy of the portfolio will be maintained in electronic exhibits. If there are questions, an interview will be scheduled.

MAED – Music Education
34 crs.

EDL 620	SCHOOL LAW	3
EDU 600	PROFESSIONAL EDUCATOR SEMINAR	0
EDU 612	INSTRUCTIONAL CURRICULAR DESIGN AND EVALUATION	3
EDU 641	EDUCATIONAL RESEARCH AND STATISTICS	3
EDU 645	ACTION RESEARCH PLANNING	2
EDU 694	PRACTICUM IN TEACHER LEADERSHIP	3
EDU 698	PORTFOLIO REVIEW	1
MUS 500	ADVANCED MUSIC TECHNOLOGY	3
MUED 620	MUSIC EDUCATION: CURRICULUM, THEORY & INSTRUCTION	3
MUED 650	ORGANIZATION AND ADMINISTRATION OF THE MUSIC PROGRAM	3
MUED 699	THESIS	4
	ELECTIVES IN EDUCATION OR MUSIC (3 hrs. must be in Music)	6

School of Education



SCHOOL OF EDUCATION

SPECIAL NON-DEGREE

• **added endorsements**

Education is the
most powerful weapon
you can use to change
the world."
- Nelson Mandela



MCKENDREE
UNIVERSITY

GRADUATE SCHOOL

Reading Teacher Endorsement

The Reading Teacher endorsement is required for any teacher responsible for teaching reading to students as the primary teaching responsibility. Any teacher who teaches reading other than a self-contained classroom must have this endorsement or all the requirements for the endorsement effective 7/1/04. The endorsement can be added to an early childhood, elementary, secondary or special (K-12) certificate either at time of entitlement with an initial endorsement in another teaching field, or as an added endorsement.

The requirements include submission of a passing score on either the reading specialist or reading teacher content area test as required by the State of Illinois and completion of a minimum of 24 semester hours in reading including a practicum experience, in the following six areas:

- Foundations of reading
- Content area reading
- Assessment and diagnosis of reading problems
- Developmental and remedial reading instruction and support
- Developmental and remedial materials and resources
- Literature appropriate to students across all grade levels

The Reading Teacher endorsement may be granted only within the grade range of the certificate held.

Reading Teacher Endorsement courses (completion of these courses plus the Illinois Reading Teacher Content Area Test will meet the Illinois State Board of Education requirements for the Reading Teacher Endorsement)

		24 crs.
EDU 429/529	CHILDREN'S LITERATURE	3
EDU 412/512	METHODS OF TEACHING READING IN THE CONTENT AREA*	3
EDU 430/530	READING IN THE ELEMENTARY SCHOOL*	3
EDR 601	EMERGENT LITERACY	3
<i>or</i>		
EDR 635	SURVEY OF READING METHODS AND MATERIALS K-12	3
EDR 610	ADOLESCENT LITERATURE	3
EDR 621	CLASSROOM DIAGNOSTIC TECHNIQUES AND TESTING PROCEDURES FOR THE TEACHING OF READING	3
EDR 622	ADVANCED DIAGNOSTIC TECHNIQUES AND TESTING PROCEDURES FOR THE TEACHING OF READING	3
EDR 697	PRACTICUM IN READING	3

*These courses may have been completed as part of an undergraduate degree program.

Middle School Endorsement

Teachers with either elementary or secondary education certificates who wish to teach in departmentalized grade 5 through grade 8 must complete additional course

work in the nature and needs of early adolescents and middle school philosophy, and curriculum/instructional methods.

The Minimum Requirements for Teachers of Middle Grades are:

1. Eighteen (18) semester hours in the subject matter area of major teaching assignment (e.g., language arts, mathematics, general science, social science, music, etc.). Where a middle grade teacher is assigned to a position equally divided between delivering instruction in two areas (e.g., English and Social Science, or Mathematics and Science) the teacher shall meet the requirements of this section for one area and not less than 9 semester hours in the other area.

In addition:

2. The equivalent of 3 semester hours of specific course work in the middle school philosophy, middle school curriculum, and instruction and instructional methods for designing and teaching developmentally appropriate programs in middle schools including content area reading instruction. (EDU 503, Middle School Philosophy and Practices)
3. The equivalent of 3 semester hours of specific coursework in educational psychology focusing on the developmental characteristics of early adolescents, the nature and needs of early adolescents, and the advisory role of the middle grade teacher in assessing, coordinating and referring students to health and social services. (EDU/PSY 504, Early Adolescents and Schooling)

Special Education Endorsement

The Special Education Endorsement is designed for certified elementary and secondary teachers who would like to begin working in the Special Education field. Students will be required to complete field experience hours as indicated by course descriptions.

In order to receive an endorsement in Special Education, the following must be met:

1. Current Illinois Teacher's Certification
2. Passing score on Learning Behavior Specialist test (LBS1)
3. Completion of any deficiencies in tests or coursework
4. Completion of the following sequence of courses

Special Education Endorsement		12 crs.
SPE 689	FOUNDATIONS OF SPECIAL EDUCATION	3
SPE 690	CHARACTERISTICS OF STUDENTS WITH DISABILITIES	3
SPE 692	DIAGNOSTIC ASSESSMENT FOR EDUCATIONAL DECISION-MAKING	3
SPE 694	METHODS OF TEACHING STUDENTS WITH DISABILITIES	3
SPE 694A	FIELD EXPERIENCE III (30 OBSERVATION HOURS)	0

This endorsement will allow the individual to teach Special Education in the areas in which they are already certified to teach.

Acceptance of NBCT ACE Transcript for Credit

National Board Certified Teachers (NBCT) enrolled in a program leading to any MAED degree may substitute graduate credit awarded by the American Council on Education (ACE) for two courses: EDU 611 Curriculum Theory and Design and EDU 612 Instructional and Curricular Design and Evaluation. These credit hours are in addition to the maximum of nine (9) credit hours allowed for transfer from other institutions.

School of Education



SCHOOL OF EDUCATION

MASTER OF ARTS IN EDUCATION

• **higher education administrative services**



MCKENDREE
UNIVERSITY

GRADUATE SCHOOL

The Higher Education Administrative Services program is intended for practicing professionals who wish to accelerate their career path by acquiring the perspective and the tools to anticipate and lead change in higher education. It opens the door to administrative advancement opportunities at state universities, private colleges and universities, community colleges, and proprietary schools.

Higher Education in the United States is going through an unprecedented cycle of growth and change. Today's universities are in serious need of professionals who can bring state-of-the-art business practice to the delivery of educational services. The core competency of a university is learning – classroom or online. But for faculty to be effective in delivering that competency, a university requires a talent pool of professional service providers who manage the finances, market and recruit new students, provide complex IT support to the students and faculty, administer student services and development, manage human resources, build investment pools, oversee recreation and competitive sports, manage the physical plants, and ensure the physical safety of the students.

The mission of the MAED in Higher Education Administrative Services is to prepare the service professionals who enable the business processes of a well-functioning university. It can be considered the MBA for university service professionals. Just as the MBA focuses on business processes in a corporate setting, the MAED focuses on the business processes of a university. This program brings the tools and analytics of "best practice" interventions to bear on university functions.

The curriculum is designed to provide students with current strategies for bolstering the effectiveness of the business processes of a university. The coursework will be topical and interdisciplinary in nature and will focus on identifying best practices in all relevant areas of university function.

Format

The program is offered in an online format using Blackboard as the course management system. Each course is presented as eight modules over an eight week timeframe.

MAED in Higher Education Administrative Services		36 crs.
HES 601	THE PAST, PRESENT, AND FUTURE OF HIGHER EDUCATION	3
HES 605	INTRODUCTION TO RESEARCH METHODS AND BUSINESS PROCESS DESIGN	3
HES 610	MANAGEMENT THEORY AND PRACTICE	3
HES 615	STRATEGIES OF FINANCIAL MANAGEMENT	3
HES 620	ISSUES IN STUDENT ACCESS	3
HES 625	STUDENT DEVELOPMENT AND SERVICES ON THE MODERN CAMPUS	3
HES 630	HUMAN RESOURCE MANAGEMENT	3
HES 635	INTEGRATED DATA SERVICES	3
HES 640	BRANDING AND ENROLLMENT MANAGEMENT	3
HES 645	PRIVATE AND PUBLIC FUNDING	3
HES 650	POWER AND INFLUENCE IN HIGHER EDUCATION	3
HES 695	CAPSTONE BEST PRACTICE INTERVENTION	3

School of Education



SCHOOL OF EDUCATION

SPECIALIST IN EDUCATION IN
• **curriculum design and instruction**



MCKENDREE
UNIVERSITY

GRADUATE SCHOOL

The Specialist in Education (EdS) in Curriculum Design and Instruction program is designed to prepare experienced teachers and administrators for curriculum leadership. Students in the program examine current curricular theory and practice and explore a variety of viewpoints to reflectively develop their professional competence and instructional style. They explore social issues affecting students and expand their awareness of and respect for the unique development of each student. During their course work, they consider effective collaboration with and accountability to students, parents, colleagues, and the community. By re-examining the development of values and professional ethics, students gain greater intellectual and ethical insights.

The Specialist in Education in Curriculum Design and Instruction develops advanced proficiency in the Standards for Advanced Programs in Educational Leadership for Principals, Superintendents, Curriculum Directors, and Supervisors. Students develop proficiency on the standards in three phases: first, an orientation to and self-assessment of the standards; second, development of the knowledge and predispositions required by the standards; and third demonstration of performances implementing the standards.

Three key features distinguish this program from others:

1. It incorporates a practice-oriented focus.
2. It prepares students to be good consumers of research and to use data to make informed decisions.
3. It provides students opportunities to learn about diverse populations, schools, and educational settings.

The program is offered in a cohort format designed to enable practicing educators to obtain the EdS. The EdS program follows a specified course sequence.

The program of study for the EdS consists of 30 semester hours of coursework, including 120 hours of practicum. The EdS coursework may be completed in two and a half years. Students who complete the EdS may apply for admission to the EdD. The EdD requires an additional 30 semester hours of study, including a dissertation. The EdD may be completed in approximately two years plus the dissertation.

Learning Outcomes

Graduates of the EdS in Curriculum Design and Instruction will have the knowledge and skills to:

1. Develop, articulate, implement, and administer a direct vision and plan focused on learning.
2. Develop and sustain an instructional program that promotes student learning and staff development.
3. Implement and use instructional methods and technologies effectively and creatively.
4. Manage a district's curricular organization, operation, and resources to produce a safe, efficient, and effective learning environment.
5. Manage curricular resources effectively to promote a high level of performance and achievement of a district's vision.
6. Identify and respond to diverse community interests and needs.
7. Understand the political, social, economic, legal, and cultural context of the school district, the community, the state, and the nation.

Admission to the Specialist in Education (EdS) Degree Program

Admission to the Specialist in Education (EdS) degree program at McKendree University requires the following:

1. A completed application for admission; apply online at www.mckendree.edu (\$40 fee).
2. A master's degree in Education (e.g., MA, MS, MEd) from a regionally accredited institution of higher education.
3. Official transcripts from all institutions previously attended. The minimum GPA required on all graduate level coursework earned within a master's degree is 3.25 on a 4.0 scale.
4. Current vitae/resume.
5. Recommendation forms completed by three professional colleagues, including at least two who supervised the applicant's work at some time during the past five years.
6. Admission Essay/Personal Statement. Write a two- to three-page essay discussing your future professional goals and plans, the contributions you have made in your profession and your rationale for pursuing the specialist program.
7. Official Graduate Record Examination (GRE) scores.
8. Two years of teaching/professional experience.

Applicants may be required to participate in a personal interview to assess readiness for the program.

Transfer of Credits into the EdS Program

The transcripts of students who have completed coursework beyond the master's degree will be evaluated and a determination will be made about the courses to be applied to the EdS program. A maximum of 9 hours of transfer credit may be applied to the EdS program.

The Specialist in Education (EdS) in Curriculum Design and Instruction Model – Assessments

The McKendree University School of Education created a standards-based curriculum and assessment system for all programs. The programs incorporate standards that reflect the integration of content, pedagogy and professional studies. The conceptual framework links course work and the assessment system. A portfolio evaluation system was created as a systematic way of monitoring a student's progression through the programs. Students are required to meet screening criteria and pass through program assessment points that define their progression through the program. Performance indicators are outlined for each gate. In order to complete the requirements for each gate, the student works with a faculty advisor while completing course work or field experiences. The student is then required to complete a final assessment based on program standards. An interview, review or evaluation by the student serves to inform the faculty and validate the student's progress in the program. The purpose of the McKendree University assessment system is to ensure the preparation of students who demonstrate the knowledge, skills and dispositions inherent in the framework for the curricular education model.

All EdS students are required to complete EDS 700 Foundations of Excellence during the first semester of their program and to complete a portfolio at the end

of their program to demonstrate their proficiency on the standards that reflect the McKendree University Framework for Specialist of Education in Curriculum Design and Instruction Model and the Standards for Advanced Programs in Educational Leadership for Principals, Superintendents, Curriculum Directors, and Supervisors. This portfolio is developed by using Livetext software. LiveText is the technology used to aid McKendree University to assess its students and programs.

Each student is required to successfully pass through all four consecutive assessments (gates) that reflect a developmental progression through the program. All assessment expectations and criteria are outlined and presented to all students in EDS 700 Foundations of Excellence. In order to complete the requirements for the program, each student is assigned a graduate studies advisor who serves as the portfolio advisor and reviewer. Practicum requirements are completed under the guidance of an EdS graduate faculty member. At the completion of all course work and the practicum component, the student completes the portfolio requirements. Students assess their own proficiency on the program standards and then submit the final portfolio for faculty review. The program standards are imbedded in each student's individual portfolio. The Standards for Advanced Programs in Educational Leadership for Principals, Superintendents, Curriculum Directors and Supervisors are the standard base for the Specialist program.

The standard components are:

1. Facilitating a Vision of Learning
2. School Culture and Instructional Program
3. Management
4. Collaboration with Families and Communities
5. Acting with Integrity, Fairness, and in an Ethical Manner
6. The Political, Social, Economic, Legal and Cultural Context
7. Internship

Gate 1: Technology Assessment and Completion of EDS 700 (during first semester)

EDS 700 Foundations of Excellence is one of the first courses that students will take. Students will also complete a technology competency assessment (CAT1) or provide evidence of successful completion of an appropriate graduate-level technology course during the first semester of enrollment. If the results of the technology assessment identify a deficiency in the use of technology, the student will be required to successfully complete EDL 601, Technology Applications for School Administrators.

Completion of Gate 1 includes:

- Completion of CAT1 technology assessment or successful completion of an appropriate graduate-level technology course.
- Successful completion of EDS 700 with a grade of B or better.
- Disposition assessments.
- Approval by the Council on Teacher Education (COTE).

Gate 2: Specialist Core Review

Students continue to gather evidence from course work and their professional practice at this assessment point. The advisor and EdS/EdD program director will

continue to monitor students' GPA progress. Students must successfully complete EDS 700, 702, 704, 706, and 708 prior to taking the EDS 720 Core Comprehensive Exam. Students will be assessed in order to determine acquisition of core knowledge, facts, and data.

Completion of Gate 2 includes:

- A minimum GPA of 3.25 on a 4.0 scale in all EdS coursework taken at McKendree.
- Completion of EDS 700, 702, 704, 706, and 708.
- Writing assessment completed in EDS 704.
- Oral communication assessment completed in EDS 706.
- Successful completion of 10 hours of practicum and development of a school improvement plan completed in EDS 702.
- Successful completion of EDS 720 Core Comprehensive Exam.
- Disposition assessments.
- Approval by COTE.

Core Comprehensive Exam

Students will take the Core Comprehensive Exam at the end of their second semester in the EdS program. The exam will cover content from the first four core courses of the program: EDS 702, 704, 706, and 708. The four instructors for these courses will each write two questions and submit them to the EdS/EdD program director who will oversee the production and administration of the exam. Students will choose one of each pair of questions to answer, for a total of four questions. One hour writing time will be allotted for each of the four questions. The exam will be administered in a proctored classroom on a day and time to be determined by the EdS/EdD program director.

Gate 3: Research, Practicum, and Portfolio Assessment I

Students are required to complete a research project involving program evaluation or school improvement in EDS 722. This project will be formally reviewed during Gate 3. In addition, upon completion of EDC 730, the student, the instructor, and the EdS/EdD program director will assess the portfolio that the student has developed during the first three semesters of coursework. Successful completion of the practicum will also be considered at this time.

Completion of Gate 3 includes:

- Research assessment completed in EDS 722.
- Completion of EDC 730 Trends and Issues in Curriculum, including 10 hours of practicum.
- Portfolio assessment completed in EDC 730.
- Disposition assessments.
- Approval by COTE.

Gate 4: Practica, Portfolio Assessment II, and Completion of Program Requirements

The final gate provides the summative evaluation of student performance on the program standards. Students complete multiple practica throughout the program, including a 10-hour practicum in EDC 732, a 10-hour practicum in EDC 736, and an 80-hour practicum in EDC 750.

Completion of Gate 4 includes:

- Successful completion of EDC 732 Advanced Instructional Design, including 10 hours of practicum.
- Successful completion of EDC 736 Advanced Educational Technology, including 10 hours of practicum.
- Successful completion of EDC 750 Practicum in Curriculum Design and Instruction, including 80 hours of practicum.
- A minimum GPA of 3.25 on a 4.0 scale in all EdS coursework taken at McKendree.
- Portfolio assessment completed in EDC 750.
- Disposition assessments.
- Approval by COTE.

Practica

All practica are jointly supervised by a University faculty and/or staff member and a University-approved school-based faculty member. Practica may be undertaken while the student is employed and within the district of employment; however, the responsibilities must go beyond the student's current assignment. A student's current or past employment responsibilities are not eligible for practicum assignments. A written report describing the activities and assessing the outcomes of the experiences are to be submitted to the student's advisor and the practicum supervisors at the conclusion of the practica. Practicum hours may be completed before, during, or after the professional work day across a broad array of activities and responsibilities.

Organization of Practicum Requirements

The following McKendree University courses include clinical hours to fulfill the 120 hours required for the Specialist in Education (EdS) in Curriculum Design and Instruction:

EDS 702	School Improvement and Organizational Development	10 hours
EDC 730	Trends and Issues in Curriculum	10 hours
EDC 732	Advanced Instructional Design	10 hours
EDC 736	Advanced Educational Technology	10 hours
EDC 750	Practicum in Curriculum Design and Instruction	80 hours
TOTAL		120 hours

Practicum Placement Process

Placement is completed by the student with the approval of the course instructor and the local school administrator. Practica are typically completed within the district where employed. An hour log must be signed by both the McKendree University instructor and the district building administrator. Students will work with their instructor to determine specific activities. Students are expected to experience many curricular activities, including some instructional management duties, as appropriate, without violating confidentiality policies.

The capstone of EDC 750 will be a curricular project. Students will develop a curricular-related project within a local school district. The project must be approved by the local district and the course instructor. The project must be of significant importance to the local district. Guidelines for the project will be given to the students prior to the start of the practicum. All documentation of the practicum is to be placed within each student's portfolio, including the hour log sheets and all corresponding reflection papers.

Documentation of Practicum Hours

An hour log is to be kept by the student and signed by the supervising mentor and McKendree University instructor. Logs are to be submitted to the instructor of the designated course with the clinical hour requirement and scanned copies added to the student's portfolio.

Portfolio

The purpose of the portfolio is to evaluate achievement of the EdS student learning outcomes as established by the School of Education. The portfolio is a method of assessment that allows students to demonstrate their breadth of knowledge. The portfolio also helps students reflect upon and understand their own learning.

The portfolio is developed by the student throughout the program and is reviewed regularly and formally assessed twice. This type of assessment provides for sustained and systematic evaluation of student's academic work. Through the systematic monitoring of a student's progress toward mastery of the learning outcomes, learners have an integral and conscious part in the learning process. Students are given individual responsibility and ownership in the process through the creation of the portfolio. Students are interactive partners with professors in shaping the learning process. All students in the program are to complete a portfolio as one of the final assessments prior to degree completion.

The portfolio assessment, based on the learning outcomes, provides for the alignment of professional standards to course work to outcomes. Faculty members create standards-based assessments and continually assess evidence from students' coursework. Students may select artifacts from coursework in the program to be included in their final portfolio. Students are encouraged to include their best work that exemplifies each of the outcomes, and to reference professional standards, as appropriate. The evidence can represent a range of accomplishments by the student. The application of theory to practice is strongly encouraged. Such documentation focuses on actual achievements that demonstrate what students know and can do.

Portfolio Guidelines

1. The portfolio of professional work is presented using the LiveText web-based portfolio development system. The portfolio may subsequently be prepared in hard-copy form and also copied to a CD. A standard portfolio template will be available through the LiveText web site.
2. Review the outcomes and reflect upon their meaning.
3. Gather artifacts from completed course work or other professional experiences.
4. Match artifacts with the outcomes(s) that most align with the evidence. Place the work in that section representing the outcome(s).
5. A minimum of two (2) artifacts are to be included for each outcome. Artifacts may be used to fulfill more than one outcome. Do not use an artifact more than three (3) times in the entire portfolio. Use a variety of artifacts throughout the portfolio.
6. Each portfolio entry should have a rationale paragraph. Review the activity and reflect upon the purpose of the work. Connect that purpose to one or more of the professional standards. Write a rationale explaining why this work was selected, what was learned by doing it, and what competence was gained.
7. After all artifacts are appropriately placed in an outcome section and described in the rationale paragraph, the student should review the entire portfolio in terms of proficiency.

8. The instructor of EDC 730, the EdS/EdD program director, and the student will review the portfolio for Portfolio Assessment I.
9. The instructor of EDC 750, the EdS/EdD program director, and the student will review the portfolio for Portfolio Assessment II.

Graduation Requirements for EdS Program

1. Satisfactorily complete the appropriate degree and program requirements with a minimum cumulative GPA of 3.25 on a 4.0 scale.
2. Meet all requirements and performance standards for the degree program as contained in the Graduate Catalog effective at the time of matriculation.
3. Complete all degree requirements for the EdS within seven (7) years of matriculation.
4. Declare intent to graduate by completing a Degree Application form (available in the Office of Academic Records) the semester prior to the anticipated graduation term.

Specialist in Education (EdS) In Curriculum Design and Instruction

Specialist Core		30 crs.
EDS 700	FOUNDATIONS OF EDUCATIONAL EXCELLENCE	1
EDS 702	SCHOOL IMPROVEMENT AND ORGANIZATIONAL DEVELOPMENT	3
EDS 704	HUMAN DIVERSITY FOR EDUCATIONAL LEADERS	3
EDS 706	ADMINISTRATION OF HUMAN RESOURCES	3
EDS 708	PROGRAM EVALUATION IN EDUCATION	3
EDS 720	CORE COMPREHENSIVE EXAMINATION	0
EDS 722	EVALUATION AND APPLICATION OF RESEARCH	3

Curriculum Design and Instruction Major

EDC 730	TRENDS AND ISSUES IN CURRICULUM	3
EDC 732	ADVANCED INSTRUCTIONAL DESIGN	3
EDC 736	ADVANCED EDUCATIONAL TECHNOLOGY	2
EDC 738	RESEARCH AND THEORY IN TEACHING	3
EDC 750	PRACTICUM IN CURRICULUM DESIGN AND INSTRUCTION	3

School of Education



SCHOOL OF EDUCATION

DOCTOR OF EDUCATION IN
• **curriculum design and instruction**



MCKENDREE
UNIVERSITY

GRADUATE SCHOOL

The Doctor of Education (EdD) in Curriculum Design and Instruction program is designed to prepare experienced teachers and administrators for curriculum leadership. Students in the program examine current curricular theory and practice and explore a variety of viewpoints to reflectively develop their professional competence and instructional style. They explore social issues affecting students and expand their awareness of and respect for the unique development of each student. During their course work, they consider effective collaboration with and accountability to students, parents, colleagues, and the community. By re-examining the development of values and professional ethics, students gain greater intellectual and ethical insights.

The Doctor of Education program in Curriculum Design and Instruction develops advanced proficiency in the Standards for Advanced Programs in Educational Leadership for Principals, Superintendents, Curriculum Directors, and Supervisors. Students develop proficiency on the standards in three phases: first, an orientation to and self-assessment of the standards; second, development of the knowledge and predispositions required by the standards; and third demonstration of performances implementing the standards.

Three key features distinguish this program from others:

1. It incorporates a practice-oriented focus.
2. It prepares students to be good consumers of research and to use data to make informed decisions.
3. It provides students opportunities to learn about diverse populations, schools, and educational settings.

The program is offered in a cohort format designed to enable practicing educators to obtain the EdD. The EdD program follows a specified course sequence.

The EdD requires 30 semester hours of study, including a dissertation. The EdD may be completed in approximately two years plus the dissertation.

Learning Outcomes

Students, who complete the EdD program, will attain the knowledge and skills necessary to master these learning outcomes:

1. Conduct research on educational issues and apply appropriate research techniques to solving problems in school settings.
2. Apply knowledge of educational and leadership theory in planning, solving problems, and achieving goals.
3. Develop systems for assessing and continuously improving the curriculum.
4. Provide leadership and collaborate with other professionals.

Admission to the Doctor of Education (EdD) Degree Program

Admission to the Doctor of Education (EdD) degree program requires the following *if the EdS were earned at an institution other than McKendree University:*

1. A completed application for admission; apply online at www.mckendree.edu (\$40 fee).
2. A master's degree in Education (e.g., MA, MS, and MEd) and a specialist degree in Education, or the equivalent, from a regionally accredited institution.
3. Official transcripts from all institutions previously attended. The minimum GPA

required on all graduate level coursework earned within a master's degree and a specialist degree in Education, or the equivalent, is 3.25 on a 4.0 scale.

4. Current vitae/resume.
5. Recommendation forms completed by three professional colleagues, including at least two who supervised the applicant's work at some time during the past five years.
6. Admission Essay/Personal Statement. Write a two- to three-page essay discussing your future professional goals and plans, the contributions you have made in your profession and your rationale for pursuing the doctoral program.
7. Official Graduate Record Examination (GRE) scores.
8. Two years of teaching/professional experience.

Applicants may be required to participate in a personal interview to assess readiness for the program.

Admission to the Doctor of Education (EdD) degree program at McKendree University requires only the following if the EdS were earned at McKendree University:

1. A completed application for admission; apply online at www.mckendree.edu (fee waived).
2. Current vitae/resume.

Applicants may be required to participate in a personal interview to assess readiness for the program.

Applicants who have earned an EdS degree from an accredited university may be admitted to the doctoral program upon successful completion of the application process. All 30 hours in the EdD program must be taken at McKendree University.

The Doctor of Education (EdD) in Curriculum Design and Instruction Model – Assessments

The McKendree University School of Education created a standards-based curriculum and assessment system for all programs. The programs incorporate standards that reflect the integration of content, pedagogy and professional studies. The conceptual framework links course work and the assessment system. Students are required to meet screening criteria and pass through program assessment points that define their progression through the program. Performance indicators are outlined for each gate. In order to complete the requirements for each gate, the student works with a faculty advisor while completing course work. The student is then required to complete a final assessment based on program standards. An interview, review or evaluation by the student serves to inform the faculty and validate the student's progress in the program. The purpose of the McKendree University assessment system is to ensure the preparation of students who demonstrate the knowledge, skills and dispositions inherent in the framework for the curricular education model.

All EdD students are required to complete EDD 760 Doctorate in Education Seminar during the first semester of their program. Each student is required to successfully pass through all four consecutive assessments (gates) that reflect a developmental progression through the program. All assessment expectations and criteria are outlined and presented to all students in EDD 760. In order to complete the requirements for the program, each student is assigned a graduate studies advisor. Dissertation requirements are completed under the guidance of an EdD

graduate faculty member. The Standards for Advanced Programs in Educational Leadership For Principals, Superintendents, Curriculum Directors and Supervisors are the standard base for the doctoral program.

The standard components are:

1. Facilitating a Vision of Learning
2. School Culture and Instructional Program
3. Management
4. Collaboration with Families and Communities
5. Acting with Integrity, Fairness, and in an Ethical Manner
6. The Political, Social, Economic, Legal and Cultural Context

Gate 1: Technology Assessment and Completion of EDD 760 (during first semester)

EDD 760 Doctorate in Education Seminar provides an orientation to the program including the conceptual framework, program standards, academic policies, and dissertation requirements. It also provides a check on the match of individual professional goals with the program values and standards, as well as a continuing assessment of progress on achieving program standards.

Students will also complete a technology competency assessment (CAT1) or provide evidence of successful completion of an appropriate graduate-level technology course during the first semester of enrollment. If the results of the technology assessment identify a deficiency in the use of technology, the student will be required to successfully complete EDL 601, Technology Applications for School Administrators.

Completion of Gate 1 includes:

- Completion of CAT1 technology assessment or successful completion of an appropriate technology course.
- Successful completion of EDD 760 with a grade of B or better.
- Disposition assessments.
- Approval by the Council on Teacher Education (COTE).

Gate 2: Completion of EdD Coursework

Completion of Gate 2 includes:

- Completion of EdD coursework (except for EDD 797, 798, and 799);
- A minimum GPA of 3.25 on a 4.0 scale in all EdD coursework.
- Disposition assessments.
- Approval by COTE.

Gate 3: Approval of Dissertation Proposal/Admission to Candidacy

Completion of Gate 3 includes:

- Approval of dissertation proposal by Dissertation Committee.
- A minimum GPA of 3.25 on a 4.0 scale in all EdD coursework.
- Approval by COTE.

Students who successfully complete Gate 3 will be admitted to candidacy.

Gate 4: Defense of Dissertation/Completion of Program

Completion of Gate 4 includes:

- Successful defense of dissertation, as determined by Dissertation Committee.
- A minimum GPA of 3.25 on a 4.0 scale in all EdD coursework.
- Approval by COTE.

Dissertation Requirements

The dissertation for the Doctor of Education focuses on informing and improving educational practice. It is expected that the dissertation will reflect appropriate use of theory for addressing a problem in a specific applied setting leading to recommendations for decisions and actions. The dissertation is expected to be a report of a well-designed study, including an overview of the problem being addressed and the qualitative or quantitative analytical approach used a review of relevant literature, summary of information collected and the results of analyses, and conclusions and recommendations.

Students must demonstrate an understanding of current educational issues related to the problem being studied and of educational theories and practices relevant to the solutions. Recommendations should identify specific solutions, while reflecting an understanding of the conditions in educational institutions and how they might affect the implementation of solutions.

The foundation for dissertation work begins in EDD 774 Advanced Research Methods as topics and methods are explored and a research proposal is drafted. During the same semester, students are enrolled in EDD 776 Critical Issues and Developments in Curriculum Design and Instruction, during which they review relevant literature on the research topic under consideration.

The student and advisor will formulate a Dissertation Committee comprised of three individuals. The student's advisor will automatically serve as one of the three members and chair the Committee. The second member will be a McKendree University School of Education faculty member. The third member will be any individual with a doctoral degree relevant to the student's dissertation research. All members of the committee must have earned doctoral degrees and at least two of the three members must be tenured or tenure track faculty, special status, or full-time faculty on an annual contract.

The dissertation process will follow a sequence of events:

1. The student shall meet with his/her advisor to determine the dissertation topic, timelines, and format.
2. The student and advisor will determine appropriate members to invite to serve on the Dissertation Committee.
3. The student shall invite the Committee members.
4. The student shall prepare a proposal for the dissertation.
5. In consultation with the Committee chair (advisor), the student shall schedule a meeting of the Dissertation Committee.
6. The Committee will meet with the student to approve the proposal.
7. The student will schedule a second meeting of the Dissertation Committee to review and approve the first three chapters of the dissertation.
8. The student will schedule a meeting of the Dissertation Defense Committee to present oral defense of the completed dissertation.

There is a five-chapter format for the dissertation:

Chapter 1: Problem

Chapter 2: Review of Literature

Chapter 3: Method

Chapter 4: Results

Chapter 5: Discussion

For specific information about dissertation format requirements, please consult the EdD Dissertation Guide. McKendree University does not require a fee for the dissertation. However, there are fees to publish the dissertation with ProQuest/UMI.

Continuous Enrollment Requirement for EdD Program

Students have seven years to complete the entire EdD program starting at the date of first enrollment in the EdD program. This includes the completion of the dissertation and oral defense of the dissertation. Students have four terms (terms are Fall, Spring, and Summer) to complete the dissertation (if within the seven-year time frame) without additional cost. After the initial semester of enrollment in EDD 797, students must continuously register for a zero-credit EDD 798 Dissertation Continuing Study course each term to maintain enrollment at the University. Students may enroll in EDD 798 a total of three times. After three enrollments in EDD 798, students who have not yet completed the dissertation must continuously register each term for EDD 799 Continuing Enrollment, a one-credit course, to maintain continuous enrollment at the University. Students must register for this continuous one-credit course each term (Fall, Spring, and Summer) until either the dissertation is successfully defended or the seven-year program limitation elapses. Students who do not complete all program requirements within seven years will be dismissed. The final grade for the dissertation will be applied to EDD 797, EDD 798 and EDD 799 are pass/fail courses.

Graduation Requirements for EdD Program

1. Satisfactorily complete the appropriate degree and program requirements with a minimum cumulative GPA of 3.25 on a 4.0 scale.
2. Meet all requirements and performance standards for the degree program as contained in the catalog effective at the time of matriculation.
3. Complete all degree requirements for the EdD within seven (7) years of matriculation.
4. Declare intent to graduate by completing a Degree Application form (available in the Office of Academic Records) the semester prior to the anticipated graduation term.

Doctorate of Education (EdD) In Curriculum Design and Instruction		30 crs.
EDD 760	DOCTORATE IN EDUCATION SEMINAR	0
EDD 764	EDUCATIONAL PROGRAM PLANNING	3
EDD 766	HUMAN DEVELOPMENT AND EDUCATIONAL PROCESSES	3
EDD 768	QUALITATIVE RESEARCH/QUANTITATIVE RESEARCH	3
EDD 770	DIFFERENTIATED INSTRUCTION	3
EDD 774	ADVANCED RESEARCH METHODS	3

Courses of Study

EDD 776	CRITICAL ISSUES AND DEVELOPMENTS IN CURRICULUM DESIGN AND INSTRUCTION	3
EDD 797	DISSERTATION	12
EDD 798	DISSERTATION CONTINUING STUDY	0
EDD 799	CONTINUING ENROLLMENT	1

Course Descriptions

EDC 730 TRENDS AND ISSUES IN CURRICULUM (3)

This course examines selected trends and issues in historical and contemporary curriculum theories and their impact on the assessment and improvement of district curricula. The focus is on the historical development of insights and understandings including the political, social, theoretical, and environmental forces influencing curriculum development. A framework for evaluating emerging curriculum theories, promoting student learning, and changes in educational practice will be examined. Ten hours of practicum experience are included in this course.

EDC 732 ADVANCED INSTRUCTIONAL DESIGN (3)

This course studies principles underlying the design of effective, coherent, and comprehensive instructional programs. Topics include: the design and organization of core courses of study and related curricular components; the associated staff development program; and alignment with local, state, and national mandates. Particular attention will be given to planning for diversity, including differences in learning styles, culture and language. Curricula development, modification, and assessment of learning outcomes for students with disabilities and other special needs will be addressed. Ten hours of practicum experience are included in this course.

EDC 736 ADVANCED EDUCATIONAL TECHNOLOGY (2)

This course explores a wide range of educational technologies, investigating in detail those that can be effectively integrated into the full range of content areas of education. It will cover the use of distributed information servers, multi-media collaborative network applications and other advanced instructional technologies to support learning and teaching. Ten hours of practicum experience are included in this course.

EDC 738 RESEARCH AND THEORY IN TEACHING (3)

This course relates the application of research and instructional theories to elementary, secondary and post-secondary curricular practice. It includes a review of studies related to instruction and classroom management.

EDC 750 PRACTICUM IN CURRICULUM DESIGN AND INSTRUCTION (3)

The practicum provides opportunity for students to gain understanding of professional roles and apply knowledge and skills learned in coursework. The practicum is designed to complement the student's previous curricular professional experiences and to assure that students have worked in varied settings with diverse students and teachers. Eighty hours of practicum experience are included in this course.

EDD 760 DOCTORATE IN EDUCATION SEMINAR (0)

This course provides an orientation to the program including the conceptual framework, program standards, academic policies, and dissertation requirements. It also provides a check on the match of individual professional goals with the program values and standards, as well as a continuing assessment of progress on achieving program standards.

EDD 764 EDUCATIONAL PROGRAM PLANNING (3)

This course examines purposes and processes of planning compressive school programs and short range, individual projects. A variety of planning models and analytical tools is considered, along with examples of their applicability for educational planning and problem solving. This course will also address current images of leadership, leadership and management practices, school culture and contexts, promoting student learning, and staff professional growth as they apply to instructional leadership at the school and school district level.

EDD 766 HUMAN DEVELOPMENT AND EDUCATIONAL PROCESSES (3)

This course examines the process of human development and learning through the ages by critically examining cross-cultural/multi-cultural research and developmental theories designed to describe and interpret the physical, social, emotional, intellectual, and psychological processes involved. Emphasis will be placed on the range of individual, family, environmental, cultural and diversity factors that may enhance or inhibit human growth and development and on the critical role that human relationships play in the lifelong interactive processes of learning and growth.

EDD 768 QUALITATIVE RESEARCH/QUANTITATIVE RESEARCH (3)

This course addresses the intermediate and advanced qualitative and quantitative research methods in education. Qualitatively, the course addresses forming research questions, writing field notes, and collecting, organizing, and analyzing a variety of data. Advanced methods including sampling strategies, observational and interview techniques, questionnaire construction, and data analysis are also addressed. The design issues of triangulation subjectivity and trustworthiness are explored. Ethics and ethical issues in qualitative research are presented. Quantitatively, the course addresses the logic of statistical inference and hypothesis testing, and provides study of analysis of variance and multiple regressions, with a computer oriented approach. The design of multi-variable studies, multivariate data analysis, and other advanced methods using statistics computer programs will be examined.

EDD 770 DIFFERENTIATED INSTRUCTION (3)

This course will review the theory-based differentiated models of instruction to provide students with a strong background in a variety of instructional modalities. Students will learn the necessary pedagogy and classroom strategies to deliver instruction that is appropriate for populations of students served by a school district. The course will offer a survey of effective methods for using assessment to determine student needs and will offer diverse strategies for teachers to enhance their instruction and promote student learning. Instruction will focus on the best of Gardner's Multiple Intelligences, Blooms Taxonomy, whole language, direct instruction, readiness grouping, learning profiles, and personality profiles and utilize them in differentiated learning for all students in the regular classroom.

EDD 774 ADVANCED RESEARCH METHODS (3)

This course presents technical and analytical tools needed to assess school district and unit performance and to conduct research on educational problems and issues. It is designed to provide students with a thorough background in the fundamental principles of research design and methods in education, and the knowledge and skills necessary to design and carry out studies appropriate to a wide variety of research problems. It focuses on tailoring the research design and methodology to most effectively address the problem or issue of concern, including qualitative, quantitative, and mixed method designs.

**EDD 776 CRITICAL ISSUES AND DEVELOPMENTS
IN CURRICULUM DESIGN AND INSTRUCTION (3)**

In this course, the critical issues, problems, and trends in education are examined. The course will address policy making, implementing, and evaluating at the school site and the school district levels; skills of policy analysis and policy development; and identification of issues appropriate for policy study. Emphasis will be placed on selected current issues that identify how national, state, and regional factors affect the operations of schools and development of strategies for effective dealing with these challenges.

EDD 797 DISSERTATIONS (12)

The dissertation for the Doctor of Education focuses on informing and improving educational practice. It is expected that the dissertation will reflect appropriate use of theory for addressing a problem in a specific applied setting leading to recommendations for decisions and actions. The dissertation is expected to be a report on a well-designed study, including an overview of the problem being addressed and the qualitative or quantitative analytical approach used a review of relevant literature, summary of information collected and the results of analyses, and conclusions and recommendations.

EDD 798 DISSERTATION CONTINUING STUDY (0)

Must be taken if EDD 797 is not completed within a single semester. May be taken a total of three times across three consecutive terms (terms are Fall, Spring, and Summer). Pass/fail only.

EDD 799 CONTINUING ENROLLMENT (1)

Must be taken if EDD 797 is not completed and EDD 798 was taken three times. Must be taken every consecutive term until EDD 797 is successfully completed or seven-year program limit has elapsed. Pass/fail only.

EDL 600 INTRODUCTION TO PRINCIPAL PREPARATION (1)

This course prepares candidates for admission to the McKendree University Principal Preparation Program. Included is completion of state requirements for admission to principal preparation programs that involve an interview by program faculty, a written response to an in-basket scenario, and submission of a detailed admission portfolio to be developed during the course.

EDL 601 TECHNOLOGY APPLICATIONS FOR SCHOOL ADMINISTRATORS (2)

This course prepares the prospective school administrator in advanced technology standards and applications. The focus is on the use of technology for effective teaching, learning and administrative needs including assessment programs that support other current curricular and non-curricular issues and initiatives. Standards to be addressed through structured activities and assignments include the National Educational Technology Standards for Administrators. Topics include the electronic submission of applications and reports required by state and federal agencies. Prerequisite: Completion of CAT1.

EDL 610 SUPERVISION OF INSTRUCTION (3)

This course examines the administrator's role in the application of effective supervisory practices as they relate to certified and non-certified personnel. This course includes a 12 hour, field experience component. Completion of this course includes meeting the requirements of the process to be used to evaluate certified staff in accordance with the provisions of Section 24A-3 of the Illinois School Code [105 ILCS 5/24A-3].

EDL 620 SCHOOL LAW (3)

This course addresses the laws and policies that affect schools in Illinois. Illinois State laws and regulations, as influenced by federal constitutional and statutory laws, will be examined as they relate to governing, managing, and implementing school programs. Included is study of state and federal laws, regulations and case law affecting Illinois public schools, and State and federal laws, regulations and case law regarding programs for students with disabilities and English language learners.

EDL 625 FINANCE AND FACILITIES FOR PRINCIPALS (3)

Introduction to social, economic, and political considerations in public financing of education. The course will examine sources of revenues, federal-state-local allocation systems, and local educational agency financial planning and budgeting. It also covers the administration and use of existing district buildings and grounds and health and safety issues that affect students, staff and community. Included are studies of the needs of students with special needs and early learning programs. This course includes a 10 hour field experience component. Prerequisite: Admission to the Principal Preparation Program

EDL 630 LEADERSHIP THEORY (3)

Provides an overview of the role of vision in leadership and organizational development from the perspective of the principal as an educational leader. The course enables participants to develop a clear vision of the goal of leadership and to examine the premise that the personal vision of a leader must be the starting point for the development of a vision for an organization through a study of various leadership and change theories. Included are: leadership practices to improve teaching and learning for all students including students with special needs and early learning programs; focusing on scientific based interventions to enhance an understanding of literacy skills, strategies to address reading problems and reading in the content areas, to address numeracy skills and effective problem-solving, effective instructional strategies; and addressing the needs of at risk learners. Prerequisite: Admission to the Principal Preparation Program

EDL 640 SCHOOL AND COMMUNITY RELATIONS (3)

Examines the influence of the social and political structures and conditions on school leadership, personnel, programs and activities. Strategies for collaborating, interacting and cooperating with parents, community leaders, businesses, and organizations for support in the effective attainment of school objectives and the educational goals of the community are emphasized. Included are: leadership practices to communicate and collaborate with internal and external publics on issues related to special education, and other current curricular and non-curricular issues and initiatives.

EDL 650 PRINCIPALSHIP (3)

Emphasizes instructional leadership and effective school management that promotes positive student achievement, a safe and secure environment, and the efficient use of resources. Curriculum planning, scheduling, school improvement planning, assessment of student progress, school change, and program evaluation will be key topics covered by this course. Studies include a focus on students with special needs in early learning programs, improvement of student learning, Illinois Professional Teaching Standards, and collaboration with the school community. This course includes a 10 hour field experience component. Prerequisite: Admission to the Principal Preparation Program

EDL 690 INTERNSHIP I – PRINCIPAL (1)

Summer internship for candidates in the principal program in a school under the joint supervision of a qualified school administrator and the University. This course provides candidates with practical experience related to principal certification standards. A four week full-time residency as an intern in a school is required for this course. Portfolio artifacts will be developed to show performance activities that meet state certification standards. The internship course sequence includes meeting 13 required Southern Regional Education Board (SREB) competencies with 36 indicators in addition to program standards. Prerequisite: EDL 650 or equivalent and Admission to the Principal Preparation Program. Summer Session

EDL 691 INTERNSHIP II – PRINCIPAL (3)

Fall internship for candidates in the principal program in a school under the joint supervision of a qualified school administrator and the University. This course provides candidates with practical experience related to principal certification standards. Portfolio artifacts will be developed to show performance activities that meet state certification standards. The internship course sequence includes meeting 13 required SREB competencies with 36 indicators in addition to program standards. Prerequisite: EDL 690 and Admission to the Principal Preparation Program. Fall Semester

- EDL 692 INTERNSHIP III – PRINCIPAL (3)**
 Spring internship for candidates in the principal program in a school under the joint supervision of a qualified school administrator and the University. This course provides candidates with practical experience related to principal certification standards. Portfolio artifacts will be developed to show performance activities that meet certification standards. The internship course sequence includes meeting 13 required SREB competencies with 36 indicators in addition to program standards. Prerequisite: EDL 691 and Admission to the Principal Preparation Program. Spring Semester
- EDL 697 INTERNSHIP – PRINCIPAL (4)**
 Internship for candidates in the principal program. Internship in a school under the joint supervision of a certified school administrator and the University. This course is designed to provide candidates with practical experience related to principal certification standards. Portfolio artifacts will be developed to show performance activities that meet certification standards. The internship is a 160 hour, 16 week experience. Prerequisite: EDL 650 or equivalent.
- EDL 698 PRINCIPAL EXAM (0)**
 This is the final state licensure examination needed for principal certification in the state of Illinois. Requires registration on the (www.il.nesinc.com) website. Co-requisite EDL 691 or EDL 692.
- EDL 699 PORTFOLIO ASSESSMENT – PRINCIPAL (1)**
 Candidates complete a K-12 principal competency portfolio. Materials are reviewed and assessed and reviewed in light of required McKendree University and Illinois standards for School Leaders and Principals. Concurrent enrollment: EDL 692. Prerequisite: Admission to the Principal Preparation Program. Spring Semester.
- EDR 601 EMERGENT LITERACY (3)**
 This course is designed as a study of early literacy. The foundations of reading and language acquisition are explored. Students will become familiar with research related to the acquisition of literacy, including the development of oral language and its relation to reading and writing.
- EDR 610 ADOLESCENT LITERATURE (3)**
 This course is designed to provide an overview of young adult literature (for ages 12-18). Reading interests are analyzed from the perspective of readers' development. Guidelines are provided for selection, evaluation, and uses of young adult literature in the classroom.
- EDR 621 CLASSROOM DIAGNOSTIC TECHNIQUES AND TESTING PROCEDURES FOR THE TEACHING OF READING I (3)**
 This course introduces a framework for thinking about reading difficulty and its diagnosis. Students learn how to administer and interpret informal reading inventories and use other diagnostic techniques. They interpret evidence from various diagnostic instruments in order to identify reading levels and areas of instructional focus. The advantages and limitations of standardized reading tests and other assessment devices are also considered as are issues related to diagnostic options within the school. Prerequisite: EDU 430/530 and EDU 412/512.
- EDR 622 ADVANCED DIAGNOSTIC TECHNIQUES AND TESTING PROCEDURES FOR THE TEACHING OF READING (3)**
 This course introduces a theoretical perspective on corrective instruction and teaching techniques to use with remedial readers (grades 1-12). A series of case studies (students at different reading ability levels) are presented and analyzed during the course. Based on initial diagnostic information, a remedial teaching program is planned and hypothetically carried out, with careful attention being given to specific teaching strategies and the sequencing of instruction over time and the development of a strategic, constructive model of learning. Prerequisite: EDU 430/530, EDU 412/512 and EDR 621.
- EDR 635 SURVEY OF READING METHODS AND MATERIALS K-12 (3)**
 This course introduces key issues in reading research and instruction K-12. Students become familiar with materials, develop theoretically sound, research based instructional strategies and the understanding of how these materials are grounded within a developmental framework. Students are also involved in self-reflection and the development of a critical stance with respect to controversial issues in literacy education. Prerequisite: EDU 430/530 and EDU 412/512.
- EDR 680 INDEPENDENT STUDY IN READING (1-3)**
 A variety of courses offered for 1–3 credits on a cyclical basis or as requested. Contemporary Topics courses examine current topics and issues in education, their basis in theory and research, and their significance to public, private and religious education. Students will be expected to develop their own applications of contemporary knowledge to professional practice and/or their own informed positions on the issues. Prerequisite: Completion of at least 15 hours of graduate reading courses and consent of the instructor and/or program director.

EDR 697 PRACTICUM IN READING (3)

A supervised 90 hour practicum in teaching elementary or secondary students with reading difficulties. Focus on assessment of readers' strengths and needs and the design and implementation of instruction to assist students in becoming better readers. Prerequisite: EDU 412/512, EDU 430/530, EDR 601 or EDR 635, EDR 610, EDR 621, EDR 622, and consent of the program director.

EDS 700 FOUNDATIONS OF EDUCATIONAL EXCELLENCE (1)

This course provides an overview of current educational issues and establishes the context for advanced graduate study in education. Students will also be introduced to the purposes, goals, and objectives of the Specialist in Education program at McKendree University. The tools needed for advanced study will be developed including use of library resources, technology, educational databases, and research support.

EDS 702 SCHOOL IMPROVEMENT AND ORGANIZATIONAL DEVELOPMENT (3)

This course examines school organization and the correlates of effective schools. It develops leadership skills, which can cause meaningful change in education and service to all students including students with special needs. The course will address issues of a district organization, operation, and resources to produce a safe, efficient, and effective learning environment. Students will participate in case studies, in-box exercises, and simulations. Ten hours of practicum experience are included in this course.

EDS 704 HUMAN DIVERSITY FOR EDUCATIONAL LEADERS (3)

This course provides resources necessary for students to understand diverse cultures and communication styles and to use this knowledge to establish themselves as facilitators who offer an inclusive educational vision for the district and the community. Students will develop collaborative and dialogue skills.

EDS 706 ADMINISTRATION OF HUMAN RESOURCES (3)

This course develops skills for administration of human resources. Emphasis is placed on planning, enrollment forecasting, staff development and selection, contract administration, and legal requirements.

EDS 708 PROGRAM EVALUATION IN EDUCATION (3)

This course examines methods of evaluating educational programs and promoting student learning using accepted models and data-gathering procedures. The rationale for and nature of educational evaluation, planning evaluation, evaluation models, assessment programs, implementing and sampling strategies, data-gathering tools and techniques, data analysis, and reporting and interpreting evaluation results.

EDS 720 CORE COMPREHENSIVE EXAMINATION (0)

The core comprehensive examination is required after the EdS core courses have been successfully completed. The examination requires synthesis of knowledge and skills acquired in core courses EDS 700, 702, 704, 706, and 708.

EDS 722 EVALUATION AND APPLICATION OF RESEARCH (3)

This course examines the major tools that educators need to critically evaluate and use research to make decisions and solve problems. Students will review case studies related to a practical problem in a school or district, review the related research, and evaluate the validity, reliability, and usefulness of the findings. Students will complete a program evaluation/school improvement project, review of the literature, analysis of relevant data drawn from an existing database, and development of a plan of action.

EDU 501 METHODS OF TEACHING FINE ARTS (ELEMENTARY) (3)

This course prepares students with the understanding, concepts, techniques and materials of the visual arts, music, drama and dance. Students understand the cultural dimensions of the arts and the interrelationships among the art forms. Students are given the tools to promote artistic development, appreciation and performance. Students will be able to use various tools, including technology, to create, analyze and perform works of art. Prerequisite: Completion of General Studies Fine Arts Requirement and Admission to the Teacher Education Program. Concurrent enrollment with EDU 614. Each Semester.

EDU 502 METHODS OF ART EDUCATION (SPECIAL K-12) (3)

This course is designed to introduce the prospective art teacher to the methods and materials used in art instruction in grades K-12. Sequential development of skills in various media and appreciation of artistic expression is emphasized. Teaching strategies and behavior management programs will be shared. Ways to approach instruction for the culturally diverse student and exceptional child are discussed and demonstrated. This course should be taken during the semester preceding student teaching. Prerequisite: Admission to the Teacher Education Program. Fall Semester.

EDU 503 MIDDLE SCHOOL PHILOSOPHY AND PRACTICES (3)

Examines ideas and practices pertaining to middle school teachers. Required course for the Illinois middle school endorsement on elementary and/or secondary license. Focuses on middle school philosophy, curriculum and instruction, and current practices. Includes instructional methods for designing and teaching developmentally appropriate content programs in middle schools including content area reading instruction. Examines organization and scheduling procedures as well as team teaching components.

Complements knowledge acquired from methods courses and examines their application to middle school ideas and practices or upper elementary grades and junior high schools. Scheduled visits to area middle schools may be included as part of the course activities. Prerequisite: Admission to the Teacher Education Program. Each semester. (NOTE: EDU 503 meets one of the two I.S.B.E. requirements for the Middle School Endorsement.)

EDU 504 EARLY ADOLESCENTS AND SCHOOLING (3)

Focuses on the developmental characteristics of early adolescents, the nature and needs of early adolescents. Includes the advisory role of the middle grade (5-8) teacher in providing appropriate guidance as well as in assessing, coordinating and referring students to health, social services and other related services. Study the development of youth of the middle school grades (5-8) and ages (10-14). Required course for the Illinois middle school endorsement on elementary and/or secondary license. Same as PSY 504. Each semester. (NOTE: EDU 504 meets one of the two I.S.B.E. requirements for the Middle School Endorsement.)

EDU 507 WORKSHOPS (1)

An intensive course for 5 days (or equivalent) presented by guest instructors and regular staff members. Does not count toward a major. As needed.

EDU 510 FOUNDATIONS OF AMERICAN EDUCATION (3)

This beginning course at the graduate level proposes to work with graduate level teacher licensure candidates and looks at various topics such as lesson plan development, history and philosophy, thematic unit preparation, school organization understanding and application of various content standards, classroom management, professional field experience expectations, duties and responsibilities, the assimilation of classroom experiences, legal issues, and the instruction of McKendree University assessments, dispositions, performance, LiveText, and portfolio. (24 hours of observation)

EDU 512 METHODS OF TEACHING READING IN THE CONTENT AREA (SECONDARY/SPECIAL K-12) (3)

This course focuses on methods to enable interaction with content texts. Emphasis is on strategies for teaching vocabulary, concepts, comprehension, reasoning, and organization in specialty subject areas at the secondary and special (K-12) levels. Prerequisite: Admission to the Teacher Education Program.

EDU 529 CHILDREN'S LITERATURE (3)

A thorough foundation of the genres of children's literature is taught as a basis for literacy and curriculum in the elementary classroom. Particular emphasis is given to the various reader response methods associated with using children's literature in the classroom. In addition, the Caldecott, Newbery, and Coretta Scott King award winners are explored while other pieces are evaluated in terms of selecting high quality literature for the classroom. The history of children's literature, censorship and the use of multicultural literature are just a few of the additional topics covered in this course. Prerequisite: Admission to the Teacher Education Program.

EDU 530 METHODS OF TEACHING READING (ELEMENTARY) (3)

This course is designed to familiarize future teachers with the theoretical background, research base, and practical information needed to provide for a balanced perspective in the teaching of reading. Students will learn and practice the major approaches to reading instruction and assessment. Emergent literacy and content area reading strategies will be included. Methods for adapting instruction for the exceptional, disadvantaged and culturally different child will be included. Prerequisite: Admission to the Teacher Education Program. Each semester.

EDU 541 METHODS OF TEACHING MATHEMATICS (ELEMENTARY) (3)

Students will learn and practice the basic techniques of teaching mathematics to children in grades K-6. Diagnostics, remediation, and sequential development of concepts will be stressed. Effective use of instructional materials, including the computer and calculator, will be emphasized. Methods of teaching mathematics to the exceptional, disadvantaged, and culturally different child will be included. Prerequisite: Admission to the Teacher Education Program. Each semester.

EDU 542 METHODS OF TEACHING SCIENCE (ELEMENTARY) (3)

Students will examine the basic areas of physical and biological science through inquiry, experimentation and demonstrations that can be used in the elementary classroom to explore scientific concepts. Methods of teaching science to the exceptional, disadvantaged, and culturally different child will be included. Prerequisite: Admission to the Teacher Education Program. Co-requisite: Concurrent enrollment in EDU 541. Each semester.

EDU 545 METHODS OF TEACHING LANGUAGE ARTS (ELEMENTARY) (3)

This course acquaints teacher candidates with the theory and practice of the elementary language arts through exploration of instructional strategies for communication skills: listening, speaking, reading, and writing. An emphasis on developing certain strategies for oral and written language across the curriculum through theme cycles is emphasized. Technology, and multicultural infusion are stressed. Strategies for teaching these subject areas to the exceptional, disadvantaged and culturally different child are included.

Prerequisite: Admission to the Teacher Education Program. Co-requisite: Concurrent enrollment in EDU 530, 546, and 614. Each Semester.

EDU 546 METHODS OF TEACHING SOCIAL SCIENCE (ELEMENTARY) (3)

This course is designed to introduce teacher candidates to social science education in the elementary school. Through a variety of models, with an emphasis on the discovery methods, candidates will explore various techniques of teaching social sciences. Candidates will discover strategies for problem solving using guided research, technology, questioning processes, and trial and error methods by exploring a social or community issue. Prerequisite: Admission to the Teacher Education Program. Co-requisite: Concurrent enrollment in EDU 530, 545, and 614. Each Semester.

EDU 551 METHODS OF TEACHING PHYSICAL EDUCATION (K-12) (3)

Physical Education candidates develop knowledge and skills for planning, implementing and evaluating appropriate effective physical education progressions and programs for grades K-12. The course will focus on knowledge skills related to effective instructional strategies, efficient management and organizational principals, and motivational techniques specific to teaching physical education. Does not count toward a major in Physical Education. Prerequisite: Admission to the Teacher Education Program. Concurrent enrollment with EDU 614. Fall Semester.

EDU 552 METHODS OF TEACHING HEALTH (3)

An introduction to current teaching methods, strategies, and materials for use in grades 6-12 health education. Instructional strategies appropriate for the exceptional, disadvantaged, and culturally different learner are included. Prerequisite: Admission to the Teacher Education Program. Concurrent enrollment with EDU 614.

EDU 560 MOVEMENT CONCEPTS FOR ELEMENTARY TEACHERS (2)

This course provides elementary education majors with exposure to movement and physical fitness concepts as well as to types of individual and team activities which help elementary students develop active life styles and an improved quality of life. Prerequisite: Admission to the Teacher Education Program.

EDU 570 MULTIDISCIPLINARY STUDIES SEMINAR (3)

This course allows exploration of interdisciplinary studies in content fields. Students must enroll in the section appropriate to the content field of teaching licensure. A major paper related to the content field and indicative of graduate level work is a requirement of this course.

EDU 571 METHODS OF TEACHING SOCIAL STUDIES (SECONDARY) (3)

A discussion of current methods, trends and concepts in teaching the social sciences. Emphasis is given to the development of appropriate objectives and to the review of curricular and instructional materials for teaching of the disciplines of the social sciences. Required of all teaching majors in history and social science. Instructional methods appropriate for the exceptional, disadvantaged, and culturally different learner will be included. Knowledge of and appreciation for cultural diversity is stressed. Does not count toward a major, and cannot be used to satisfy a core curriculum requirement. This course should be taken during the semester preceding student teaching. Prerequisite: Admission to the Teacher Education Program. Concurrent enrollment with EDU 614. Fall Semester.

EDU 572 METHODS OF TEACHING SCIENCE (SECONDARY) (3)

A review of current teaching methods and strategies of science programs at the secondary level. Emphasis is placed upon inquiry approaches and appropriate curricular and instructional materials. Required of all teaching majors in Science Education. Instructional methods appropriate for the exceptional, disadvantaged, and culturally different learner are included. Does not count toward a major in the sciences or the core curriculum requirement in science. Prerequisite: Admission to the Teacher Education Program. Concurrent enrollment with EDU 614. Fall Semester.

EDU 573 METHODS OF TEACHING MATHEMATICS (SECONDARY) (3)

An introduction to current methods, concepts and curricular materials appropriate for use in secondary mathematics. Required of all teaching majors in mathematics. Instructional methods appropriate for the exceptional, disadvantaged and culturally different learner are included. Does not count toward a mathematics major. May not be used as a core curriculum requirement for graduation. This course should be taken during the semester preceding student teaching. Prerequisite: Admission to the Teacher Education Program. Concurrent enrollment with EDU 614. Fall Semester.

EDU 574 METHODS OF TEACHING MATHEMATICS (GRADES 6-8) (3)

Introduction to and practice of current methods, concepts, and curricular materials appropriate for use in middle school mathematics. Emphasis is placed on implementing goals of the NCTM Standards. Includes use of calculators, computers, and manipulatives as tools for learning mathematics. Methods of instructing the exceptional, disadvantaged, and culturally different child are also included. Required for a Middle School Mathematics endorsement, but does not count toward a major or area of specialization and cannot be used for meeting core curriculum requirements. Prerequisite: Admission to the Teacher Education Program. Fall Semester.

EDU 575 METHODS OF TEACHING ENGLISH (SECONDARY) (3)

A survey of appropriate methods and materials useful in teaching English in the secondary schools including: evaluation of written compositions and an introduction to current approaches to literary analysis. The students will develop at least one teaching unit. Instructional methods appropriate for the exceptional, disadvantaged, and culturally different learner are included. Required of all teaching majors in English. Does not count toward the English major, and cannot be used to satisfy a core curriculum requirement. This course should be taken during the semester preceding student teaching. Prerequisite: Admission to the Teacher Education Program. Concurrent enrollment with EDU 614. Fall Semester.

**EDU 576 METHODS OF TEACHING BUSINESS AND MARKETING
(SECONDARY) (3)**

Special emphasis on current methods, problems, and trends in teaching business, as evidenced in current journals and appropriate curricula, and on instructional materials. Required of all teaching majors in business education. Instructional methods appropriate for the exceptional, disadvantaged, and culturally different learner are included. This course should be taken during the semester preceding student teaching. Prerequisite: Admission to the Teacher Education Program. Concurrent enrollment with EDU 614. As needed.

EDU 579 INSTRUCTIONAL STRATEGIES FOR ADULT LEARNERS (3)

Principles and practice of adult learning and instruction; selection and use of appropriate instructional design strategies and materials in a variety of work contexts. Traditional methods, as well as innovative approaches, will be included. Prerequisite: Completion of EDU 210/510. As needed.

EDU 580-589 TOPICS IN EDUCATION (1-3)

This course addresses special topics in education that are not ordinarily covered by other courses offered by the division. Courses offered may include current issues in education such as assessment, evaluation, gifted education, multi-cultural diversity, etc. Prerequisite: Consent of the instructor. As needed.

EDU 599 ASSESSMENT OF PROFESSIONAL TEACHING (APT) EXAM (0)

This is the final state licensure examination needed for elementary, secondary and special areas (k-12) licensure in the state of Illinois.

EDU 600 PROFESSIONAL EDUCATOR SEMINAR (0)

A seminar for master educator students to explain the Professional Educator Model program standards and assessments. Students will explore their personal and professional goals, and the mission and conceptual framework of the Teacher Education Unit Program standards, in compliance with and accountable to the INTASC and NBPTS standards, to include: I. Reflective practitioner; II. Subject matter mastery; III. Application of learning theory; IV. Multiple pedagogies; V. Research/Inquiry; VI. Technology; VII. Teacher artistry; VIII. Learner centered; IX. Collaboration; X. Accountability; XI. Values and ethics.

EDU 601 INDEPENDENT STUDY (1-3)

Intensive independent study of a chosen subject not available through regular courses. Available only to degree seeking students. Prerequisite: Approval of Director of Education.

EDU 602 MULTICULTURAL EDUCATION (3)

The social, economic, cultural and political factors that affect the schooling of students from culturally diverse backgrounds will be explored in this course. Studies of the history and philosophy of different models of multicultural education will also be examined.

EDU 604 FOUNDATIONS OF EDUCATION (3)

Historical, social, political, economic, legal, and cultural foundations of American education including philosophies and ethics are studied in this course. Permission of instructor.

EDU 606 TEACHING EXCEPTIONAL CHILDREN (3)

This course explores the characteristics and learning needs of exceptional learners and regular classroom modifications necessary for these learners. Learners with special needs include students with mental retardation, gifted, learning disabilities, physical/health impairment, communication disorders, behavioral disorders, vision or hearing impairment, varied cultural backgrounds, and specific risk factors. Permission of instructor.

**EDU 607 CURRICULUM, ASSESSMENT, MANAGEMENT,
AND CONTENT PEDAGOGICAL METHODS (12)**

A methods course that focuses on appropriate classroom management strategies and provides and introduction to classroom assessment and evaluation, appropriate activities, instructional strategies, and the significance of content area within the school curriculum. Permission of instructor.

EDU 608 LEARNING AND LITERACY FOR DIVERSE LEARNERS (3)

This course addresses the teaching and learning theories for children with diverse needs. The focus is on understanding the need for literacy across the curriculum for all learners and applying effective strategies for literacy development. This course will emphasize issues of communication and literacy in the content area. Permission of instructor.

EDU 610 HISTORY AND PHILOSOPHY OF EDUCATION (3)

Philosophical and historical foundations of American education will be explored. Specifically, this course will focus on selected contemporary and historical thought in American education as it interrelates to society at large.

EDU 611 CURRICULUM THEORY AND DESIGN (3)

This course will examine the historical, social and political aspects of curriculum design and instruction. Dominant and alternative ways of thinking about curriculum and its evaluation will be presented. Included are: differentiated instruction, curriculum mapping, using Rubrics, exploring theory, and developing a curriculum design, as well as other current curricular issues and initiatives. The courses focused on literacy and numeracy, assessment and the needs of the school/district in improving student learning.

EDU 612 INSTRUCTIONAL AND CURRICULAR DESIGN AND EVALUATION (3)

Through a review of research and a sharing of their own instructional practice, students will critique their own instructional practices and develop a plan for instructional improvement. The course focuses on the use of processes that determine how children respond to scientific, research-based interventions that are designed to screen students who may be at risk of academic failure; monitor the effectiveness of instruction proposed for students identified as at risk; and modify instruction as needed to meet the needs of each student. This course includes a 10 hour field experience component.

EDU 613 FIELD PRACTICUM II (0)

Field experience meets 6 hours per week for 6 weeks. This assignment involves both observation and increased involvement with teaching. The teacher candidate is assigned to a specific teacher for the entire experience. Teaching assignments are in conjunction with classroom assignments and increase in responsibility through the six week experience. The teacher candidate will be expected to teach at least one full lesson in the assigned classroom, though more may take place at the discretion of the cooperating teacher. The cooperating teacher must be present in the classroom at all times when the teacher candidate is on site. An evaluation of the teaching assignment is completed by the cooperating teacher and a university supervisor. Prerequisite: Admission to the Teacher Education Program; Concurrent enrollment with EDU 611.

EDU 614 FIELD PRACTICUM III (0)

Field experience meets 6 hours per week for 8 weeks. These assignments involve increased opportunities and experiences conducting teaching assignments. The teacher candidate is assigned to an appropriate teacher for each semester. Through the 8 week assignment the teacher candidate will have increased teaching responsibility and will be expected to teach at least one complete lesson, though more may be assigned. The evaluation will be completed by the classroom teacher and a university supervisor. Prerequisite: Admission to the Teacher Education Program. Concurrent enrollment for Elementary: EDU 530/545/546; and for Secondary: Content Methods course.

EDU 615 CONTEMPORARY ISSUES IN EDUCATION (3)

Assists experienced educators in the public schools to become more aware of issues in education which have an impact upon them. Issues will be analyzed in terms of the historical and philosophical bases that have created the climate leading to these problems. Issues will be addressed in terms that help educators cope in the teaching and leadership situation. Studies include an understanding of Illinois Professional Teaching Standards, identification of bullying, understanding the different types of bullying behavior and its harm to individual students and the school; and the importance of teaching, promoting and rewarding a peaceful and productive school climate.

EDU 616 INSTRUCTIONAL METHODS IN EDUCATIONAL STUDIES (3)

The study and application of methods and materials used to instruct adult students in non-traditional settings. This requires the student to prepare and deliver instruction related to the area of concentration for students in the Educational Studies Program. As needed.

EDU 621 CHARACTER DEVELOPMENT IN EDUCATION (3)

This course will explore the issues of character education from the theoretical and practical aspects, the impact or absence of such programs in the public/private schools, and the connection to service learning projects. Students will be expected to explore/develop a character education program for possible implementation in their classroom or school.

EDU 641 EDUCATIONAL RESEARCH AND STATISTICS (3)

This course will examine both quantitative and qualitative methods in educational research. It will equip students with the necessary tools to conduct field research as well as to critically understand and evaluate the research of others. Must be taken concurrent with EDU 645.

EDU 645 ACTION RESEARCH PLANNING (2)

The purpose of this course is to facilitate students' planning of action research and to realize its value to them as educators. After delimiting an action research topic, students conduct a review of pertinent literature related to the topic and design an appropriate research plan for their educational setting. At the conclusion of the course, students will construct a detailed paper which includes a rationale for the research project,

the review of literature, and the methodology for the research project including a statement on how the research will impact improvement of student learning, which will be shared with classmates. Must be taken concurrently with EDU 641.

EDU 646 RESEARCH IN EDUCATION (3)

Understanding of education research. Emphasis on interpretation of research and development of basic research skills for school improvement. Students will construct a detailed paper which includes a rationale for a research project, the review of literature, and the methodology for the research project which will be shared with classmates. Permission of instructor.

EDU 650 ADVANCED EDUCATIONAL PSYCHOLOGY (3)

A seminar course examining the major theories of teaching, learning, classroom management strategies, assessing student variability, and cultural diversity. In addition, emphasis will be placed on applications of learning theory, research skills, and contemporary issues. Significant independent research required. Same as PSY 650.

EDU 651 ETHICS OF EDUCATIONAL LEADERSHIP (3)

A study of leadership roles in P-12 education and ethics as applied to school leadership. Permission of instructor.

EDU 670 INTERNSHIP (4)

This is an intensive field experience course that requires full-time classroom teaching. This course may be repeated for credit. Permission of instructor.

EDU 680-689 CONTEMPORARY TOPICS IN EDUCATION (1-3)

A variety of courses offered for 1–3 credits on a cyclical basis or as requested. Contemporary Topics courses examine current topics and issues in education, their bases in theory and research, and their significance to public, private and religious education. Students will be expected to develop their own applications of contemporary knowledge to professional practice and/or their own informed positions on the issues. This course cannot be used to fulfill degree requirements.

EDU 691 INTERNSHIP IN EDUCATIONAL STUDIES (4)

A supervised 200 hour internship in a non-school setting for students enrolled in the Educational Studies program. As needed.

EDU 694 PRACTICUM IN TEACHER LEADERSHIP (3)

A 60 hour field experience for practicing teachers that involves the development and delivery of a unit of instruction based upon curriculum work completed during the degree program. This supervised field experience may be completed in the candidate's classroom.

EDU 695 ADVANCED STUDENT TEACHING (6)

Field experience in a selected classroom of local elementary and/or secondary schools as appropriate to the teaching license program under the guidance and supervision of an experienced teacher and clinical supervisor. Full-time student teaching for fall or spring session (16 weeks). Prerequisite: Completion of all coursework and admission to Student Teaching. Each semester.

EDU 697 ACTION RESEARCH PROJECT (2)

The purpose of this project is to facilitate the process of analyzing and organizing data from action research, interpreting the data within the research project parameters, and writing a clear and accurate report of the research process, results and implications. The students will review his or her respective research projects and work together on ways to organize data, on techniques for interpreting data, on the logical statement of findings, on clear organization of information and on effective drafting of the report. The end product is a complete, accurate and effective research report in appropriate format including a statement on how the research had an impact on student learning.

EDU 698 PORTFOLIO REVIEW (1)

Completion and presentation of the final degree program portfolio for review. Required for all non-thesis degree candidates in the final semester of enrollment prior to graduation.

EDU 699 ACTION RESEARCH THESIS (4)

The purpose of this thesis is to facilitate the process of analyzing and organizing data from action research, interpreting the data within the research project parameters, and writing a clear and accurate report of the research process, results and implications. The student will review respective research projects and develop a proposal to collect and organize data, establish techniques for interpreting data, on the logical statement of findings, on clear organization of information and on effective drafting of the report. A proposal must be approved by the student's thesis committee before research can commence. The thesis is a complete, accurate and effective research report in appropriate format. The thesis must be presented and defended before the student's thesis committee.

HES 601 THE PAST, PRESENT, AND FUTURE OF HIGHER EDUCATION (3)

This course explores the history of higher education in the United States and provides an overview of current and emerging trends in the higher education industry – private, public and proprietary; two-year and four-year; graduate and professional. Surveys philosophical bases, types of mission, structure and governance, characteristics of faculty, students and curricula, and regulatory role of government and accrediting agencies.

HES 605 INTRODUCTION TO RESEARCH METHODS AND BUSINESS PROCESS DESIGN (3)

This course lays the foundation for the program. It introduces students to quantitative methods for conducting inquiry, including research design, sampling, and statistics; provides an overview of the literature on best-practice theory; and introduces students to the application of benchmarking and business process tools to authentic situations in higher education.

HES 610 MANAGEMENT THEORY AND PRACTICE (3)

Designed to introduce students to management theory, this course focuses on management as a process of working with and through other people to complete work activities efficiently and effectively. The course explores the origin of contemporary management concepts and how they have evolved to meet the changing needs of organizations. Students will gain an understanding of the decision-making process in higher education institutions and will have an opportunity to apply an analytical model to an organization with which they are familiar.

HES 615 STRATEGIES OF FINANCIAL MANAGEMENT (3)

Financing higher education is a large and complex topic because it underlies the three overarching themes of higher education policy: quality, access and efficiency. The course is designed to give higher education administrative generalists a basic understanding of financial structure, analysis, and planning; accounting issues; capital structure; the budget process; long-term debt; and investment.

HES 620 ISSUES IN STUDENT ACCESS (3)

This course analyzes college cost trends related to tuition and living expenses. Various approaches to calculating and funding student need are presented. Focus is placed on current funding sources – government, private, loan and grant – for both undergraduate and graduate studies.

HES 625 STUDENT DEVELOPMENT AND SERVICES ON THE MODERN CAMPUS (3)

This course identifies best practices in student service areas such as resident halls, food services, public safety, recreational activity, and personal development, including service-based learning, leadership, and religion. It also introduces students to strategies for maximizing retention and graduation rates, especially for non-traditional and minority students.

HES 630 HUMAN RESOURCE MANAGEMENT (3)

This course takes students beyond theory to a practical understanding of policies and practices related to employee relations. Topics include compensation and benefits, management training, communications, career transition services, and the role of negotiation in conflict management.

HES 635 INTEGRATED DATA SERVICES (3)

This course examines the construction and use of integrated data systems in today's higher education institutions. Emphasis is placed on the use of data systems to support student services, human resources, and other administrative and educational functions. Using knowledge gained and their own imaginations, students will construct several data systems designed to improve university functions.

HES 640 BRANDING AND ENROLLMENT MANAGEMENT (3)

Higher education is now a globally competed market. This course reviews enrollment management strategies to maximize tuition revenue, focusing on the basics of branding and marketing to boost recruitment and on CRM (customer/student retention management) to improve retention. Students will gain an understanding of the "tools of the trade"—how to develop a logo, brand, tag line, market segment and market channel to promote higher education institutions. As a capstone assignment, students will use their creativity to perform a brand make over on the university of their choice.

HES 645 PRIVATE AND PUBLIC FUNDING (3)

As a public good, education solicits support from private and governmental sources. This course provides a basic overview of the sources of philanthropy and government funding. Students will be introduced to strategies for developing 'asks' in the form of grant proposals and philanthropic cases statements.

HES 650 POWER AND INFLUENCE IN HIGHER EDUCATION (3)

This course examines the various internal management and power structures that co-exist in the world of higher education. The role of governing boards and administrative and academic structures are studied and compared. Cultural impediments to change are examined. Students identify key requirements for best practice in each of the individual structures and in strategically aligned and integrated power structures.

HES 695 CAPSTONE BEST PRACTICE INTERVENTION (3)

The purpose of this course is to provide students with an opportunity to demonstrate the knowledge gained through the program in the major areas of inquiry. Students will be divided into teams and assigned research projects culminating in a presentation on key future trends in higher education and on the university of the future. Synchronous sessions will be required.

MUED 510 BAND AND CHOIR ORGANIZATION (3)

Prepares the teacher candidate to administer and organize a music program. Topics will include, but not be limited to, booster organizations, fundraising, budgeting, and program development. Prerequisite: Admission to the Teacher Education Program. As needed.

MUED 523 CHORAL CONDUCTING AND SECONDARY METHODS (3)

Identifies the goals of choral musicianship in the school curriculum and develops techniques of conducting young singers in both large and small ensembles. Includes an in-depth survey of graded choral music appropriate for treble, male, and mixed voicing at the upper elementary through high school levels. A 32 or 48 hour field experience, dependent on the area of emphasis, is required. Prerequisite: MUS 322 and admission to the Teacher Education Program. Fall Semester. Co-requisite for choral emphasis candidates: EDU 512.

MUED 524 INSTRUMENTAL CONDUCTING AND SECONDARY METHODS (3)

Presents specific techniques for teaching and conducting instrumental ensembles, including a survey of literature appropriate for school bands and wind ensembles. The refining of teaching and conducting techniques associated with instrumental ensembles will be emphasized. Score study, transpositions, and rehearsal techniques are covered in depth. A 32- or 48-hour field experience, dependent on the area of emphasis, is required. Prerequisite: MUS 322 and admission to the Teacher Education Program. Spring Semester. Co-requisite for instrumental emphasis candidates: EDU 512.

MUED 620 MUSIC EDUCATION: CURRICULUM, THEORY & INSTRUCTION (3)

Students will learn the principles of childhood development and relate them to understanding, and implementing a scope and sequenced music program.

**MUED 650 ORGANIZATION AND ADMINISTRATION
OF THE K-12 MUSIC PROGRAM (3)**

Students will learn the skills and processes that will allow for effectively organizing, administering, managing, and assessing the school music program.

MUED 680-689 SPECIAL TOPICS IN MUSIC EDUCATION (3)

Trends, practices, philosophies and other topics will be discussed. As needed.

MUED 699 THESIS (4)

MUSIC APPLIED LESSONS

Any student attending McKendree University may take applied music lessons. Students may take lessons for 1 credit (30 minute weekly lesson), 1.5 credits (45 minute weekly lesson) or for 2 credits (60 minute weekly lesson). To register for lessons, students must obtain permission from the Music Department.

MUL 501-50	APPLIED VOICE
MUL 503-504	APPLIED PIANO
MUL 505-506	APPLIED ORGAN
MUL 507-508	APPLIED HARPSICHORD
MUL 509-510	APPLIED FLUTE
MUL 511-512	APPLIED OBOE
MUL 513-514	APPLIED CLARINET
MUL 515-516	APPLIED BASSOON
MUL 517-518	APPLIED SAXOPHONE
MUL 519-520	APPLIED TRUMPET
MUL 521-522	APPLIED HORN
MUL 523-524	APPLIED TROMBONE
MUL 525-526	APPLIED TUBA/EUPHONIUM
MUL 527-528	APPLIED PERCUSSION
MUL 529-530	APPLIED VIOLIN
MUL 531-532	APPLIED VIOLA
MUL 533-534	APPLIED CELLO

MUL 535-536	APPLIED DOUBLE BASS
MUL 537-538	APPLIED GUITAR
MUL 539-540	JAZZ PIANO
MUL 541-542	JAZZ SAXOPHONE
MUL 543-544	JAZZ TRUMPET
MUL 545-546	JAZZ TROMBONE
MUL 547-548	JAZZ GUITAR
MUL 549-550	JAZZ ACOUSTIC BASS/ELECTRIC BASS
MUL 551-552	JAZZ DRUMSET
MUL 561-562	IMPROVIZATION
MUL 563-564	ARRANGING (pre-requisite MUS 356 or consent of instructor)
MUL 565-566	COMPOSITION (pre-requisite MUS 356 or consent of instructor)
MUL 567-568	ADVANCED CONDUCTING (pre-requisite MUS 322)
MUL 580-589	SPECIAL TOPICS IN APPLIED LESSONS

MUS 500 ADVANCED MUSIC TECHNOLOGY (3)

A computer applications course directed to the musician/composer/teacher. The course will go beyond basic music technology and will include hands-on learning with programs such as Finale, Band in a Box, MIDI and specialized programs for multimedia production.

MUS 580-89 SPECIAL TOPICS IN MUSIC PERFORMANCE (1-2)

As needed.

MUS 590 SEMINAR IN MUSIC (1-4)

PSY 504 EARLY ADOLESCENTS AND SCHOOLING (3)

Focuses on the developmental characteristics of early adolescents, the nature and needs of early adolescents. Includes the advisory role of the middle grade (5-8) teacher in providing appropriate guidance as well as in assessing, coordinating and referring students to health, social services and other related services. Study the development of youth of the middle school grades (5-8) and ages (10-14). Required course for the Illinois middle school endorsement on elementary and/or secondary license. Same as EDU 504. Each semester. (NOTE: EDU 504 meets one of the two I.S.B.E. requirements for the Middle School Endorsement.)

PSY 650 ADVANCED EDUCATIONAL PSYCHOLOGY (3)

A seminar course examining the major theories of teaching, learning, classroom management strategies, assessing student variability, and cultural diversity. In addition, emphasis will be placed on applications of learning theory, research skills, and contemporary issues. Significant independent research required. Same as EDU 650.

SPE 505 CHARACTERISTICS AND INSTRUCTION OF DIVERSE LEARNERS (3)

A study of learners with cross-categorical disabilities as they differ from the norm in physical, emotional, cognitive, cultural or social characteristics. A detailed focus on the characteristics and methods for working with students across the various disability categories and includes meeting the needs of these learners through differentiated instruction in the least restrictive environment. Each semester.

SPE 689 FOUNDATIONS OF SPECIAL EDUCATION (3)

The study of philosophical, historical and legal foundations of special education. The investigation of the progression of service delivery models from segregation to inclusive settings and the self-determination of persons with disabilities across the lifespan.

SPE 689a FIELD EXPERIENCE I (0)

Students seeking initial licensure will take this concurrently with SPE 689 and/or SPE 690. Students will complete thirty field observation hours in a public school, special education program. Students will be assigned to a placement by the university. Field Experience I will be primarily observation; however, teachers may ask pre-teacher candidates to assist students, tutor, grade papers, or assist in teaching lessons. The focus of Field Experience I will be in the areas of Foundations of Special Education and Characteristics of Students with Disabilities. This is a 16 week course.

SPE 690 CHARACTERISTICS OF STUDENTS WITH DISABILITIES (3)

The study of cognitive, motor, behavioral, and physical development as well as etiologies and medical conditions. Candidates will have experiences with students with disabilities regarding their characteristics, adaptive equipment, assistive technology, community integration, and vocational options.

**SPE 691 ADAPTATIONS AND ACCOMMODATIONS
FOR STUDENTS WITH DISABILITIES (3)**

The investigation and development of adaptations for communication and interaction with students with disabilities, their families, paraprofessionals, colleagues, community members, and other service agencies. Development of accommodations of multiple curriculum areas across the age range from preschool to 21.

SPE 691a FIELD EXPERIENCE II (0)

This course will be taken concurrently with SPE 691. Students will complete thirty field observation hours in a public school, special education program. Students will be assigned to a placement by the University. Field Experience II will be primarily observation; however, teachers may ask pre-teacher candidates to assist students, tutor, grade papers, or assist in teaching lessons. Teacher candidates will be observed and evaluated teaching a lesson a minimum of one time by a university supervisor. The focus of Field Experience II will be in the areas of Adaptations and Accommodations for Students with Disabilities, Diagnostic Assessment, and Language Disorders in Special Education. This is a 16 week course.

**SPE 692 DIAGNOSTIC ASSESSMENT
FOR EDUCATIONAL DECISION-MAKING (3)**

The intensive theoretical and practical study of the instruments and processes used for nondiscriminatory evaluation of students with disabilities in the areas of academic, social and vocational function. Candidates will study analysis of test construction, considerations of legal and ethical issues in the administration of specified tests and the interpretation of various scores.

**SPE 693 LANGUAGE DISORDERS AND INSTRUCTION
IN DIVERSE CLASSROOMS (3)**

The study of typical and atypical language development, including cultural influences, second language acquisition, and the effects of sensory impairment. Exploration of research-based language intervention strategies and devices/systems across age and skill levels.

SPE 694 METHODS OF TEACHING STUDENTS WITH DISABILITIES (3)

The examination and implementation of research-based effective strategies and materials for teaching students with disabilities in the areas of academic, social and vocational function, with emphasis on transfer and generalization in inclusive settings, including physical and academic prompts and adaptations. Focus on IEP development, responsive to Illinois learning standards and indicative of assessments including Illinois Alternate Assessment.

SPE 694a FIELD EXPERIENCE III (0)

This course will be taken concurrently with SPE 694. Students will complete thirty field observation hours in a public school special education program. Students will be assigned to a placement by the university. Field Experience III will be primarily observation; however, teachers may ask pre-teacher candidates to assist students, tutor, grade papers, or assist in teaching lessons. Teacher candidates will be observed and evaluated teaching a lesson a minimum of two times by a university supervisor. The focus of Field Experience III will be in the area of Teaching Methods in Special Education. This is a 16 week course.

SPE 695 PRACTICUM: STUDENTS WITH DISABILITIES (6)

Observation of, participation with, and teaching of students with disabilities. Fulfilling responsibilities of practicing special educators, including planning for instruction; using IEPs; implementing adaptations and accommodations of Illinois learning standards and general education curriculum in academic, social, and vocational areas; assessing student progress employing alternate assessment as appropriate; employing community resources; and collaborating with parents and other professionals.

SPE 697 STUDENT TEACHING: STUDENTS WITH DISABILITIES (6)

Observation of, participation with, and teaching of students with disabilities. Fulfilling responsibilities of practicing special educators, including planning for instruction; constructing IEPs; implementing adaptations and accommodations of Illinois learning standards and general education curriculum in academic, social, and vocational areas; assessing student progress employing alternate assessment as appropriate; employing community resources; and collaborating with parents and other professionals.

SPE 699 ASSESSMENT OF PROFESSIONAL TEACHING (APT) EXAM (0)

This is the final state licensure examination needed for elementary, secondary, and special areas (K-12) licensure in the state of Illinois. APT for level of licensure sought must be successfully completed.

UNI 505 ORIENTATION TO MCKENDREE ONLINE (0)

This course is required of all students entering an online program. Students will be introduced to McKendree University resources and provide assistance in establishing various accounts. Blackboard, WebAdvisor, Webmail, and library services will be introduced. Each orientation will also provide information specific to the student's major.

School of Nursing
and
Health Professions



SCHOOL OF NURSING & HEALTH PROFESSIONS

MASTER OF ARTS IN
CLINICAL MENTAL HEALTH COUNSELING



MCKENDREE
UNIVERSITY

GRADUATE SCHOOL

The graduate program in professional counseling is designed for individuals interested in pursuing careers in a clinical field, such as providing counseling to individuals, groups, couples, and families. The program offers a practitioner-oriented education to individuals interested in becoming licensed as clinical professional counselors. The program faculty is committed to providing a dynamic education that prepares students to promote health and wellness in an ever-changing world. The program emphasizes both professional and personal development, recognizing that well-prepared professionals are those who possess relevant academic training, as well as the self-understanding and awareness needed to facilitate growth, development, and healing among others. Once licensed, graduates will be fully trained to function as therapists in private practice, community mental health settings, social service agencies, healthcare settings, and college counseling centers. Those who desire to do so could also market their skills to organizations as consultants and trainers.

The program curriculum meets Illinois and Missouri state requirements for counseling licensure. Licensure as a clinical professional counselor can be pursued following program completion. Licensure requires two years of post-master's supervised practice in addition to program completion. Attaining the status as a Licensed Clinical Professional Counseling (LCPC) allows individuals to practice independently and receive third-party payment.

James H. Cook, Jr., Ph.D., Associate Professor of Counseling and Program Director;
jhcook@mckendree.edu; (618) 537-6875; Clark 300

**Laura K. Harrawood, Ph.D., Assistant Professor of Counseling
and Internship Coordinator;**
lkharrawood@mckendree.edu; (618) 537-6137; Clark 301

Candace M. Ball, M.S., Practicum Supervisor;
cmball@mckendree.edu; (618) 537-6376; Clark 308

Program Learning Outcomes

- Respect cultures, values, beliefs, and talents of all people
- Conceptualize human behavior and the change process through the application of theory
- Develop appropriate knowledge and skills to affect wellness and facilitate change
- Reflect the American Counseling Association's code of ethics
- Commit to professional development essential for growth in learning, advocacy, and service
- Commit to professional counseling based upon lifelong reflection and learning
- Demonstrate effective oral and written communication

Admission Requirements

The faculty of the Professional Counseling Program recommends students who present evidence of their potential for scholarly and clinical work.

Such evidence includes:

- A completed application online at www.mckendree.edu (no fee);
- A Bachelor's degree from a regionally accredited institution of higher education.

- The successful completion of the equivalent of six undergraduate credit hours in a behavioral science. Of these six credit hours, three hours must be in introduction to Psychology. Students lacking these credit hours may be conditionally admitted to the program on the provision that deficiencies are corrected within one semester. Once deficiencies are corrected, students should submit a transcript as proof of meeting this requirement to the Program Director.
- A 3.0 GPA on a four-point scale in undergraduate studies. Strong applicants with a GPA of 2.75-2.9 may be conditionally admitted. Conditional status will be removed provided that students maintain a minimum 3.0 GPA for the first 12 hours of graduate coursework with no grade lower than a B-. Undergraduates will be admitted on the basis of current transcripts – final admission status will be determined after receipt of a final transcript showing the student has graduated.
- Three letters of recommendation from master's or doctoral level professionals who can attest to the applicant's ability to pursue graduate work in a clinical program.
- A three page statement describing interests in counseling as a career, personal strengths and weaknesses, perceived ability to successfully pursue/complete graduate work, and future career goals.

All applicants will not be admitted to the program. Only those who are considered academically qualified for the program are invited for a formal onsite interview. The purpose of this interview is to assess the individual's interpersonal skills and boundaries, as well as his or her suitability to pursue graduate level training in counseling. Those judged to possess the relevant ability will be offered admission to the program.

Transfer Credits

All outstanding transfer work (a maximum of 12 credit hours) must be received in the form of an official transcript by the university within the first semester of enrollment.

Professional Counseling Program Assessments

Professional counseling candidates are required to meet basic screening criteria. Once admitted to the program, each student will pass through four program assessment points. The purpose of the assessment system is to ensure that students are prepared with the requisite theoretical knowledge, clinical skills, and professional attitudes essential to effectively functioning as a professional counselor. Performance indicators are outlined for each assessment level. In order to complete the requirements for each assessment level, each student works with a faculty advisor while completing course work and clinical internship experiences. The following is an explanation of each assessment point.

Assessment One: Pre-Practicum Experience

Evaluation of students begins as they enter CNL 603. This pre-practicum experience provides students with opportunities to role play and practice the skills learned in the course. Students' clinical skills are regularly evaluated by the course instructor, both through in-class assessment of students' work, as well as evaluation of students' clinical work. Students are required to complete several audiotaped sessions, which specifically address personal strengths and areas of improvement. Students are consistently provided with feedback throughout the course, including skill areas that are strengths and limitations. Students deemed to lack the requisite clinical skills and

aptitude do not pass the class (i.e., receive a grade of C or lower), are required to repeat CNL 603, and are denied the opportunity to begin CNL 630 and 635 until they have successfully completed the course with a grade of B- or higher.

Successful completion of Assessment 2 includes:

1. a minimum GPA of 3.0 on a 4 point scale in all coursework;
2. a grade no lower than a B- in CNL 603.

Assessment Two: Practicum Experiences

CNL 630 (Individual Practicum) and CNL 635 (Group Practicum) are experiential courses where students learn to apply theory with entry level individual and group counseling skills. Students should allow ample time in their schedules to attend class, facilitate group/individual sessions, and attend weekly supervision.

CNL 630 Individual Practicum

Students are expected to accrue a minimum of 40 (10 direct and 30 indirect) clock hours for this experience. In order to be eligible for this class, students must have completed CNL 603 with a B- or better and have a 3.0 GPA. Prerequisites for this course include: CNL 590, 600, 602, 603, 610, & 611.

CNL 635 Group Practicum

Students are expected to accrue a minimum of 100 clock hours for this experience. Use of a tape recorder is required. In order to be eligible for this class, students must have completed CNL 603 with a B- or better and have a 3.0 GPA. Prerequisites for this course include: CNL 590, 600, 602, 603, 610, & 611.

To successfully complete Assessment two, students must achieve the following in both CNL 630 and CNL 635:

1. Obtain a minimum GPA of 3.0 on a 4 point scale in all coursework;
2. Earn a grade no lower than a B-

Students who do not meet these criteria will be denied permission to advance to the internship seminars (CNL 637 and 638).

Assessment Three: Internship Experience

Students must register for twelve credit hours of internship training and seminar, completing a minimum of 600 hours at their internship sites (approximately 20 hours per week for two semesters). Internship training sites include a range of area agencies, such as college/university counseling centers, community mental health centers and hospitals. In addition to receiving clinical supervision at the training sites, students enroll concurrently in an internship seminar at McKendree where they receive consultation, guidance, and feedback regarding their clinical skills from a faculty member who is a licensed practitioner.

Throughout the internship seminar, students bring in tapes of client sessions (with the agency's permission and client's written consent) and provide formal and informal case presentations in which they discuss case formulation, treatment planning, and other clinical issues related to the therapeutic relationships with clients. Evaluation of students' clinical and professional development focuses on three areas: theoretical knowledge, clinical skills, and professional attitudes. Students regularly

receive feedback regarding their clinical strengths and weaknesses from their seminar leader, and are encouraged to make changes where needed. A system of evaluation requiring written feedback from internship supervisors provides needed information concerning students' clinical and professional development, including any areas of concern. Students must receive satisfactory evaluations from both their internship seminar leader and site supervisor each semester in order to pass CNL 637 and CNL 638.

Assessment Four: The Comprehensive Examination

The Professional Counseling Program uses the Counselor Preparation Comprehensive Examination (CPCE) as the exit requirement for the program. This examination assesses students' knowledge and ability to apply theoretical constructs learned throughout the Program. This exam consists of multiple choice questions that require students to demonstrate mastery of the core content areas as designated by state licensure standards. The CPCE is given on the first Friday in the months of October and March.

CACREP Core Area	Corresponding Program Course
Professional Orientation and Ethical Practice	CNL 590, CNL 602
Social and Cultural Identity	CNL 601
Human Growth and Development	CNL 606
Career Development	CNL 611, CNL 635
Helping Relationships	CNL 600, 603, 607, & 609
Group Work	CNL 610, CNL 635
Assessment	CNL 604 & 608
Research and Program Evaluation	CNL 605

To be eligible for the exam, students must be in their final semester of core course work, with the exception of the internship experience. During the course registration period prior to the semester in which students intend on taking the examination, students will register by enrolling in CNL 697 Comprehensive Examination on WebAdvisor. Failure to adhere to University course registration deadlines will likely delay graduation.

A passing score on the CPCE is one standard deviation at or above the national mean. Those who fail the CPCE must retake the entire examination. Students who fail it must meet with faculty to discuss a suggested remediation plan. It is expected that students will complete the remediation plan prior to retaking the examination. Students must pass the CPCE before being awarded their degree.

Probation and Suspension

See Professional Counseling Program Student Handbook.

Degree Requirements

1. Declare intent to graduate by completing a Degree Application online at: http://www.mckendree.edu/academics/ARO_academicForms.aspx the semester prior to the anticipated graduation term. Applications are also available in the Office of Academic Records.

2. Complete a minimum of 60 credit hours with a minimum cumulative grade point average (GPA) of 3.00.
3. Meet all requirements and performance standards for the degree program as contained in the catalogue effective at time of matriculation.
4. Complete all degree requirements within seven (7) years of matriculation.

**Courses Required for Master of Arts
in Clinical Mental Health Counseling**
60 crs.

CNL 590	FOUNDATIONS OF PROFESSIONAL COUNSELING	3
CNL 600	COUNSELING THEORY	3
CNL 601	SOCIAL & CULTURAL FOUNDATIONS	3
CNL 602	PROFESSIONAL & ETHICAL ISSUES	3
CNL 603	COUNSELING SKILLS	3
CNL 604	MALADAPTIVE BEHAVIOR & PSYCHOPATHOLOGY	3
CNL 605	RESEARCH & EVALUATION	3
CNL 606	HUMAN DEVELOPMENT & LEARNING	3
CNL 607	SUBSTANCE ABUSE COUNSELING	3
CNL 608	INDIVIDUAL ASSESSMENT	3
CNL 609	COUPLES & FAMILY COUNSELING	3
CNL 610	GROUP COUNSELING	3
CNL 611	CAREER DEVELOPMENT & COUNSELING	3
CNL 614	CRISIS INTERVENTION	3
CNL 630	INDIVIDUAL COUNSELING PRACTICUM	3
CNL 635	GROUP COUNSELING PRACTICUM	3
CNL 637	INTERNSHIP I	6
CNL 638	INTERNSHIP II	6
CNL 697	COMPREHENSIVE EXAMINATION	0

Course Descriptions
CNL 580 TREATMENT OF ADDICTIONS (4)

This course examines intake, assessment, treatment, and discharge planning for people with addictions. Various screening and assessment tools will be reviewed to teach students how to assess the severity of addiction. Treatment delivery models (e.g., outpatient, detoxification, residential, support groups), interventions methods, referral, record keeping, and relapse prevention will also be discussed. Prerequisite: CNL 607

CNL 582 SPECIAL TOPICS IN ADDICTION COUNSELING (3)

This course examines the classes/types of drugs, current state and national legislation and other contemporary topics related to substance abuse and addiction treatment. Other topics include couples/family reaction to addiction, domestic violence, and child neglect. This course will also explore the affects drugs/alcohol on incarcerated individuals, the criminal justice system, and society as a whole. Effective clinical supervision models will be reviewed. Prerequisite: CNL 607

CNL 584 ADDICTIONS COUNSELING WITH SPECIAL POPULATIONS (3)

This course explores the attitudes and behavioral patterns of alcohol and substance abuse among special populations such as women, adolescents, gay/lesbian, older adults. Unique considerations relative to the assessment, treatment, and diagnosis of these special populations will be emphasized. Prerequisite: CNL 607

CNL 586 FIELD WORK (4)

This 500 hour supervised clinical experience is held on site at an approved substance abuse training facility. In addition to the required hours working at the training site, students enrolled in the field experience also meet weekly for supervision. Seminars facilitate students' clinical skills such as client conceptualization, application of theory, treatment planning, and intervention. Prerequisite: CNL 607, CNL 580, CNL 582, & CNL 584.

CNL 590 FOUNDATIONS OF PROFESSIONAL COUNSELING (3)

This course provides an overview of the history, trends, and contextual issues related to professional counseling. Topics of discussion include licensure, specialties within the profession, and characteristics of the effective counselor. Through experiential exercises and audio/video taping, students will also develop an understanding of basic helping skills and techniques.

CNL 600 COUNSELING THEORY (3)

The basic theory, principles, and techniques of counseling are explained. The major theoretical approaches to counseling and therapy are examined, including Psychodynamic, existential-humanist, and cognitive-behavioral. Students will learn how to apply theory in conceptualizing client concerns. Issues related to diversity and difference, as well as bias embedded in theories, will also be explored.

CNL 601 SOCIAL & CULTURAL FOUNDATIONS OF COUNSELING (3)

Provides an overview of counseling approaches and unique therapeutic considerations in working with individuals from various populations. Particular attention will be paid to the ways in which race, ethnicity, social class, gender, sex, sexual orientation, religion, age, disability, and physical difference impact individuals' life experiences and sense of self, as well as their experiences in therapy. Individuals' experiences with privilege and oppression in U.S. society, and the resulting impact on identity development will also be explored. Students will be encouraged to reflect on their own areas of discomfort, as well as their experiences with privilege and oppression.

CNL 602 PROFESSIONAL & ETHICAL ISSUES (3)

Provides an overview of ethical and legal standards, risk management, professional credentialing, and standards for professional counselors. Also examines professional roles and functions, professional goals and objectives, and professional organizations and associations.

CNL 603 COUNSELING SKILLS (3)

A fundamental study of the helping relationship is provided. The course provides an overview of basic and advanced counseling skills, including listening, reflection, rapport building, creating a therapeutic alliance, interviewing, goal-setting, session structuring, and confrontation. Information regarding facilitation of client self-awareness and change will be provided. The importance of therapist self-understanding and development will be emphasized throughout the course. Prerequisites: CNL 590 and CNL 600.

CNL 604 MALADAPTIVE BEHAVIOR & PSYCHOPATHOLOGY (3)

Provides an introduction to the study of maladaptive behavior. Definition and etiology of disorders in the DSM-IV will be discussed. The course also provides a review of various methods of treatment related to the disorders covered. Prerequisites: CNL 590 and CNL 600.

CNL 605 RESEARCH & EVALUATION (3)

Provides an understanding of basic statistics, research design and implementation, and research report development. Additional topics reviewed include program evaluation, needs assessment, publication of research findings, and ethical and legal considerations relevant to professional counselors.

CNL 606 HUMAN DEVELOPMENT & LEARNING (3)

This course provides a broad understanding of the developmental needs and tasks of individuals during infancy, childhood, adolescence, and adulthood. Major theoretical perspectives of normal and abnormal behavior, personality development, and learning will be reviewed. Cultural differences in development and learning will also be discussed.

CNL 607 SUBSTANCE ABUSE COUNSELING (3)

This course provides an overview of the historical development of addiction treatment in the United States. The disease concept of addiction will be introduced as well as other developmental and theoretical models for understanding addiction. A differentiation will be made between substance "misuse," "abuse," and "dependency. Addiction to substances will be explored as well as other behavioral addictions such as gaming, problem gambling, and sex.

CNL 608 INDIVIDUAL ASSESSMENT (3)

Provides an overview of educational and psychometric theories and approaches. Includes discussion of data and information gathering methods, psychometric statistics, reliability and validity, and the use of assessment in helping relationships. Students will be taught how to administer and interpret tests and inventories designed to measure intelligence, personality, interests, and abilities.

CNL 609 COUPLES & FAMILY COUNSELING (3)

Provides a theoretical and practical foundation for intervening with couples and families. Students will learn current approaches to couple and family counseling, with an emphasis on systemic models of family functioning and therapeutic intervention.

- CNL 610 GROUP COUNSELING (3)**
A broad understanding of group development, group dynamics, and various group counseling theories is provided. Group leadership styles as well as basic and advanced group therapy methods and skills are also discussed.
- CNL 611 CAREER DEVELOPMENT & COUNSELING (3)**
Provides a review of career development theories and decision-making models, as well approaches to providing career counseling. Occupational and educational information sources, as well as career assessment instruments, will also be examined.
- CNL 614 CRISIS INTERVENTION (3)**
This course provides students with a theoretical and practical background in crisis intervention in community settings. Students will understand the principles of crisis intervention and loss for people during trauma-causing events. This course will also explore the unique emotional process of and counseling techniques for grief and loss as they occur across the life span.
- CNL 630 INDIVIDUAL COUNSELING PRACTICUM (3)**
This course is a supervised practice of advanced individual counseling skills. Emphasis is placed on the development of the counselor/client relationship. The focus of the course is on theory integration, assessment, instrument administration and interpretation, counseling technique, and referral/termination procedures. Prerequisites: CNL 590, 600, 602, 603, 610, and 611.
- CNL 635 GROUP COUNSELING PRACTICUM (3)**
This course is a supervised, pre-internship counseling experience where students learn to apply theory with entry level counseling skills. Students are expected to accrue a minimum of 100 clock hours of client contact. Use of a tape recorder is required. Prerequisites: CNL 590, 600, 602, 603, 610, and 611.
- CNL 637 INTERNSHIP I (3)**
Provides supervised clinical experience at an approved training site. In addition to the required hours working at the training site (usually 15-20 hours per week), students enrolled in internship also meet weekly in an internship seminar led by a faculty member. Seminars facilitate students' clinical skills such as client conceptualization, application of theory, treatment planning, and intervention. Prerequisite: CNL 630 and 635.
- CNL 638 INTERNSHIP II (3)**
Extension of Internship I. Provides supervised clinical experience at an approved training site. In addition to the required hours working at the training site (usually 15-20 hours per week), students meet weekly in an internship seminar facilitate students' clinical skills such as client conceptualization, application of theory, treatment planning, and intervention. Prerequisites: CNL 637.
- CNL 697 COMPREHENSIVE EXAMINATION (0)**
This noncredit, pass/fail course serves as an indicator of students' attempts at the program's comprehensive exams. Detailed information about the Professional Counseling Program's comprehensive examination is located in the graduate catalog and the program's student handbook. May be attempted a maximum of three times.

School of Nursing
and
Health Professions



SCHOOL OF NURSING & HEALTH PROFESSIONS

MASTER OF SCIENCE IN NURSING

- nursing education
- nursing management/administration
- nursing palliative care
- dual MSN/MBA



MCKENDREE
UNIVERSITY

GRADUATE SCHOOL

The graduate program in nursing is designed for working nurses who are interested in the masters degree to further careers in nursing education, nursing management/administration, palliative care, or dual MSN/MBA. The program offers a traditional two-year (five semesters) program or part-time option (ten semesters) for either option after the baccalaureate in nursing degree is completed. An online learning option is available for all courses. The program offers specific curricula that prepare graduates to function on an advanced level in the nursing profession. All students take core courses for higher-level practice, such as research, as well as specific coursework for the area of emphasis. All students will complete a scholarly project or thesis. This degree will prepare the graduates to function in a variety of settings. Graduates of the nursing education option will be prepared to teach at a community college or university; hospital staff development department; community health staff development department; or teach patients in any type of patient care area. Graduates of the nursing management/administration option will be prepared to work as a patient care manager in any setting. Graduates of the palliative care option will be prepared to provide care in the area of palliative care/end-of-life in various settings including the hospital, long term care, home health, and hospice. Graduates of the dual MSN/MBA will be prepared to work in as a patient care manager in any setting with the addition of financial skills. All the options will prepare the graduate to pursue the terminal degree. In addition, a post-graduate certificate is available in Nursing Education and Nursing Management/Administration.

The McKendree MSN degree is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120.

***Richelle Rennegarbe, Ph.D., R.N., Associate Professor of Nursing,
Chair of the Division of Nursing;***

rarenegarbe@mckendree.edu; (618) 537-2148; Nursing Office Building

Brelinda Kern, Ph.D., R.N., Instructor of Nursing

bkkern@mckendree.edu; (618) 537-2141; Nursing Office Building

Martha McDonald, Ph.D., R.N., CCNS, CNE,

Associate Professor of Nursing and Southern Illinois Coordinator;

mmcdonald@mckendree.edu; (618) 537-6437; Nursing Office Building

Kay Mueggenburg, Ph.D., R.N., CHPN, Associate Professor of Nursing

ikmueggenburg@mckendree.edu; (502)266-6696; Louisville, KY Office

Helene Seibert, M.S.N., R.N., Instructor of Nursing

hpseibert@mckendree.edu; (618) 537-6841; Nursing Office Building

Mary Ann Thompson, DrPh., R.N., Associate Professor of Nursing

mathompson@mckendree.edu; (502)266-6696 ; Louisville, KY Office

Janice Wiegmann, Ph.D., R.N., Professor of Nursing;

jwiegmann@mckendree.edu; (618) 537-6842; Nursing Office Building

MSN Program Outcome Goal

Graduates of McKendree University's Master of Science of Nursing program will contribute to the science of nursing in one's specialty area of practice by analyzing underlying disparities in knowledge of evidence; formulating research questions; and systematically evaluating the impact on quality and disseminating evidence-based solutions to nursing problems. Graduates will be prepared to respond to the evolving healthcare systems to meet the nation's health needs.

MSN Aggregate Outcomes

Upon completion of the program, the graduate will be able to:

1. Apply theories and conceptual frameworks to research and practice.
2. Analyze the effects of policy, economics, and societal influences on healthcare systems.
3. Appraise the effects of systems and organizational leadership on healthcare outcomes.
4. Integrate the functions of a masters prepared nurse into professional nursing roles.
5. Demonstrate effective professional communication in leadership roles.
6. Analyze the impact of ethical issues on professional nursing practice.
7. Utilize advanced skills according to standards of practice.
8. Engage in scholarly activities to foster lifelong learning in professional practice.
9. Utilize research and technologies to provide high quality healthcare, initiate change, and improve nursing practice.
10. Demonstrate an appreciation of human diversity in health and illness.

Master of Science in Nursing Program Assessment

The students in the Master of Science in Nursing Program must complete four levels of assessment: candidates must (1) meet entry-level requirements for admission, (2) submit a portfolio after the completion of the 500 level courses, (3) meet the performance indicators for practicum experiences and (4) successfully complete the Scholarly Project or Thesis at the end of the program. Each student will work with a graduate advisor to complete the assessment levels. The purpose of the McKendree University nursing assessment is to ensure the preparation of nurses who can demonstrate theoretical knowledge, clinical skills and professional behavior to function effectively as an advanced level nurse.

Assessment One: Admission to the Program

Applicants for the graduate nursing program will be required to submit:

1. A valid unencumbered Professional Registered Nurse license;
2. Official transcripts from each college or university attended (undergraduate and graduate)
3. A minimum of a 3.0 GPA on a four-point scale in undergraduate studies.
4. A copy of a current resume, or curriculum vita;
5. An essay describing personal and professional goals that will be met by the student's completion of the MSN Program;
6. All necessary health requirements;
7. Successful completion of a criminal background check in all states of residence for the past seven years;

8. In addition, a nursing faculty interview is required for admission;
9. Successful completion of a bachelor of nursing program (BSN).

Assessment Two: Portfolio before Entering Practicum Courses

Because the 500 level courses are required as transitional for all graduate students, evidence of successful completion of the foundational requirements is essential before the students enter the practicum courses. To assure success, the faculty evaluates the GPA and course progress.

Assessment Three: Clinical Experience Performance Indicators

Graduate students in the nursing education option will be required to take NSG 611 that focuses on the proficiency of the educator in the clinical setting, and NSG 612 that prepares the graduate for teaching in the classroom setting. Each graduate student will be mentored by a masters degree prepared nurse supervisor in the classroom and clinical area, with guidelines and outcomes specified regarding knowledge, clinical skills, delivery of content, professional behavior and abilities. Graduate students in the nursing manager/administrator option will be required to take NSG 605 and NSG 620 that provide concentrated practice experiences. Students who do not meet the performance indicators of any practicum course will be required to repeat the course in which the problem occurred.

Assessment Four: Scholarly Project or Thesis

Students will be required to prepare a scholarly project, based on Boyer's Scholarly Evidence Classifications, or complete a thesis. Students must demonstrate their ability to critically think, be creative, and display professional relevance. The success of the student in displaying, organizing, analyzing data, and completing a project in a scholarly fashion is essential for this graduate degree. The graduate faculty member will be responsible to direct the student in the optimal way to complete the project. Students who choose to complete NSG 614 Thesis will follow the Graduate School Thesis Guidelines.

Admission Requirements to the Master of Science in Nursing Program

The following documentation and/or components are required for consideration for admission to McKendree University MSN program. Applicants must have earned a bachelor's degree in nursing or equivalent from a regionally accredited institution of higher education.

1. A completed graduate admission application. Apply online at www.mckendree.edu (no fee).
2. Unencumbered valid Professional Registered Nurse license.
3. Official transcripts from each university attended providing evidence of successful completion of a baccalaureate degree in nursing.
4. Minimum of 3.0 GPA on a four-point scale.
5. Updated resume or curriculum vita.
6. Two-page paper describing perceived ability to complete graduate coursework, and future professional career goals.
7. Nursing faculty interview.
8. Documented proof of necessary health requirements.

9. Successful completion of a criminal background check in all states of residence for the past seven years.

Transfer Credits

Following matriculation, students are expected to complete coursework at McKendree University. However, prior to matriculation, up to 15 credits will be accepted from an accredited nursing graduate program. The courses must have equivalent content and a grade of (3.0) B or better to be considered for transfer.

Time to Complete Degree

Students must complete all degree requirements within 7 years of matriculation. Students will remain under the catalog in effect at the time of their matriculation, unless they request to change to a subsequent catalog governing their degree requirements. Students must then meet all of the requirements of the new catalog.

Continued Enrollment

Students must provide documentation of the following prior to practicum experience:

A copy of current RN license, yearly TB skin test or chest x-ray results, current CPR certification, proof of an approved criminal background check, and proof of required immunizations. Students must maintain a GPA of 3.0 to continue enrollment in the MSN program.

Master of Science in Nursing Degree Requirements

1. Declare intent to graduate by completing a Degree Application online at: http://www.mckendree.edu/academics/ARO_academicForms.aspx the semester prior to the anticipated graduation term. Applications are also available in the Office of Academic Records.
2. To graduate from the nursing program, students are allowed to obtain a 2.0 (C) in only one course. A 3.0 must be maintained in all other courses to remain in, and graduate from the program. Students receiving more than one C will be placed on academic suspension. Students placed on academic suspension must reapply for admission based on the Nursing Remediation Plan.
3. Complete 37-41 credit hours for the Nurse Manager Option, 38-42 credit hours for the Nurse Educator Option, and 37-41 credit hours for the Nurse Palliative Care Option with a grade point of 3.0 or higher for each course in the graduate program.
4. Complete all courses (or equivalent content) in the Recommended Courses of Study Section, in the option declared by the student.
5. Complete all degree requirements within 7 years of matriculation.

Remediation Plan for Masters of Science in Nursing

Students in the graduate nursing program are limited to no more than one course with a grade of C. Students who earn a grade of C in one MSN course, will be placed on academic probation for the remainder of the MSN program. While on probation, a 3.0 must be maintained in every course to remain in the MSN program. Students earning more than one C will be placed on academic suspension for one year. A grade of F will result in immediate suspension from the program.

Within one month of the suspension, the academic advisor and/or the MSN program director will initiate a meeting to develop an individual remediation plan. Remediation will include the implementation of a self-study program. The student's self-study will be re-assessed and approved prior to readmission into the program. Face- to- face meetings are the preferred method for implementing the remediation plan, but due to travel constraints phone conferences may be an option. The MSN graduate program director and the student's academic advisor will coordinate and implement the remediation plan. The remediation plan will specifically address the student's weaknesses in order to enhance the opportunity to be successful upon readmission to the MSN program. Failure of the student to participate in the remediation plan will result in the student's dismissal from the MSN program. Students who are suspended may apply for readmission to the MSN program after a period of one year. If readmitted, the student will rejoin the program on academic probation. The student must correct any course deficiencies and must maintain a 3.0 GPA, or he/she will be dismissed from the MSN program.

Required Course of Study

Core Nursing Courses (required of all graduate students in nursing) 16 crs.

NSG 500	RESEARCH INQUIRY AND UTILIZATION IN HEALTHCARE	4
NSG 501	POLICY, ECONOMICS AND ORGANIZATION IN HEALTHCARE DELIVERY SYSTEMS	3
NSG 502	ETHICAL ISSUES	2
NSG 503	HEALTH PROMOTION/ DISEASE PREVENTION	2
NSG 504	CULTURAL DIVERSITY IN HEALTHCARE POPULATIONS	3
NSG 505	PROFESSIONAL ROLE DEVELOPMENT	2

Nursing Education Option 22-26 crs.

NSG 606	ADVANCED HEALTH ASSESSMENT THROUGH THE LIFESPAN	3
NSG 609	PHILOSOPHICAL AND THEORETICAL FOUNDATIONS FOR NURSING EDUCATION	3
NSG 611	CLINICAL PRACTICUM	2
NSG 612	NURSE EDUCATOR PRACTICUM AND SEMINAR	3
NSG 613	SCHOLARLY PROJECT	2
<i>or</i>		
NSG 614	THESIS	6
NSG 615	EDUCATIONAL METHODS AND STRATEGIES	3
NSG 616	ASSESSMENT AND EVALUATION IN NURSING EDUCATION	3
NSG 617	ADVANCED CLINICAL PATHOPHYSIOLOGY AND PHARMACOLOGY	3
TOTAL NURSING EDUCATION DEGREE CREDITS		38-42

Courses of Study

Nursing Management/Administration Option		21–25 crs.
NSG 600	THEORIES AND PRINCIPLES OF NURSING MANAGEMENT	3
NSG 601	NURSING INFORMATICS	3
NSG 602	HUMAN BEHAVIOR IN ORGANIZATIONS	3
NSG 603	MANAGEMENT OF FISCAL SYSTEMS	3
NSG 604	CLINICAL SYSTEMS MANAGEMENT	2
NSG 605	NURSE MANAGER PRACTICUM AND SEMINAR	2
NSG 613	SCHOLARLY PROJECT	2
<i>or</i>		
NSG 614	THESIS	6
NSG 620	NURSE MANAGER CLINICAL PRACTICUM	3
TOTAL NURSING MANAGEMENT/ ADMINISTRATION DEGREE CREDITS		37–41

Nursing Palliative Care Option		21–25 crs.
NSG 606	ADVANCED HEALTH ASSESSMENT THROUGH THE LIFESPAN	3
NSG 613	SCHOLARLY PROJECT	2
<i>or</i>		
NSG 614	THESIS	6
NSG 630	THEORIES AND PRINCIPLES OF PALLIATIVE CARE	3
NSG 631	ADVANCED CLINICAL PATHOPHYSIOLOGY IN PALLIATIVE CARE	2
NSG 632	PALLIATIVE CARE NURSING CLINICAL PRACTICUM	2
NSG 633	ADVANCED PHARMACOLOGY IN PALLIATIVE CARE	3
NSG 634	PALLIATIVE CARE NURSING PRACTICUM AND SEMINAR	3
NSG 635	COMMUNICATION AND LISTENING IN PALLIATIVE CARE	3

Nursing Education Option Recommended Schedule

YEAR ONE		
Fall		
NSG 500	RESEARCH INQUIRY AND UTILIZATION IN HEALTHCARE	4
NSG 502	ETHICAL ISSUES	2
NSG 505	PROFESSIONAL ROLE DEVELOPMENT	2
Spring		
NSG 501	POLICY, ECONOMICS AND ORGANIZATION IN HEALTHCARE DELIVERY	3
NSG 503	HEALTH PROMOTION/ DISEASE PREVENTION	2
NSG 504	CULTURAL DIVERSITY IN HEALTHCARE POPULATIONS	3
Summer		
NSG 606	ADVANCED HEALTH ASSESSMENT THROUGH LIFESPAN	3
NSG 609	PHILOSOPHICAL AND THEORETICAL FOUNDATIONS OF NURSING EDUCATION	3

YEAR TWO**Fall**

NSG 611	CLINICAL PRACTICUM	2
NSG 617	ADVANCED CLINICAL PATHOPHYSIOLOGY AND PHARMACOLOGY	3
NSG 615	EDUCATIONAL METHODS AND STRATEGIES	3

Spring

NSG 616	ASSESSMENT AND EVALUATION IN NURSING EDUCATION	3
NSG 612	NURSE EDUCATOR SEMINAR AND PRACTICUM	3
NSG 613	SCHOLARLY PROJECT	2
<i>or</i>		
NSG 614	THESIS	6

Nursing Management/Administration Option Recommended Schedule**YEAR ONE****Fall**

NSG 500	RESEARCH INQUIRY AND UTILIZATION IN HEALTHCARE	4
NSG 502	ETHICAL ISSUES	2
NSG 505	PROFESSIONAL ROLE DEVELOPMENT	2

Spring

NSG 501	POLICY, ECONOMICS AND ORGANIZATION IN HEALTHCARE DELIVERY	3
NSG 503	HEALTH PROMOTION/ DISEASE PREVENTION	2
NSG 504	CULTURAL DIVERSITY IN HEALTHCARE POPULATIONS	3

Summer

NSG 601	NURSING INFORMATICS	3
NSG 602	HUMAN BEHAVIOR IN ORGANIZATIONS	3

YEAR TWO**Fall**

NSG 600	THEORIES AND PRINCIPLES OF NURSING MANAGEMENT	3
NSG 603	MANAGEMENT OF FISCAL SYSTEMS	3
NSG 605	NURSE MANAGER PRACTICUM AND SEMINAR	2

Spring

NSG 604	CLINICAL SYSTEMS MANAGEMENT	2
NSG 620	NURSE MANAGER CLINICAL PRACTICUM	3
NSG 613	SCHOLARLY PROJECT	2
<i>or</i>		
NSG 614	THESIS	6

Nursing Palliative Care Option Recommended Schedule

YEAR ONE		
Fall		
NSG 500	RESEARCH INQUIRY AND UTILIZATION IN HEALTHCARE	4
NSG 502	ETHICAL ISSUES	2
NSG 505	PROFESSIONAL ROLE DEVELOPMENT	2
Spring		
NSG 501	POLICY, ECONOMICS AND ORGANIZATION IN HEALTHCARE DELIVERY	3
NSG 503	HEALTH PROMOTION/ DISEASE PREVENTION	2
NSG 504	CULTURAL DIVERSITY IN HEALTHCARE POPULATIONS	3
Summer		
NSG 606	ADVANCED HEALTH ASSESSMENT THROUGH LIFESPAN	3
NSG 630	THEORIES AND PRINCIPLES OF PALLIATIVE CARE	3
YEAR TWO		
Fall		
NSG 631	ADVANCED CLINICAL PATHOPHYSIOLOGY IN PALLIATIVE CARE	2
NSG 632	PALLIATIVE CARE NURSING CLINICAL PRACTICUM	2
NSG 633	ADVANCED PHARMACOLOGY IN PALLIATIVE CARE	3
Spring		
NSG 613	SCHOLARLY PROJECT	2
	<i>or</i>	
NSG 614	THESIS	6
NSG 634	PALLIATIVE CARE NURSING PRACTICUM AND SEMINAR	3
NSG 635	COMMUNICATION AND LISTENING IN PALLIATIVE CARE	3

MSN/MBA dual degree program

The MSN/MBA dual degree program represents a joint offering from the School of Nursing and Health Professions and the School of Business. This degree is offered to nurses possessing a BSN degree who wish to attain nursing executive positions or become entrepreneurs. The degree provides advanced financial expertise combined with the knowledge required with an advanced nursing degree. As healthcare organizations become more complex, administrators seek individuals with the skills provided by both business and nursing. This degree fills the need for individuals desiring this combination of skill sets. The student will be assigned to advisors in both areas of study.

Objectives

1. Develop leadership skills for the evolving healthcare environment.
2. Synthesize theoretical knowledge of business and nursing practice
3. Analyze and incorporate research in the areas of nursing and business into evidence-based management.

MSN courses:		30 crs.
NSG 500	RESEARCH INQUIRY AND UTILIZATION IN HEALTHCARE	4
NSG 501	POLICY, ECONOMICS, AND ORGANIZATION IN HEALTHCARE DELIVERY	3
NSG 502	ETHICAL ISSUES	2
NSG 503	HEALTH PROMOTION/DISEASE PREVENTION	2
NSG 504	CULTURAL DIVERSITY IN HEALTHCARE	3
NSG 505	PROFESSIONAL ROLE DEVELOPMENT	2
NSG 600	THEORIES AND PRINCIPLES OF NURSING MANAGEMENT	3
NSG 601	NURSING INFORMATICS	3
NSG 605	NURSE MANAGER PRACTICUM AND SEMINAR	2
NSG 613	SCHOLARLY PROJECT	2
NSG 619	NURSE MANAGER PRACTICUM WITH BUSINESS APPLICATION	1
NSG 620	NURSE MANAGER CLINICAL PRACTICUM	3
MBA courses		30 crs.
MBA 621	ACCOUNTING FOR MANAGERS	3
MBA 622	ECONOMICS OF THE FIRM	3
MBA 623	BUSINESS RESEARCH METHODS AND APPLICATIONS	3
MBA 625	LEGAL ISSUES FOR MANAGERS	3
MBA 631	CORPORATE FINANCE	3
MBA 641	ELECTRONIC COMMERCE	3
MBA 642	CUSTOMERS AND COMPETITIVE ADVANTAGE	3
MBA 652	ORGANIZATIONAL BEHAVIOR	3
MBA 653	STAKEHOLDER MANAGEMENT AND ETHICS	3
MBA 661	CORPORATE STRATEGY AND LEADERSHIP	3
TOTAL MSN/MBA DUAL DEGREE PROGRAM		60

In addition, students may be required to complete courses in foundations of business knowledge as outlined in the graduate catalog. It is expected that the majority of nursing students will not possess a business background. This is evaluated on an individual basis.

Foundations of Business Knowledge

Students who have not completed undergraduate course work in business may acquire the necessary knowledge as part of their MBA studies at McKendree University. A set of four foundation courses provide students with broad introductory knowledge in key subject areas of business.

The School of Business advisor will make determination regarding the need for the following coursework:

MBA 501	FOUNDATIONS OF ACCOUNTING AND FINANCE	3
MBA 502	ECONOMICS FOR MANAGERS	3
MBA 503	MARKETING AND MANAGEMENT CONCEPTS	3
MBA 504	QUANTITATIVE AND STATISTICAL TOOLS	3

While there may be some overlap of these courses and the courses of the graduate curriculum, these requirements must be satisfied before the student begins his/her third course in the MBA curriculum.

Note: Students would be required to declare the dual degree program on admission. Students must meet entrance requirements for both degrees.

Students who subsequently elect not to complete either the MSN or MBA dual degree program requirements may complete just one degree. However, the student must complete all requirements of that selected single degree without substituting courses from the other degree for any course requirements. The student will not receive a dual degree without completing requirements of both programs.

Post-Master's Certificate

Nurses who have successfully obtained a MSN may enroll in McKendree University's Post-Master's certificate program. Post-Master's certificates are available in nursing education or nursing management/administration. Coursework for the Post-Master's Certificate will begin annually in summer. Coursework can be completed in three semesters for the educator option, and two semesters for the manager/administrator option. Upon completion of the 14 credit hours, post-masters students will receive a certificate.

Post-Master's Certificate in Nursing Education		14 crs.
NSG 609	PHILOSOPHICAL AND THEORETICAL FOUNDATIONS FOR NURSING EDUCATION	3
NSG 611	CLINICAL PRACTICUM	2
NSG 612	NURSE EDUCATOR PRACTICUM AND SEMINAR	3
NSG 615	EDUCATIONAL METHODS AND STRATEGIES	3
NSG 616	ASSESSMENT AND EVALUATION IN NURSING EDUCATION	3

Post-Master's Certificate in Nursing Management/Administration 14 crs.

NSG 600	THEORIES AND PRINCIPLES OF NURSING MANAGEMENT	3
NSG 601	NURSING INFORMATICS	3
NSG 602	HUMAN BEHAVIOR IN ORGANIZATIONS	3
NSG 603	MANAGEMENT OF FISCAL SYSTEMS	3
NSG 605	NURSE MANAGER PRACTICUM AND SEMINAR	2

Course Descriptions**NSG 500 RESEARCH INQUIRY AND UTILIZATION IN HEALTHCARE (4)**

This course prepares students to extend their scientific base of knowledge through study of techniques in the research process and review of statistical methods. Building upon their baccalaureate education, graduate students critique and synthesize research studies in nursing and related fields so as to develop evidence based standards. Students will prepare a draft proposal for a research or clinical project.

NSG 501 POLICY, ECONOMICS & ORGANIZATION IN HEALTHCARE DELIVERY SYSTEMS (3)

This course prepares graduate level nurses to participate in the planning and implementation of quality care in a variety of healthcare systems. The focus is on analysis of healthcare policy locally, nationally and internationally. Students develop a health care policy paper exploring the role of the advanced practice nurse in healthcare policy development. Pre/co-requisite: NSG 500.

NSG 502 ETHICAL ISSUES (2)

In this course, students examine fundamental ethical theories, principles, and philosophies as applied to healthcare. Students apply an ethical decision making process to various dilemmas in the healthcare arena and analyze the implications of decisions. Pre/co-requisite: NSG 500.

NSG 503 HEALTH PROMOTION/DISEASE PREVENTION (2)

In this course, students analyze health promotion and disease prevention theories and strategies based upon client needs across the lifespan and the health-illness continuum. Utilizing knowledge of the local, state and federal health plans, students conceptualize and develop a plan to promote health and/or prevent disease in a specific group. Pre/co-requisite: NSG 500.

NSG 504 CULTURAL DIVERSITY IN HEALTHCARE POPULATIONS (3)

This course explores an appreciation of human diversity in health and illness. The subcultural influence of race, ethnicity, gender and age are examined. Pre/co-requisite: NSG 500.

NSG 505 PROFESSIONAL ROLE DEVELOPMENT (2)

This course examines advanced practice roles in the healthcare environment and differentiates role expectations under current standards of practice. Emphasis is placed on transitioning to the MSN role, personalizing values and individualizing a role development plan. Pre/co-requisite: NSG 500.

NSG 600 THEORIES AND PRINCIPLES OF NURSING MANAGEMENT (3)

This course explores the theoretical foundations of management and its application to nursing practice at all levels. Students critically examine the process of nursing management in healthcare institutions. Pre/co-requisite: NSG 500.

NSG 601 NURSING INFORMATICS (3)

This course introduces the principles of modern informatics in nursing management. Processes of data storage, transmission and communication are examined. Pre/co-requisite: NSG 500.

NSG 602 HUMAN BEHAVIOR IN ORGANIZATIONS (3)

This course examines individual and group behavior within the context of an organization. A dynamic, systems approach to facilitating work relationships is emphasized. Techniques for organizational change, group decision making, and conflict management are analyzed based on evidence based practice concepts. Pre/co-requisite: NSG 500.

NSG 603 MANAGEMENT OF FISCAL SYSTEMS (3)

Students investigate the use of fiscal data to support managerial decision-making. Fiscal concepts explored include cost accounting, cost variance analyses, and personnel costs in the current healthcare environment. Students apply this knowledge in preparation of a budget. Pre/co-requisite: NSG 500.

NSG 604 CLINICAL SYSTEMS MANAGEMENT (3)

This course focuses on the management of healthcare delivery systems. Students will develop skills to articulate the advantages of various delivery systems based on client needs, financial implications, stakeholder priorities and nursing skill sets. Students explore challenges facing nursing administration such as bioterrorism preparedness and marketing of healthcare services. Pre/co-requisite: NSG 500.

NSG 605 NURSE MANAGER PRACTICUM AND SEMINAR (2)

In this capstone course for the nurse manager option, the student synthesizes previous course content. Students develop competence in the manager role through practice with a preceptor. This is a concentrated practice experience involving 60 hours with a preceptor and supported by conferences with faculty. Pre/co-requisite: NSG 500.

NSG 606 ADVANCED HEALTH ASSESSMENT THROUGH THE LIFESPAN (3)

This course provides students the opportunity to apply advanced health assessment techniques, obtain comprehensive histories, and interpret health status data leading to the development of optimum plans of care. Students explore cultural, ethical, and developmental variations through production of a plan of care for a selected client. This course includes clinical practice of physical examination skills. Pre/co-requisite: NSG 500.

NSG 609 PHILOSOPHICAL AND THEORETICAL FOUNDATION FOR NURSING EDUCATION (3)

This course analyzes educational theories and philosophies. The application of adult learning principles will be discussed including learning styles and learner motivation. The course includes an examination of the influence from institutional culture and nursing trends. Pre/co-requisite: NSG 500.

NSG 611 CLINICAL PRACTICUM (2)

This course provides the student with an opportunity to develop skills as a nurse educator in a clinical setting. Students will engage in patient, staff, or nursing student education. The student will have a concentrated practice experience involving 60 hours with a preceptor and supported by conferences with faculty. Pre/co-requisite: NSG 500, NSG 609.

NSG 612 NURSE EDUCATOR PRACTICUM AND SEMINAR (3)

In this capstone course, the student in the nurse educator option synthesizes and applies previous theoretical content. Students develop competence in the nurse educator role through 90 hours of practice with a master teacher/preceptor in the classroom instructional setting. The student is supported with seminars and conferences with faculty. Pre/co-requisites: NSG 500, NSG 611, NSG 615, & NSG 616.

NSG 613 SCHOLARLY PROJECT (2)

This capstone course directs the production of a scholarly project that demonstrates the ability to perform systematic inquiry and analysis. The project displays professional relevance as well as practical and direct application of research principles. Pre/co-requisites: NSG 500, and NSG 605 & 620, NSG 611 & NSG 612, or NSG 632 & 634.

NSG 614 THESIS (6)

This course explores the process of reviewing relevant research and develop a proposal to collect, organize, and analyze data. A proposal must be approved by the student's thesis committee before research can commence. Students must complete the thesis in accordance with the Graduate School Thesis Guidelines. The thesis must be presented and defended before the student's thesis committee. May be taken for variable credit throughout the program until thesis is completed. Pre/co-requisites: NSG 500, and either NSG 605 or both NSG 611 & NSG 612.

NSG 615 EDUCATIONAL METHODS AND STRATEGIES (3)

This course focuses on instructional design and selection of appropriate educational strategies, methods, and materials. Current research will be introduced regarding best practices in distance education, simulation, and instruction in clinical settings. Pre/co-requisite: NSG 500 & NSG 609.

NSG 616 ASSESSMENT AND EVALUATIONS IN NURSING EDUCATION (3)

This course explores various levels of evaluation including student, faculty, and program. Proper development of program outcomes is discussed. Development of assessment devices is a key topic. Pre/co-requisite: NSG 500, NSG 609, & NSG 615.

NSG 617 CLINICAL APPLICATION OF PATHOPHYSIOLOGY AND PHARMACOLOGY (3)

Students investigate the biological basis for physiological diseases differentiating normal lifespan changes, benign variations and pathology. Students explore principles of clinical pharmacology with an introduction to pharmaco-therapeutics necessary to manage patients' disease processes across the lifespan. Course content includes drug regimens and patient education. Pre/co-requisite: NSG 500.

NSG 619 NURSE MANAGER PRACTICUM WITH BUSINESS APPLICATION (1)

In this capstone to the nurse manager option, the student synthesizes previous graduate course content with the emphasis on business application. Students develop competence in the manager role through practice with a preceptor focusing on the area of business application. This is a concentrated practice experience involving 15 hours with a preceptor and supported by conferences with faculty. Pre/co-requisite: NSG 500, 605, Admission in Dual MSN/MBA dual degree program.

NSG 620 NURSE MANAGER CLINICAL PRACTICUM (3)

This is a clinical practicum course which provides for a continuation of initiation into the nurse manager role. The student synthesizes previous graduate course content to develop competence in the manager role through practice with a preceptor. Specific areas of concentration include: communication/relationship building, leadership in the healthcare environment, professionalism, and business skills. This is a concentrated practice experience involving 90 hours with a preceptor and supported by conferences with faculty. Pre/co-requisite: NSG 500 and NSG 605.

NSG 630 THEORIES AND PRINCIPLES OF PALLIATIVE CARE (3)

Students will apply the theories and principles of palliative care to expand their current practice role. Nursing, like palliative care, focuses on quality care through excellent symptom management, patient advocacy and education of the patient. The specialization of palliative care builds on these nursing principles to include the patient and family as the unit of care, and an interprofessional team including physician, nurse, social worker, chaplain, pharmacist and ancillary staff provides that care. The team focuses on the relief of suffering through holistic care of body, mind and spirit. The patient and family are actively involved in determining their goals for care and strategies for intervention. In addition to excellent assessment skills the nurse must be skilled in therapeutic communication and active listening skills and a comfort to be able to stay with the patient and family and facilitate difficult conversations and decisions as part of the care team. Pre/co-requisite: NSG 500.

NSG 631 ADVANCED CLINICAL PATHOPHYSIOLOGY IN PALLIATIVE CARE (2)

Students differentiate normal lifespan changes with those of serious and or terminal illness. There are a variety of physiologic changes that occur in serious and terminal illness. Each can be alarming if it is not understood. To effectively manage each syndrome or symptom, physicians, nurses, and other caregivers need to have an understanding of its cause, underlying pathophysiology, and the appropriate options for intervention. Pre/co-requisite: NSG 500.



NSG 632 PALLIATIVE CARE NURSING CLINICAL PRACTICUM (2)

This is a clinical practicum course that provides for a continuation of initiation into the palliative care nursing role. The student synthesizes previous graduate course content to develop competence in the palliative nursing role through practice with a preceptor. Specific areas of concentration include: communication/relationship building, with patients, families and the interprofessional care team. This is a concentrated practice experience involving 90 hours with a preceptor and supported by conferences with faculty. Settings for the practicum will include acute, long term, and hospice care settings. PRE/CO-REQUISITES NSG 500, 606, 630, 631.

NSG 633 ADVANCED PHARMACOLOGY IN PALLIATIVE CARE (3)

Students explore principles of clinical pharmacology with an introduction to pharmacotherapeutics necessary to manage patients with serious, terminal or life-limiting illness. Most patients who have an illness that requires palliation are elderly, have co-morbid conditions, and are on many medications. Both age and disease can alter the way drugs are handled by the body (pharmacokinetics) and how they affect the body (pharmacodynamics). Pre/co-requisite: NSG 500.

NSG 634 PALLIATIVE CARE NURSING PRACTICUM AND SEMINAR (3)

In this capstone to the palliative care nursing option, the student synthesizes previous graduate course content. Students develop competence in the palliative nurse role through practice with a preceptor. This is a concentrated practice experience involving 60 hours with a preceptor and supported by conferences with faculty. Pre/co-requisite: NSG 500, 632.

NSG 635 COMMUNICATION AND LISTENING IN PALLIATIVE CARE (3)

Students will explore their personal beliefs and values about serious illness, terminal illness and death and dying to better understand the need for effective communication skills. Communication is a cornerstone of palliative care, affecting both quality of care and quality of life. Communication affects the interpersonal relationships within and between health care teams, patients, and family/caregivers. The nurse's role in facilitating good communication can influence: symptom control, understanding of information, decision-making and the patient and family's abilities to cope. Case studies and role plays will be used to practice difficult conversations including advance directives, breaking bad news, and conflict resolution between and among the patient and family and interprofessional care team. Pre/co-requisite: NSG 500, 630, 631, 633.

NSG 680-689 READINGS IN NURSING TOPICS (1-2)

Readings are selected by a nursing faculty member based on the student's interests. For successful completion, the student will submit an extensive written support on the selected readings. Prerequisite: Approval of the Nursing Division Chair.

UNI 505 ORIENTATION TO MCKENDREE ONLINE (0)

This course is required of all students entering an online program. Students will be introduced to McKendree University resources and provide assistance in establishing various accounts. Blackboard, WebAdvisor, Webmail, and library services will be introduced. Each orientation will also provide information specific to the student's major.

Board of Trustees 2013–2014

Officers

CHAIRMAN

Daniel C. Dobbins '81
Michigan City, MI

VICE CHAIR

Daniel J. Lett '91
St. Louis, MO

SECRETARY

John L. Bailey '76
Mascoutah, IL

TREASURER

Philip R. Schwab '70
St. Louis, MO

Board Members 2013–2014

Mr. Jamie A. Auffmanberg Jr.
O'Fallon, IL

Mrs. Barbara M. Carstens '86
Waterloo, IL

Allen R. Cassens
Edwardsville, IL

Dr. Georgia J. Costello '77
Belleville, IL

Dr. L. Dale Cruse '55
Salt Lake City, UT

Dr. James M. Dennis*
Lebanon, IL

Dr. Jeff Dosier '87
Milstadt, IL

Carl E. Draper '60
Wood River, IL

Rev. Robert H. Edwards '57
Mascoutah, IL

Dr. Paul S. Funkhouser '70
O'Fallon, IL

Michael F. Gauble '66
Chesterfield, MO

Lucia K. S. Graham
O'Fallon, IL

Thomas E. Holloway
Edwardsville, IL

Bishop Jonathan D. Keaton*
Springfield, IL

Jeff C. Lanter '85
Belleville, IL

Dr. Carl W. Lee II
Belleville, IL

Jacquelyn I. Leemon '85
Wellington, FL

Michael C. Marchal
Highland, IL

Edward R. McGlynn '68
Brielle, NJ

Mark Mestemacher
Edwardsville, IL

Donald L. Metzger
Edwardsville, IL

George W. Obernagel III '78
Waterloo, IL

A. Maria Page '89
Fairview Heights, IL

Rev. Dr. Miley E. Palmer '58
Decatur, IL

James P. Poneta
St. Louis, MO

Dr. Valerie L. Thaxton '76
Belleville, IL

Rev. Ralph A. Totten '53
Woodlawn, IL

Nicholas I. Tropiano '69
North Wales, PA

Mark J. Turner
Swansea, IL

Rev. Sylvester Weatherall '88
Springfield, IL

Rev. Edward R. Weston
Belleville, IL

Rev. Gary J. Wilson*
Fairview Heights, IL

**Ex-Officio Members*

University Administration

OFFICE OF THE PRESIDENT

James M. Dennis, Ph.D.
President of the University
and Professor of Education
B.A., Occidental College
Ph.D., University of Southern California

Victoria A. Dowling, M.B.A.
Senior Vice President
B.A., California Lutheran University
M.B.A., California Lutheran University

Joseph J. Cipfl, Ph.D.
Advisor to the President
B.S., Illinois State University
M.S., Southern Illinois University
Ed.S., Southern Illinois University
Ph.D., Saint Louis University

Patti J. Daniels
Administrative Assistant to the President

George J. Manning

Administrative Assistant to the President
B.M., Illinois Wesleyan University
M.M., Florida State University

OFFICE OF ACADEMIC AFFAIRS

Christine M. Bahr, Ph.D.
Provost and Dean of the University
B.A., Fontbonne College
M.S., Southern Illinois University at Edwardsville
Ph.D., Indiana University

Tami J. Eggleston, Ph.D.
Associate Dean
Professor of Psychology
B.S., Morningside College
M.S., Ph.D., Iowa State University

Rita G. Davis, M.S.M./M.B.A.
Assistant to the Provost
B.B.A., Fontbonne University
M.S.M., Fontbonne University
MBA, Fontbonne University

Current Honorary and Trustee Emeritus

Edward S. Bott
Trustee Emeritus 1992

Rebecca Giles Brewer '47
Trustee Emeritus 2003

James M. Comer
Trustee Emeritus 1996

John R. Dosier '55
Trustee Emeritus 2012

Constance Grob '53
Trustee Emeritus 1990

Warren G. Jennings
Trustee Emeritus 1992

Jacqueline Joyner-Kersee
Honorary Trustee 1992

Allen A. Kaisor
Trustee Emeritus 1998

Donald L. Lowe '48
Trustee Emeritus 2009

Ray B. Porter '53
Trustee Emeritus 1996

Kenji Tanaka
Honorary Trustee 1995

Rev. Jack D. Travelstead
Trustee Emeritus 2010

Alumni Association Alumni Board

McKendree University Alumni
Association Board Officers

PRESIDENT

Maria (Stallings) Page '89, '06

FIRST VICE PRESIDENT

Dana Barnard '00

SECOND VICE PRESIDENT

Amy Suydam '05

THIRD VICE PRESIDENT

Megan (Weiler) Connelly '05

EXECUTIVE SECRETARY

Rev. Dr. Victor Long '83

Alumni Board Members

1950s

Rev. Dr. Miley Palmer '58

1960s

Marianna Romine '69

1970s

Dennis Korte '70

David Philip '70

R. Bruce Hogan '71

Dr. Constance Rockingham '75

Robert Hardy '76

1980s

John Schomaker '80

Rev. Victor Long '83

Connie (Holzinger) Elmore '86

Kathleen Duckworth '89

Maria (Stallings) Page '89, '06

1990s

Jennifer Sullivan '96

Wendy LaBenne '97

Chris Mitchell '99

2000s

Dana Barnard '00

Ryan Furniss '00

Ellen Carey '04

Megan (Weiler) Connelly '05

Amy Suydam '05

Erin Conner '08

Amy (Baer) Venhaus '09

ACADEMIC RECORDS

Deborah L. Larson, M.A.
Assistant Dean and Registrar
A.S., Christ for the Nations Institute
M.A., Covenant Theological Seminary

Thomas Hanley, Jr., M.A.
Assistant Registrar
A.A.S., Saint Louis Community College
B.A., Saint Louis University
M.A., Saint Louis University

ACADEMIC SUPPORT CENTER

Clarissa B. Melvin, M.A.
Director of Academic Support Center
B.A., M.A., Hampton University

CENTER FOR PUBLIC SERVICE

Lyn J. Huxford, Ph.D.
Professor of Sociology
Coordinator, Center for Public Service
B.A., M.A., Ph.D., Saint Louis University

GRADUATE SCHOOL

Joseph J. Cipfl, Ph.D.
Dean of the Graduate School
B.S. Illinois State University
M.S., Southern Illinois University
Ed.S., Southern Illinois University
Ph.D., Saint Louis University

HOLMAN LIBRARY

Rebecca L. Schreiner, M.L.S., MA.
Director, Holman Library
M.L.S, Dominican University
M.A., University of Illinois

WRITING RESOURCE CENTER

Joy Santee, Ph.D.
Assistant Professor English
Director of the Writing Center
Coordinator of the Writing Proficiency Exam
Coordinator of Writing Across the Curriculum
B.S., Northwestern College
M.A., Ph.D., Purdue University

McKendree University 2013/2014 Graduate Catalog

OFFICE OF ADMINISTRATION AND FINANCE

Sally A. Mayhew, M.B.A.

Vice President for Administration and Finance
B.A., Augustana College
M.B.A., McKendree College

Marsha Giles, B.S.

Director of Student Accounts
B.S., Quincy College

Lauren Korte, M.B.A.

Assistant to Vice President for
Administration and Finance
B.S., McKendree College
M.B.A. McKendree University

Shirley Rentz, M.S.

Director of Human Resources
B.S., McKendree College
M.S., Webster University

Paul Zinck, M.B.A.

Comptroller
B.B.A., McKendree University
M.B.A., McKendree University

SAFETY AND SECURITY

Ranodore Foggs, MB.A.

Director of Public Safety
B.S., Southern Illinois University Carbondale
M.A., Webster University

OFFICE OF ADMISSION AND FINANCIAL AID

Chris Hall, B.A.

Vice President for Admission and Financial Aid
B.A., University of Memphis

ADMISSION

Sabrina Storer, M.S.

Director of Graduate Admission
B.S., M.S., Illinois State University

Patty Aubel, B.S.

Graduate Admission Counselor
B.S., Southern Illinois University at Carbondale

Kim Eichelberger, B.S.

Director of Nursing Admission
B.S., Southern Illinois University at Edwardsville

Brianne Knaus, B.A.

Graduate Admission Counselor
B.A., Marquette University

Josie Blasdel, B.S.

Director of Undergraduate Admission
B.S., Murray State University

Megan Koester, B.A.

Assistant Director of Admission
B.A., Butler University

Mark Clynes, B.A.

Assistant Director of Admission
B.A., Tarkio College

FINANCIAL AID

Beth Juehne, B.S.

Assistant Director
B.S., McKendree University
M.A., McKendree University

Vicki Obermann, B.B.A.

Assistant Director
B.B.A., McKendree College

OFFICE OF EXTERNAL PROGRAMS AND MCKENDREE ONLINE

Joseph J. Cipfl, Ph.D.

Executive Director of Online
and External Programs
B.S. Illinois State University
M.S., Southern Illinois University
Ed.S., Southern Illinois University
Ph.D., Saint Louis University

Christian Blome

Executive Director of Kentucky Campuses
B.S. University of Southern Indiana
M.S. University of Evansville

Pamela Chambers, M.A. Ed.

Assistant Director, McKendree at Scott
B.S., Eastern Illinois University
M.A. Ed., McKendree University

Melissa Ely, B.A.

Director and Academic Advisor,
Louisville Campus
B.A., Charleston Southern University

Eveline R. Higgs, M.H.R.M.

Director, Radcliff Campus and Financial Services
and VA Certifying Official
B.S.H.R.L., Sullivan University
M.H.R.M., Keller Graduate School
of Management of DeVry University

Melissa Meeker, M.A. Ed.

Assistant Dean of Student Services
for External Programs
Director of McKendree Online
B.S. Ed., McKendree College
M.A. Ed., McKendree University

Thomas A. Pawlow, M.S.

Associate Dean, McKendree at Scott
B.S., Saint Louis University
M.S., North Dakota University

James T. Rosborg, Ed.D.

Director of Master's in Education
B.S., Southern Illinois University at Carbondale
Ed.D., Ed.S., M.S., Southern Illinois
University at Edwardsville

OFFICE OF INSTITUTIONAL ADVANCEMENT

Victoria A. Dowling, M.B.A.

Senior Vice President
B.A., California Lutheran University
M.B.A., California Lutheran University

Peter Palermo

Director of Russel E. and Fern M.
Hettenhausen Center for the Arts

DEVELOPMENT, ALUMNI,
AND PARENT RELATIONS**Kimberly A. Mayden, M.S.**

Associate Vice President for Development,
Alumni, and Parent Relations
B.S., Ball State University
M.S., Bemidji State University

Scott L. Billhartz, M.B.A.

Director of Donor and Prospect Management
B.A., McKendree College
M.B.A., Southern Illinois University at Edwardsville

Whitney L. Fraier, M.A.

Director of Alumni Relations
B.A., Murray State University
M.A., Lindenwood University

Rev. Dr. B. Timothy Harrison, D.Min.

University Chaplain and
Director of Church Relations
B.A., Bethany College
M.Div., Emory University
D.Min., Wesley Theological Seminary

Whitney Strang, B.A.

Director of Major and Planned Giving
B.A. McKendree University

COMMUNICATIONS AND MARKETING

Krysti Connelly, M.A.

Executive Director of Communications
and Marketing
B.S., M.A., Southern Illinois University
at Edwardsville

Lisa Brandon, B.A.

Director of Media Relations
B.A., Millikin University

Michael Embrich, B.S.

Web Content Manager
B.S., Southern Illinois University at Edwardsville

Michele Erschen, M.A.

Director of Community Relations and Marketing
B.A., Eastern Illinois University
M.A., Webster University

Edward Vernon

Graphic Designer

OFFICE OF RESEARCH, PLANNING,
AND TECHNOLOGY**Mary E. Bornheimer, Ph.D.**

Vice President for Research, Planning,
and Technology
B.S., Southern Illinois University at Carbondale
M.S., University of Phoenix
Ph.D., North Central University

EDUCATIONAL TECHNOLOGY

Alan Boergen, B.A.

Director of Educational Technology
and Assessment Coordinator
B.A., Murray State University

INFORMATION TECHNOLOGY

George Kriss, M.B.A.

Director of Information Technology
B.S., McKendree College
M.B.A., McKendree University

Jill M. Weil

Assistant Director of Information Technology

OFFICE OF STUDENT AFFAIRS

Joni J. Bastian, Ph.D.

Vice President for Student Affairs
and Dean of Students
B.S., Illinois State University
M.A., Webster University
Ph.D., Saint Louis University

David G. Boggs, M.M.

Director of Bands
B.M.E., Tennessee
Technological University
M.M., Indiana University

Beth Ann Allan, RN, BSN, CSN

Director of Health Services
A.S.N., Lewis and Clark Community College
B.S.N., McKendree University
C.S.N., Southern Illinois University, Edwardsville

Julia Hagan, B.A.

Administrative Assistant to the
Vice President for Student Affairs
B.A., Southern Illinois University, Carbondale

Sarah G. Klucker, J.D.

Director of Leadership and Student Development
B.A., Transylvania University
J.D., Saint Louis University

Jennifer R. Miller, M.A.Ed.

Director of Student Success and Retention
B.A., McKendree College
M.A.Ed., McKendree University

Roger Mitch Nasser, Jr., M.S.

Director of Residence Life
B.A., Saint Louis University
M.S., Western Illinois University

Jennifer Pickerell, M.A.

Director of Career Services
B.A., McKendree College
M.A., Webster University

Brent Reeves, B.A.

Director of Multicultural Affairs
B.A., Washington University

Craig Robertson, B.F.A.

Director of Campus Activities
B.F.A., Millikin University

Kim Smallheer, M.S.

Director of Recreational Programs
B.S., Rutgers University
M.S., University of Southern California

ATHLETICS

Chuck Brueggemann, M.A.;

Director of Athletics
B.A. McKendree College;
M.A. Naval Postgraduate School

Angela Red, M.S.

Assistant Director of Athletics
Compliance Officer
B.S., University of Missouri, St. Louis
M.S., Southern Illinois University, Edwardsville

Melissa Ringhausen, M.S.

Assistant Director of Athletics
Senior Women's Administrator
Head Women's Basketball Coach
B.S., Ottawa University
M.S., University of Kansas, Lawrence

Scott Cummings, B.S.

Sports Information Director
B.S., Union College

Eric Buck, B.A.

Assistant Sports Information Director
B.A., Western Illinois University

Current Emeriti Administrators and Faculty

David Ahola, Ph.D.

Professor Emeritus of Political Science 2003
B.S., Mansfield State University
M.A.T., Brown University
Ph.D., Syracuse University

Ted Anderson, Ph.D.

Professor Emeritus of Biology 2004
B.A., University of Kansas
Ph.D., Saint Louis University

Ronald J. Black, Ph.D.

James M. Hamill Professor Emeritus
of English 2004
B.A., M.A., Ph.D.,
Wayne State University

Murella A. Bosse, Ph.D.

Professor Emeritus of Psychology 2012
B.S., Indiana University
M.S. Southern Illinois University at Edwardsville
Ph.D., Washington University, St. Louis

Mary Frances Daylor, R.N.

Nurse and Health Educator Emeritus 2011
Miser cordia Hospital, Pennsylvania

James R. Drake, M.F.A.

Professor Emeritus of Art 2011
B.F.A., University of Cincinnati
M.F.A., Southern Illinois University at Edwardsville

Martha M. Eggers, M.Ed.

Assistant Professor Emeritus of Education 2012
B.S., University of Illinois
M.Ed., Wright State University

William A. Haskins, Ph.D.

Professor Emeritus of
Speech Communication 2012
B.A., State University of New York,
College at New Paltz
M.A., Colorado State University
Ph.D., University of Oregon

Donald L. Holst, Ed.D.

Professor Emeritus of Education 1991
B.S., Emporia State University
M.S., University of Missouri
Ed.D., Montana State University
Ed.Spec., Southern Illinois University
at Edwardsville

K. Jean Kirts, Ph.D.

Professor Emeritus of Physical Education 2007
B.S., Lindenwood College
M.S., Indiana University
Ph.D., Southern Illinois University at Carbondale

Philip W. Neale, Ph.D.

Professor Emeritus of Philosophy 2006
B.A., College of Wooster
B.D., Union Theological Seminary, NYC
M.A., Ph.D., Vanderbilt University

Jane V. Weingartner, M.A.

Director of Gift Planning 2004
B.A., M.A., University of Wisconsin

Faculty

(Year of hiring in parentheses)

Eric Abrams, Ph.D. (2006)

Associate Professor of Economics/Finance
B.S., Carnegie Mellon University
Ph.D., University of Iowa

Alan Alewine, Ph.D. (2002)

Chair, Division of Science and Mathematics
Associate Professor of Mathematics
B.S., Furman University
M.S., Ph. D., Vanderbilt University

Melissa Barfield, Ph.D. (2006)

Associate Professor of Sociology
B.A., Truman State University
M.S., Ph.D., Mississippi State University

Joe Blasdel, M.A. (2005)

Instructor of Political Science
Debate and Individual Events Coach
B.A., McKendree College
M.A., Syracuse University

Sara S. Bolten, M.S., R.N., CNE(1997)

Instructor of Nursing
B.S.N., Harding University
M.S.N., University of Cincinnati

Rick Bonsall, D.Mgt. (2008)

Assistant Professor of Marketing
A.A.S., Community College of the Air Force
B.S., Southern Illinois University at Carbondale
M.S., Troy State University
M.A., D.Mgt., Webster University

Brenda Boudreau, Ph.D. (1998)

Professor of English
 Director of Gender Studies and Ethnic Studies
 B.S., Framingham University
 M.A., West Virginia University
 Ph.D., West Virginia University

Guy Boysen, Ph.D. (2012)

Associate Professor of Psychology
 B.A., St. John's University
 M.S., Iowa State University
 Ph.D., Iowa State University

Jeffrey Brasel, M.B.A. (2012)

Instructor of Accounting and Finance
 B.S., McKendree University
 M.B.A., Southern Illinois University at Edwardsville

Paula Bull, M.S.N., R. N. (2011)

Instructor of Nursing
 B.S.N., McKendree University
 M.S.N., McKendree University

Aurélié Capron, Ph.D. (2010)

Assistant Professor of Spanish
 B.S., M.A., University of Hawaii
 Ph.D., University of California-Santa Cruz

Scott M. Colby, M.A. (2010)

Instructor of Physical Education
 B.A., Central Washington University
 M.A., Seattle Pacific University

Ann V. Collins, Ph.D. (2007)

Assistant Professor of Political Science
 Co-coordinator, University (UNI) 101
 B.A., Texas State University at San Marcos
 M.A., Louisiana State University
 M.A., Ph.D., Washington University

James H. Cook, Jr., Ph.D. (2006)

Associate Professor of Counseling
 Director of Master of Arts
 in Professional Counseling
 B.A., M.A., Marshall University
 Ph.D., Southern Illinois University at Carbondale

Nichole B. DeWall, Ph.D. (2008)

Assistant Professor of English
 B.A., St. Olaf College
 M.A., University of Nebraska
 Ph.D., Northeastern University

Darryn Diuguid, Ph.D. (2008)

Assistant Professor of Education
 Co-coordinator, University (UNI) 101
 B.A., Western Kentucky University
 B.S., M.A., Eastern Kentucky University
 Ph.D., Saint Louis University

Brenda Bennett Doll, Ph.D. (2009)

Assistant Professor of Education
 Director of Teacher Education
 B.S., Illinois State University
 M.A., College of William and Mary
 Ph.D., Saint Louis University

Jie Du, Ph.D. (2013)

Assistant Professor of Computing
 B.S., Southwest Jiaotong University, China
 M.S., Beijing Jiaotong University, China
 M.S., Ph.D., University of Maryland,
 Baltimore County

Heather Dye, Ph.D. (2007)

Associate Professor of Mathematics
 B.S., B.A., State University of New York at Buffalo
 M.S., University of Texas
 Ph.D., University of Illinois at Chicago

Tami J. Eggleston, Ph.D. (1996)

Professor of Psychology
 Associate Dean
 B.S., Morningside College
 M.S., Ph.D., Iowa State University

James D. Feher, Ph.D. (2001)

Professor of Computing
 B.S., University of Illinois
 M.S., Ph.D., University of Missouri at Rolla

George J. Fero, Ed.D. (2001)

Professor of Education
 B.M., Youngstown State University
 M.A., Ohio State University
 Ed.D., Northern Arizona University

Patrick A. Folk, Ph.D. (1978)

Professor of History
 Distinguished Service Professor
 Occupant: The Samuel Hedding Deneen
 and Charles Samuel Deneen Memorial
 Professorship of Early American History
 B.A., Tulane University
 M.A., Ph.D., University of Toledo

Lola F. Francis, M.L.S. (2011)

Research Services and Information
 Technologies Librarian
 Assistant Professor
 A.S., Community College of the Air Force
 B.G.S., University of Nebraska – Omaha
 M.L.S. – University of Missouri – Columbia

Brian K. Frederking, Ph.D. (1998)

Professor of Political Science
 Chair, Division of Social Science
 Director, Honors Program
 B.A., McKendree College
 M.A., Ph.D., Syracuse University

Jennifer A. Funk, M.L.I.S. (2011)

Public Services Librarian
 Instructor
 B.A., Southern Illinois University at Edwardsville
 M.L.I.S., San Jose State University

Katy Gayford, M.S., ATC, LAT (2007)

Instructor of Athletic Training
 B.S., Western Illinois University
 M.S., Indiana State University

Betsy Gordon, Ph.D. (1990)

Professor of Speech Communication
 B.A., Huntingdon College
 M.A., University of North Carolina
 Ph.D., Louisiana State University

John R. Greenfield, Ph.D. (1984)

Professor of English
 Chair, Division of Humanities
 Director, Writing Proficiency Examination
 B.A., M.A., Ph.D., Indiana University

Stephen P. Hagan, Ph.D. (2011)

Assistant Professor of Sociology
B.A., M.A., Ph.D., Southern Illinois University
at Carbondale

Irwin Halfond, Ph.D. (1988)

Professor of History
B.A., New York University
M.A., Ph.D., Temple University

Dawn Michele Hankins,

Ph.D., ATC, LAT (1997)
Professor of Athletic Training
Chair, Division of Health Professions
B.A., Coe College
M.S., Southern Illinois University at Carbondale
Ph.D., Saint Louis University

Darrel Hardt, Ed.D. (2010)

Assistant Professor of Educational Leadership
Director of Ed.S. and Ed.D. Programs
B.S., Illinois State University
M.S., Ed.S., Southern Illinois University
at Edwardsville
Ed.D., Saint Louis University

Laura K. Harrawood,

Ph.D., LCPC, LMFT, NCC (2011)
Assistant Professor of Counseling
B.A., M.S., Ph.D., Southern Illinois
University at Carbondale

Bethany Hill-Anderson, Ph.D. (2008)

Assistant Professor of Education
B.A., Ohio Wesleyan University
M.A., University of South Florida
Ph.D., Saint Louis University

Linda Hoffman, Ph.D. (2006)

Associate Professor of Psychology
B.S., M.A., Southern Illinois
University at Edwardsville
Ph.D., Saint Louis University

Jennifer Hope, Ph.D. (2012)

Assistant Professor of Education
B.S., Lenoir-Rhyne College
M.A., Maryville University
Ph.D., University of Missouri – St. Louis

Deborah Houk, M.L.S. (1996)

Technical Services and
Government Documents Librarian
Assistant Professor
A.A., Belleville Area College
B.A., McKendree College
M.L.S., University of Missouri – Columbia

Lyn J. Huxford, Ph.D. (1978)

Professor of Sociology
Distinguished Service Professor
Coordinator, Center for Public Service
B.A., M.A., Ph.D., Saint Louis University

Benjamin C. Jellen, Ph.D. (2010)

Assistant Professor of Biology
B.S., M.S., University of Illinois
Ph.D., Saint Louis University

Terese Kasson, M.S.B.A., C.P.A. (2004)

Instructor of Accounting
B.S., University of Notre Dame
M.S.B.A., Washington University

J. L. Kemp, Psy.D. (2000)

Associate Professor of Psychology
A.A., Belleville Area College
B.A., McKendree College
Psy.D., Indiana State University

Brelinda Kern, Ph.D., R.N. (2006)

Instructor of Nursing
B.S.N., University of West Florida
M.S.N., Southern Illinois
University at Edwardsville
Ph.D., Nova Southeastern University

Alice W. Lehnhoff, J.D. (2011)

Assistant Professor of Business Administration
B.A., Washington University
M.B.A., Southern Illinois
University at Edwardsville
J.D., St. Louis University

Shelly Lemons, Ph.D. (2010)

Assistant Professor of History
B.A., Missouri Southern State College
M.A., Southwest Missouri State College
Ph.D., Oklahoma State University

Hazel Loucks, Ph.D. (2012)

Assistant Professor of Education
B.S., Southern Illinois University at Carbondale
M.A., The Ohio State University
Ph.D., Saint Louis University

Amy MacLennan, M.F.A. (2011)

Assistant Professor of Art
B.F.A., M.F.A., Indiana State University

Michelle Magnussen, M.F.A. (2006)

Associate Professor of Theater
B.A., Carthage College
M.F.A., University of Louisville

Martha McDonald,

Ph.D., R.N., C.C.N.S., CNE (1993)
Associate Professor of Nursing,
Coordinator of Nursing Programs, So. IL.
A.A.S., Kaskaskia College
B.S.N., M.S.N., University of Evansville
Ph.D., Indiana University

Mostafa G. Mostafa, Ph.D. (2009)

Assistant Professor of Computing
B.S., Cairo University
M.S., University of Louisville
Ph.D., University of Louisville

Kay Mueggenburg, Ph.D., R.N., CHPN (2011)

Associate Professor of Nursing
B.S.N., McKendree College
M.S., Southern Illinois University at Edwardsville
Ph.D., Southern Illinois University at Carbondale

Jenny Mueller, Ph.D. (2002)

Associate Professor of English
B.A., M.A., University of Chicago
M.F.A., University of Iowa
Ph.D., University of Utah

Duane Olson, Ph.D. (2000)

Professor of Religion
B.A., Trinity College
M.Div., Princeton Theological Seminary
Ph.D., University of Iowa

Karan L. Onstott, Rh.D. (2006)

Associate Professor of
Health Promotion/Wellness
B.S., M.S., Southern Illinois
University at Edwardsville
Rh.D., Southern Illinois University at Carbondale

Karee M. Orellana, Ed.D. (2011)

Assistant Professor of Special Education
B.S., Auburn University
M.Ed., Middle Tennessee State University
Ed.D., Tennessee State University

David L. Ottinger, M.F.A. (1978)

Professor of Art
Distinguished Service Professor
B.F.A., Kansas City Art Institute
M.F.A., Washington University, St. Louis

Feza Ozturk, Ph.D. (1988)

Professor of Chemistry
B.S., M.S., Ege University, Izmir, Turkey
Ph.D., University of Florida

Martha Patterson, Ph.D. (2004)

Associate Professor of English
B.A., Carleton College
M.A., Ph.D., University of Iowa

James Petre, Ph.D. (2012)

Assistant Professor of Speech Communication
B.S., University of Illinois at Urbana-Champaign
M.S., Ph.D., Southern Illinois University
at Carbondale

Kian L. Pokorny, Ph.D. (2002)

Professor of Computing
Chair, Division of Computing
B.S., M.S., Central Missouri State University
Ph.D., Louisiana Tech University

Neil Quisenberry, Ph.D. (2003)

Associate Professor of Sociology
B.A., Western Kentucky University
M.A., University of South Florida
Ph.D., University of Kentucky

Myron C. Reese, Ph.D. (1968)

Professor of Chemistry
Distinguished Service Professor
B.S., California State University at Long Beach
Ph.D., University of Notre Dame

Richelle A. Rennegarbe, Ph.D., R.N. (2009)

Associate Professor of Nursing
Chair, Division of Nursing
Director of MSN Program
A.D.N., Kaskaskia College
B.S.N., McKendree University
M.S.N., Southern Illinois University
at Edwardsville
Ph.D., Southern Illinois University at Carbondale

Timothy J. Richards, Ph.D. (1997)

Associate Professor of Education
B.A., St. Mary's University of Texas
M.Ed., University of Illinois
M.S., Southern Illinois University at Edwardsville
Ph.D., Southern Illinois University at Carbondale

Deanne Riess, Ph.D. (2002)

Associate Professor of Health Promotion/
Wellness and Physical Education
B.S., Eastern Illinois University
M.S., Ph.D., Indiana State University

Dennis Ryan, Ph.D. (1991)

Professor of Mathematics
B.S., M.S., Ph.D.,
University of Illinois at Chicago

Jean Sampson, D.Mgt. (2005)

Associate Professor of Management/Marketing
B.B.A., McKendree College
M.A., D.Mgt., Webster University

Joy Santee, Ph.D. (2012)

Assistant Professor English
Director of the Writing Center
Coordinator of the Writing Proficiency Exam
Coordinator of Writing Across the Curriculum
B.S., Northwestern College
M.A., Ph.D., Purdue University

Rebecca Schreiner, M.L.S. (2010)

Director of Holman Library
Assistant Professor
B.A., Roosevelt University
M.A., University of Illinois
M.L.S., Dominican University

Michele Schutzenhofer, Ph.D. (2007)

Assistant Professor of Biology
B.S., McKendree College
Ph.D., Saint Louis University

Helene P. Seibert, M.S.N., R.N. (2011)

Instructor of Nursing
B.A., Southern Illinois University at Carbondale
B.S.N., M.S.N., Southern Illinois University
at Edwardsville

Gabriel Shapiro, M.A. (2002)

Assistant Professor of Journalism and English
Faculty Advisor, McKendree Review
B.A., State University of New York
at Binghamton
M.A., University of Missouri Columbia

Frank Spreng, Ph.D., J.D. (1987)

Professor of Economics
Director of MBA Program
B.S., M.B.A., Duquesne University
M.S., Ph.D., University of Pittsburgh
J.D., Saint Louis University

Nancy Starnes, M.B.A., C.P.A. (2013)

Instructor of Accounting
B.S., M.B.A., Southern Illinois University
at Edwardsville

Harry M. Statham, M.S. (1966)

Assistant Professor of Physical Education
Distinguished Service Professor
Men's Basketball Coach
B.A., McKendree College
M.S., University of Illinois

Mary Ann Thompson, Dr.PH., R.N. (2010)

Associate Professor of Nursing
R.N., Johns Hopkins Hospital School of Nursing
B.A., College of New Rochelle
M.S.N., Yale University School of Nursing
Dr.PH., Columbia University School
of Public Health

Julie Tonsing-Meyer, Ed.D. (2012)

Assistant Professor of Education
B.S.Ed., University of Missouri – St. Louis
M.A., Maryville University
Ed.D., Northcentral University

Adam Tournier, Ph.D. (2010)

Assistant Professor of Physics
B.A., M.S., University of Missouri at St. Louis
Ph.D., University of Missouri Rolla

Fred W. Underwood, M.S. (1986)

Assistant Professor of Computing
B.A., Northwestern University
M.S., Kent State University

Robb Douglas Van Putte, Ph.D. (1999)

Associate Professor of Biology
Occupant: The Harvey C. and
Winifred Ann Pitt Professorship
of Biology B.A., Wittenberg University
Ph.D., Texas A&M University

Robert L. Von Kanel, M.S.N., R.N. (2008)

Instructor of Nursing
B.S.N., Spalding University
M.S.N., Bellarmine University

John Watters, Ph.D. (2008)

Assistant Professor of Economics
B.A., Central Methodist College
M.A., Ph. D., University of Missouri – Columbia

Nathan A. White, M.S., M.B.A. (2008)

Instructor of Computing
B.S., University of Maryland
M.B.A., St. Mary's University
M.S., Southern Illinois University at Edwardsville

Kelli Whittington, M.S.N., R.N. (2010)

Instructor of Nursing
B.S.N., Middle Tennessee State University
M.S.N., Southern Illinois University
at Edwardsville

Janet Wicker, Ph.D. (2004)

Associate Professor of Education
Chair, School of Education
B.A., Concordia University
M.S.Ed., Ph.D., Southern Illinois
University at Carbondale

Janice M. Wiegmann, Ph.D., R.N. (1982)

Professor of Nursing
B.S.N., St. Xavier College
M.S.N., Ph.D., Saint Louis University

Phillip E. Wilhelm, Ph.D. (2005)

Assistant Professor of Music Education
B.Mus.Ed., M.M., Southern Illinois
University at Edwardsville
Ph.D., Northcentral University

Peter Will, Ph.D. (2002)

Associate Professor of Management
Faculty Athletic Representative
B.S., Northwest Missouri State
B.S., Thomas Edison State College
M.B.A., University of Phoenix
M.A., Farleigh Dickinson University
Ph.D., University of Missouri-Columbia

Nancy S. Ypma, D.Mus. (1988)

Professor of Music
Director of Music
Chair, Division of Visual and Performing Arts
B.A., University of California at Los Angeles
M.Mus., D. Mus., Northwestern University

Kevin Zanelotti, Ph.D., (2006)

Associate Professor of Philosophy
B.A., Goucher College
M.A., Ph.D., University of Kentucky

index

A.

Academic Calendar, 2
 Academic Honesty, 22
 Academic Programs and Policies, 21
 Academic Support Center, 34
 Accreditations and Memberships, i
 Additional Concentration after Graduation, 25
 Admission Requirements to Graduate Studies, 12
 MBA, 41
 MAED, 52
 EdS, 123
 EdD, 130
 MA, 150
 MSN, 160
 Advising, 34
 Alumni Association, Officers, 173
 Alumni Board, 173

B.

Board of Trustees, 172
 Board Members, 172

C.

Career Services, 34
 Certificates Offered, 25
 Challenges to Academic Decisions, 25
 Check Policy, 17
 Course Drop/Add, 26
 Course Load, 26
 Counseling Services, 34

D.

Deficiencies, 26
 Degrees Offered, 27
 Directed Study, 27
 Doctor of Education, 129

E.

Email, 32
 Emeriti Administrators and Faculty, 176
 Enrolling for Classes, 14

F.

Faculty, 176
 Family Educational Rights and Privacy, 27
 Fees, 16
 Financial Aid, 17
 Financial Information, 15

G.

Grade Changes, 28
 Grading System, 28
 Graduation Dates, 29
 Graduation Requirements
 MBA, 42
 MAED, 54
 EdS, 128
 EdD, 134
 MA, 153
 MSN, 161

H.

Health Services, 34
 Holman Library, 10
 Honorary Societies, 35
 Honorary and Trustees Emeritus, 173

I.

Independent Study, 29
 Intercollegiate Athletics, 35
 International Student Admissions, 13
 International Students, 36
 Interruption of Studies, 29

K.

Kentucky Campuses, 8

L.

Loans, 18

M.

Master of Arts in Education Degree (MAED), 51
 MAED – Course Descriptions, 135
 MAED – Educational Administration
 & Leadership, 81
 MAED – Educational Studies, 89
 MAED – Educational Studies –
 Emphasis in Reading, 95
 MAED – Higher Education
 Administrative Services, 119
 MAED – Music Education, 109
 MAED – Special Education, 67
 MAED – Special Non-Degree
 Added Endorsements, 115
 MAED - Specialized Instruction, 101
 MAED – Teacher Leadership, 75
 MAED – Teacher Licensure, 55
 Master of Arts in Clinical Mental Health
 Counseling (MA), 149
 MA Course Descriptions, 154
 Master of Business Administration (MBA), 37
 MBA Course Description, 43
 MBA Programs at Kentucky Campuses, 40
 MBA Program at the Lebanon Campus, 40
 MBA Program at Rend Lake Market Place, 40
 MBA Program Online, 40
 Master of Science in Nursing (MSN), 157
 MSN Course Description, 168
 MSN/MBA Dual Degree, 166
 MSN Post-Masters Certificate, 167

N.

Non-Degree Seeking Admission, 12
 Nursing Education Option
 Recommended Schedule, 163
 Nursing Management/Administration Option
 Recommended Schedule, 164
 Nursing Palliative Care Option
 Recommended Schedule, 165

O.

Online, 9

P.

Payment of Financial Obligations, 17
 Probation and Suspension/Remediation Plan
 MBA, 42
 MAED, 53
 MAPC, 153
 MSN, 161

R.

Re-admission, 14
 Repeat/Delete, 29
 Residence Requirements, 31

S.

Satisfactory Academic Progress Policy, 19
 School of Education, 45
 Second Degree, 31
 Services for Students with Disabilities, 36
 Severe Weather Policy, 31
 Specialist in Education, 121

T.

Tuition, 16
 Tuition Refund, 20

U.

Undergraduate Students Enrolled
 in Graduate Level Credit, 32
 University Administration, 172
 University Mission, 5

V.

VA Policy on Class Attendance, 32

W.

Withdrawals and Refunds, 20
 Writing Center, 36



MCKENDREE
UNIVERSITY

McKendree University
 701 College Road
 Lebanon, IL 62254
 618-537-4481
 1-800-BEARCAT

Visit us on the web
www.mckendree.edu



MCKENDREE
UNIVERSITY

701 College Road

Lebanon, IL 62254

618-537-4481

www.mckendree.edu