

2018/2019 GRADUATE CATALOG

Continue Your Story



MCKENDREE
UNIVERSITY

MAKE YOUR MARK

A young woman with long brown hair, wearing a black graduation cap and a black gown with orange and purple accents, is smiling broadly. She is holding a dark grey diploma folder with both hands. The folder has the text 'McKendree University' printed on it in a gold, serif font. In the background, another graduate in a red gown is visible, slightly out of focus, walking on a path. The background is a lush green field with trees.

2018/2019
GRADUATE CATALOG

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



GRADUATE SCHOOL

McKendree University complies with all applicable anti-discrimination laws and regulations, including but not limited to: Title IV of the Higher Education Act of 1965, as amended; Title IX of the Education Amendments of 1972, as amended; Title VI of the 1964 Civil Rights Act, as amended; Title VII of the 1964 Civil Rights Act, as amended; Section 504 of the Rehabilitation Act of 1973, as amended; the Americans with Disabilities Act, as amended; and, all other federal, state, and local anti-discrimination and equal opportunity laws and regulations including the Illinois Human Rights Act. McKendree University will not discriminate or retaliate on the basis of race, religion, gender, color, national origin, ethnicity, age, disability, sexual orientation, or gender expression and identification in any phase of its admissions, financial aid, educational, athletic, or other programs or activities or, with respect to its employment practices. McKendree University is also committed to enhancing the cultural and gender diversity of the University.

Students and employees, including applicants, who believe they may have been discriminated against, may contact the University's Compliance Officer at the University's address or by telephone at (618) 537-6533 or they may contact the Equal Employment Opportunity Commission or the Illinois Department of Human Rights. McKendree University is also authorized under federal law to enroll non-immigrant alien students. McKendree University supports the "Eight Keys and the Principles of Excellence for Serving Veterans" published by the U.S. Department of Education and complies with the Uniformed Services Employment and Reemployment Rights Act.

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.

ACCREDITATIONS

Higher Learning Commission

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

Commission on Accreditation of Athletic Training Education (CAATE)

2201 Double Creek Drive
Suite 5006
Round Rock, TX 78664
512-733-9700

Commission on Collegiate Nursing Education (CCNE)

655 K Street NW
Suite 750
Washington, DC 20001
202-887-6791

International Accreditation Council for Business Education (IACBE)

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

APPROVALS AND 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

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.



MCKENDREE
UNIVERSITY



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LEBANON CAMPUS ACADEMIC CALENDAR 2018/2019

Fall 2018

| | | | |
|------|-------|---------|--|
| AUG | 27 | MON | Fall semester classes begin on the Lebanon campus |
| SEPT | 3 | MON | Labor Day – No classes on the Lebanon campus nor at off-campus centers |
| OCT | 18 | THUR | First half semester ends |
| | 19 | FRI | Fall Break – No classes on Lebanon campus |
| | 22 | MON | Second half semester begins |
| NOV | 21-25 | WED-SUN | Thanksgiving Holiday – No classes on the Lebanon campus |
| DEC | 7 | FRI | Last day of fall semester classes |
| | 10 | MON | Final examination period begins |
| | 13 | THU | Final examination period ends |

Spring 2019

| | | | |
|-------|----|-----|---|
| JAN | 14 | MON | Spring semester classes begin on the Lebanon campus |
| | 21 | MON | Martin Luther King Day – No classes on the Lebanon campus |
| MAR | 8 | FRI | First half semester ends |
| | 9 | SAT | Spring recess begins at 10:00 p.m. |
| | 17 | MON | Spring recess ends at 8:00 a.m. |
| | 18 | MON | Second half semester begins |
| APRIL | 19 | FRI | Good Friday – No classes on the Lebanon campus |
| | 25 | THU | Academic Excellence Celebration |
| MAY | 3 | FRI | Last day of spring semester classes |
| | 6 | MON | Final examination period begins |
| | 9 | THU | Final examination period ends |
| | 11 | SAT | Commencement |



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 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, understand critical issues in your field, share your own perspectives, and work on real-world projects. I am confident that the 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. Please do not hesitate to contact any member of our faculty or staff if you have any questions or concerns.

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,

James M. Dennis

President • McKendree University



A LETTER FROM THE
PRESIDENT

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 curriculum 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 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

Since 1828, McKendree University has provided a high quality undergraduate and graduate education in a friendly, nurturing environment. Total enrollment is over 2,700, with a 236-acre campus in Lebanon, Illinois near downtown St. Louis, a campus in Radcliff, Kentucky, and online programs.

McKendree University offers students many ways to make their mark on the world, with more than 50 undergraduate academic majors and graduate programs in education, clinical mental health counseling, business administration, nursing, and criminal justice. Students may take part in a wide variety of co-curricular activities including music, debate, community service, Greek life, and study abroad. The McKendree Bearcats' student-athletes compete in 33 men's and women's sports as a member of NCAA Division II. The Hettenhausen Center for the Arts is Southern Illinois' premier performing arts venue, presenting world class dance, drama, classical music and jazz.

Kentucky Campus

The McKendree University Kentucky Campus is located in Radcliff. Online courses and programs are also available to students living in Kentucky. (See McKendree Online below.) Programs are offered in an accelerated format designed for the busy adult student.

The following graduate degrees are offered at the Kentucky Campus:

- **Master of Business Administration**
- **Master of Business Administration – Human Resource Management**

Inquiries and requests for additional information should be addressed to:

McKendree University/Radcliff

1635 W. Lincoln Trail Blvd.

Radcliff, KY 40160

Tel (270) 351-5003

Fax (270) 351-7888

Website: www.mckendree.edu/kentucky



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 Criminal Justice**
- **Master of Arts in Criminal Justice/Master of Business Administration Dual Degree**
- **Master of Arts in Education – Curriculum Design and Instruction**
- **Master of Arts in Education – Higher Education Administrative Services**
- **Master of Business Administration**
- **Master of Business Administration – Human Resources Management**
- **Master of Science in Nursing – Nursing Management/Administration**
- **Master of Science in Nursing – Nursing Education**
- **Master of Science in Nursing – Nursing Population Health**
- **Master of Science in Nursing/Master of Business Administration**
- **Doctor of Nursing Practice in Ethical Leadership**

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

Honor Societies

McKendree University believes in recognizing students for their scholastic achievements. Below is list of honor societies with chapters at McKendree.

- **Kappa Delta Pi** – international education honor society.
- **Sigma Theta Tau** – international nursing honor society.
- **Phi Kappa Phi** – national all-discipline honor society.
- **Sigma Beta Delta** – national business, management, or administration honor society.

The McKendree Graduate Student Experience

A McKendree University graduate education cultivates the intellect and character of professionals who care for one another and for the world in which they practice. The university promotes the highest level of academic, ethical, civic, and career development possible for all students. All graduate students are active members of a community of learners who help each other develop advanced knowledge, skills, competencies, and professional dispositions.



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.

Graduate student learning outcomes stem directly from the mission and include the following:

1. Diverse Perspectives

Graduate students will embrace the cultures, values, beliefs, perspectives, and talents of all people.

2. Personal and Social Responsibility

Graduate students will demonstrate advanced knowledge and willingness to apply ethical and moral decision making in professional contexts.

3. Engagement

Graduate students will participate actively in classroom and community experiences.

4. Effective Communication

Graduate students will communicate effectively in oral and written forms according to the standards of their profession.

5. Inquiry and Problem Solving

Graduate students will demonstrate advanced knowledge of research methods and apply appropriate analyses to solve problems within the discipline.

6. Discipline-Specific Competence

Graduate students will demonstrate the knowledge, skills, and dispositions required of their discipline.

7. Lifelong Learning

Graduate students will engage in scholarly activities to foster lifelong learning in professional practice.

ADMISSION

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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.

Admission Requirements to the Graduate School

Specific program admission requirements are located on the indicated pages:

- **Master of Arts in Criminal Justice (MACJ) – page 32**
- **Master of Arts in Criminal Justice (MACJ)/Master of Business Administration (MBA)– page 37**
- **Master of Business Administration (MBA) – page 45**
- **Master of Arts in Teaching (MAT)/Master of Arts in Education (MAED) – page 53**
- **Specialist in Education (EdS) – page 107**
- **Doctor of Education (EdD) – page 115**
- **Master of Arts in Clinical Mental Health Counseling (CMHC) – page 137**
- **Master of Science in Nursing (MSN) – page 145**
- **Doctor of Nursing Practice in Ethical Leadership (DNP) – page 159**

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, Special Education or Teacher Leadership). Programs reserve the right to restrict course enrollment to students who are currently accepted into the program. Non-degree seeking students are not eligible for financial assistance. Non-degree seeking 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:

- **MACJ:** Submit official transcript from institution granting baccalaureate degree; approval of program director.
- **MAED:** Hold a current license or be pursuing a license.
- **CMHC:** 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 nursing program; approval of the program director.

International Student Admission

McKendree University welcomes applications for admission by international students. Every prospective graduate student will be evaluated for evidence of a high probability of success.

1. A completed graduate application online at www.mckendree.edu (no fee).
2. Submit official postsecondary transcripts. All international applicants must submit transcripts that have been evaluated by either World Education Services (WES) or Educational Credential Evaluators (ECE). Note: The transcript evaluation must be sent via postal mail and in a sealed envelope from the WES or ECE agency.

3. Evidence of English proficiency (no older than two years)
 - a. TOEFL – paper – 550
 - b. TOEFL – internet/computer – 80
 - c. IELTS – 6.5 (no subscore less than 6.0)
4. A current resume.
5. Supplemental Application for International Students.
6. Completed Medical Form.
7. A letter from your bank. This will verify that you have the financial ability to fund your 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.
8. See below for specific program requirements.

Program Specific Requirements:

Master of Business Administration, Master of Arts in Criminal Justice, and Master of Arts in Education:

1. An essay describing the personal and professional goals that will be met by the student's completion of the program.
2. Recommendation forms completed by three former instructors and/or professional references who can attest to the applicant's ability to pursue graduate work.
3. International students may be considered for admission to the program through one of the following ways:
 - a. Possess an undergraduate degree in the area-related field (business, social science, or education) with an overall GPA of at least a 3.0 on a 4.0 scale. The minimum GPA for all major courses must be at least a 3.2 on a 4.0 scale.
 - b. Possess a graduate degree.
 - c. Possess an undergraduate degree in a non-related field and complete the GMAT with a minimum score of 500.
4. Complete an interview via Skype prior to admission. The Skype interview is to assess language proficiency and graduate level disposition.

Master of Arts in Clinical Mental Health Counseling:

1. 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.
2. Three recommendation forms from master's or doctoral level professionals who can attest to the applicant's ability to pursue graduate work in a clinical program. Recommendations from personal acquaintances (i.e., friends, church leaders, family members, etc.) are not acceptable. While letters of reference are acceptable for submission, we require each reference to complete our recommendation form.
3. Possess at least a 3.0 GPA on four-point scale in undergraduate studies.
4. 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.
5. Only applicants who are considered academically qualified for the program are invited to interview via Skype with the admissions committee. 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.

Please send all required materials to:

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

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 Multicultural Affairs at (618) 537-6938, which serves as the counseling and information center for students from outside of the U.S. International students also have a campus organization the International Student Organization (ISO) to help them integrate into the life of the campus, plan social activities, etc.

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



GRADUATE SCHOOL

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 Unsubsidized 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 (1.5%) 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 and 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 Unsubsidized 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, prerequisites, corequisites or endorsements 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 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.

For other class formats, contact the Business Office.

STUDENT SERVICES



Holman Library

Holman Library is home to more than 75,000 books, DVD's, CD's, and government documents. The library offers both quiet and collaborative study space and over 35 computer workstations, including a Mac lab and Windows lab. Students have access to group study rooms and collaborative workstations for up to four laptop computers.

Holman Library is a member of the CARLI consortium, which provides access to over 38 million items from 86 academic libraries in Illinois. Items are delivered to the library free of charge. Electronic holdings are available through over 50 research databases, and students can access interlibrary loan services to acquire items not available in the library's holdings. Expert research assistance and instruction is available from our dedicated librarians.



GRADUATE SCHOOL

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.

Disability Services

In accordance with the Americans with Disabilities Act (ADA), McKendree University provides services, auxiliary aids, and accommodations to meet the unique learning needs of students with disabilities.

The Coordinator for Disability Services at McKendree is Jennifer Miller, Assistant Dean for Student Success. Her office is located in the Student Success and Advising Center, located at 521 Stanton Street on the Lebanon campus. The Success Center is open year-round, including summer months.

Students with disabilities who need services, auxiliary aids, or accommodations to participate in McKendree University academic or co-curricular activities must contact the Coordinator for Disability Services and self-report their disability and specific needs. All documentation and consultation will be kept confidential. The Coordinator can be contacted at (618) 537-6572 or jrmiller@mckendree.edu.

Writing Center

Peer and faculty writing consultants are available to assist current students, staff, and faculty members with all aspects of the writing process, including documenting resources in various documentation styles. Online and in-person appointments may be made by clicking the Scheduling an Appointment tab on the Writing Center webpage at <http://www.mckendree.edu/offices/writing-center/>.

Career Services

The Office of Career Services on the Lebanon campus provides a variety of services to assist students with career options. Individual career counseling, interest and personality assessment, and career exploration workshops offer students the opportunity to examine possible majors and careers. This office also provides access to books and other information dealing with career planning, the job search, and graduate school. Career Services teaches a one credit hour course, Careers, the Job Search, and Beyond, each fall so that students are well prepared for their job search and life after graduation. This office also coordinates the internship program for academic credit that is available to qualifying junior and senior level students. Career Services provides workshops and individual counseling to offer assistance with resume preparation, job search correspondence, and interview skills. There are job fairs, a career conference, and dining etiquette seminar to introduce students to available fields of work and to prospective employers. Students and alumni are encouraged to register with College Central Network, the McKendree University online job board, and to participate in campus interviews.

ACADEMIC POLICIES



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.

- a. 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.
- b. 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.
- c. 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.
- d. 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:

- a.** Allow the student to resubmit the assignment or re-take the exam, test, or quiz for full credit;
- b.** Reduce the grade earned by the student for the specific assignment, exam, test, or quiz by whatever factor the faculty member deems appropriate;
- c.** Fail the student on the particular assignment, exam, test, or quiz;
- d.** Reduce the grade earned by the student for the course;
- e.** Fail the student for the course;
- f.** In particularly egregious cases, the faculty member may request that the Academic Integrity Committee conduct a hearing.

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

Evidence

Within two weeks of receipt of the reporting form, and on the basis of the evidence presented, the Associate Dean for Curriculum will determine the appropriate procedure for the disposition of the case and take one of the following actions:

- a. Dismiss the case** if there is insufficient evidence.
- b. Send a disciplinary warning letter** to the student if evidence of dishonesty is uncovered and it is a first offense.
- c. Convene a hearing of the Academic Integrity Committee** if it is a second or subsequent offense.

The Academic Integrity Committee Hearing

The student is contacted in writing by the Associate Dean for Curriculum.

This notice will include the following:

- a. Specification of charges.
- b. Hearing date, time, and location.
- c. Rights of the accused.
- d. 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:

- a. The institution 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.
- b. The accused student has a right to hear all the evidence and testimony considered by the Academic Integrity Committee.
- c. 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.
- d. The student has a right to assistance in the preparation and presentation of evidence and witnesses.
- e. If a member of the Academic Integrity Committee is involved in the incident, he/she must recuse him/herself from the hearing process.
- f. The Associate Dean for Curriculum 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.

- a. Counsel is limited to a single individual.
- b. 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 extremely important in the event of an appeal. The physical evidence should be received by the Academic Integrity Committee 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 an Academic Integrity Committee Hearing

The Academic Integrity Committee may elect to impose any of the following sanctions:

- a. A disciplinary warning letter from the Associate Dean for Curriculum.
- b. Administrative removal from the class with an automatic “F” grade for the class.
- c. Academic probation for one full academic semester following the adjudication of the student as academically dishonest.
- d. Suspension from the university for at least one full academic semester following the adjudication of the student as academically dishonest.
- e. 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 Academic Integrity Committee.

Appeals

The Provost will consider appeals of sanctions imposed by the Academic Integrity Committee. 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.

- a. **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.
- b. **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 Honesty Policy were breached, and that these errors affected the outcome of the case.
- c. **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:

- a. Deny the appeal,
- b. Change a finding of guilt to a finding of innocence,
- c. Modify the penalty,
- d. 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 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 cannot receive a second MAED or MBA, respectively.

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 Provost, 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 Associate Dean for Curriculum. 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 Associate Dean for Curriculum, 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.

Adding or Dropping Classes

- Students may add or drop courses according to the schedules posted by the Academic Records Office for each semester.
- A course may not be added after one week from the first class meeting.
- Drops and adds are not effective until recorded by the Academic Records Office:
 - Courses may be dropped online until the last day to add a class (5th business day of the term).
 - After the last day to add a course, a form must be submitted with the required signatures.

Course Load

| | |
|---------------------|--------------------|
| Less than half-time | 0 – 4 hours |
| Part-time | 5 – 8 hours |
| Full-time | 9 – 14 hours |
| Overload | 15 hours and above |

A term is fall, spring, or summer. Registering for more than 15 credit hours requires written approval by the program director and provost.

Continuing Dissertation Load

Students enrolled in EDD 798 Dissertation Continuing Study and EDD 799 Continuing Enrollment will be considered full-time for purposes of enrollment reporting.

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:

Masters

1. **CMHC** – Master of Arts in Clinical Mental Health Counseling
2. **MACJ** – Master of Arts in Criminal Justice
3. **MACJ/MBA** – Master of Arts in Criminal Justice/Master of Business Administration
4. **MAED** – Master of Arts in Education
5. **MAT** – Master of Arts in Teaching
6. **MBA** – Master of Business Administration
7. **MSN** – Master of Science in Nursing
8. **MSN/MBA** – Master of Science in Nursing/Master of Business Administration

Specialist

1. **EdS** – Specialist in Education in Curriculum Design and Instruction
2. **EdS** – Specialist in Education in Superintendent Licensure

Doctoral

1. **DNP** – Doctor of Nursing Practice in Ethical Leadership
2. **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. |
| CR – Credit | 0 quality points per credit hr. |
| NC – No Credit | 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 depending upon the circumstances and timing of the withdrawal. The grade of W is not included in computation of the grade point average. 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, July 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.

Email

Every student is issued a McKendree email account, which is the primary means of communication from departments such as the Office of Academic Records, Office of 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.

Graduate level coursework from McKendree University or any other institution of higher education may not be applied toward an undergraduate degree at McKendree University unless the student is enrolled in an approved 3+2 or 4+1 undergraduate/graduate program. Students who are enrolled in approved 3+2 or 4+1 programs may apply only designated graduate courses to their undergraduate degree and the total number of credit hours applied to both programs may not exceed 30. Courses applied to both programs will be considered "upper-level" credit hours in the undergraduate program. Undergraduate students who are not enrolled in approved 3+2 or 4+1 programs may take up to two graduate-level courses while enrolled as undergraduate students, but those courses may not count toward an undergraduate degree, nor will the courses be considered "upper-level" credit hours in the undergraduate program. The courses will count only as graduate credit hours.

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.

Withdrawals

Withdrawal from a course is not official until the student has dropped via WebAdvisor or a drop/add form has been received by the Registrar. The University reserves the right to administratively withdraw students for non-attendance. Students may withdraw from courses according to the following schedule.

Full semesters

1. Up to the end of the 5th business day of class sessions, students may withdraw from a class without any notation appearing on the permanent record.
2. From the 6th day to the end of the 50th day, a grade of W will be recorded.
3. After the 50th day, a student may not drop a course unless circumstances merit special consideration by the Provost of the University.

Eight week courses

1. Up to the end of the 5th business day of class sessions, students may withdraw from a class without any notation appearing on the permanent record.
2. From the 6th day to the end of the 27th day, a grade of W will be recorded.
3. After the 27th day, a student may not drop a course unless circumstances merit special consideration by the Provost of the University.

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.

College of Arts
and
Sciences

College of Arts
and
Sciences

COLLEGE OF
ARTS AND
SCIENCES

MASTER OF ARTS IN CRIMINAL JUSTICE

MASTER OF ARTS IN CRIMINAL JUSTICE/
MASTER OF BUSINESS ADMINISTRATION

MK

GRADUATE SCHOOL

The Master of Arts in Criminal Justice is designed to provide students with a scholar-practitioner model that will help them in the practice of criminal justice in their present or future careers. In addition, this program will provide the necessary tools for any student who wishes to continue his or her education at the doctoral level. There are four required courses for the program. Beyond these courses, there are a variety of courses that will be enriching to students hoping to delve more deeply into a single area or get a variety of experiences in several areas. Students will be offered courses that deal specifically with current criminal justice topics. There is also the option of field experiences as well as independent study as a way for students to gain hours in an area of their choice.

The MACJ/MBA dual degree represents a joint offering from the College of Arts and Sciences and the School of Business. The complex nature of the criminal justice system increasingly requires administrators who possess not only deep understanding of criminal justice theory and practice, but also the financial and leadership expertise acquired through advanced training in business. This degree fills the need for individuals desiring this combination of skill sets.

***Jennifer Webster, PhD, Assistant Professor of Criminal Justice;
Director of MA in Criminal Justice Program***
jhwebster@mckendree.edu; (618) 537-6581

***Roxanne Beard, PhD, Associate Professor of Management;
Director of the MBA Program***
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MASTER OF ARTS IN CRIMINAL JUSTICE

Program Learning Outcomes

Students will:

- Demonstrate advanced theoretical knowledge of the nature of crime, and understanding regarding patterns of criminal activity.
- Demonstrate advanced knowledge and understanding of the law and the legal system, as well as decision-making in the criminal justice process, and the social and political context of the legal system.
- Demonstrate advanced knowledge and understanding of the effects of human diversity (including, but not limited to, ethnicity, culture, gender, religion, and economic well-being) within the context of contemporary issues of justice.
- Demonstrate advanced knowledge and understanding of, and willingness to utilize, ethical decision making in criminal justice contexts.
- Demonstrate advanced knowledge and understanding of research methods, statistics, and program evaluation.

Admission Requirements

The program admits students who present evidence of their potential for scholarly work. The following documentation and/or components are required for consideration for admission to the Master of Arts in Criminal Justice Program:

1. A completed graduate admission application (no fee).
2. Official transcripts from each college or university attended. Official transcripts are those mailed from institution to institution.
3. A current vita or resume.
4. 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 of a 3.0 GPA for the first 12 hours of graduate coursework with no grade lower than a B. Current undergraduate students 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.
5. A Statement of Purpose describing interests and goals in criminal justice as a career and why the Master of Arts in Criminal Justice at McKendree University would be helpful in achieving these goals.
6. Recommendation forms completed by three former instructors and/or professional references who can attest to the applicant's ability to pursue graduate work.

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.

Program Requirements

This degree requires a culminating experience in which students will exhibit mastery of criminal justice subject matter. Students are required to complete either the comprehensive examination option or the thesis option.

Core Courses

| | |
|---------------------------------|-----------------|
| CRJ 600, 604, 606, 608, and 611 | 15 Hours |
| Eight Elective Courses | 21 Hours |
| Total Requirements | 36 Hours |

Comprehensive Examination Option

| | |
|---------|---------|
| CRJ 697 | 0 Hours |
|---------|---------|

The comprehensive examination is one of two ways a graduate student can satisfy the culminating experience requirement. The examination surveys the master core and elective classes. Students will answer six questions for the comprehensive examination: four from the core courses and two from elective courses. Specific questions are developed by the MACJ graduate faculty and approved by the program director.

Test Administration

Comprehensive examinations are administered twice a year, in the ninth week of the fall semester (mid-October) and the ninth week of the spring semester (mid-April). The examination will be take-home; completed examinations will be submitted via Blackboard. Students will have one week to complete the examination. Students are expected to inform the program director of their intent to take the comprehensive examination as least one month before the test period. Students must have completed at least 24 credit hours of coursework to sit for the comprehensive examination.

Test Grading

Each examination will be graded initially by two members of the MACJ graduate faculty. If they agree on the grade, it is recorded as such. However, if the initial graders fail to agree, a third graduate faculty member will grade the examination and break the tie. Each examination will receive one of three grades: Pass, Low Pass, or Fail. If the graduate faculty decides that an examination has failed, they must provide formal written feedback to the student. Every effort is made to ensure that there is consensus.

Notification of Examination Results

The MACJ program director will notify students of the results of their examination by email to each student's McKendree email address. Every effort is made to provide test results to students as soon as possible. Students who fail the comprehensive examination are permitted two additional opportunities to pass the examination (either pass or low pass). If a student fails to pass the examination in three tries, the student will be dismissed from the program.

Thesis Option

CRJ 698 and CRJ 699

6 Hours (to be used in place of elective courses)

Students who plan to continue their education and apply to a doctoral program are highly encouraged to complete the thesis option. For students wishing to complete the thesis option, the following guidelines will be used to determine the quality of the thesis.

This final research paper, or thesis, must meet or exceed the expectations in terms of rigor and quality for a graduate-level paper. Papers submitted in prior courses, either graduate or undergraduate, are not sufficient to meet this requirement. Prior work may, however, serve as the foundation for the thesis. If a previous paper is being used, students are expected to expand upon the depth of their literature review, and/or introduce or enhance their empirical evaluation, theoretical analysis, and/or consideration of policy significance. The topic and depth of the paper will need to be approved by the student's committee before the project begins and this same committee will determine when the final written paper meets their expectations. The final grade of the thesis will consist of Pass or Fail.

Rules

1. The thesis must be original and distinctive in subject matter. It is not to be identical to a submitted undergraduate or graduate course paper.
2. This paper requires a chair of the committee and two readers. Students will be required to ask a full-time McKendree faculty member to serve as his or her chair and two readers who will agree to the process as well. The chair must be a full-time McKendree faculty member, but the other members do not have to be full-time.
3. The graduate student and the chair will determine the subject for the thesis.
4. The committee will assess the quality of the product.
5. In order to pass the thesis requirement, the student must present their research at a public forum, commonly known as a thesis defense.

Beyond the core curriculum, each student is required to take 8 additional courses in the Master of Arts in Criminal Justice Program. If the thesis option is being used, the requirement will consist of 6 courses plus 6 thesis hours. In addition, two (2) of the following cross-listed SOC 490/CRJ 690 sociology courses can count toward the 8 elective requirements, provided that they were not previously taken at the undergraduate level. Because these courses are seminar courses, the topics vary by semester and may be taken for credit more than once. However, the same topic cannot count for credit more than once, the topic must be within Criminal Justice, and the course must be approved by the Director of Graduate Studies (DGS).

Probation and Suspension

MACJ 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 MACJ degree. Each semester, the Office of the Academic Records will report to the Director of the MACJ 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 as long as progress is 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 MACJ 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 Arts in Criminal Justice, students must fulfill all of the following requirements:

1. Satisfactorily complete the MACJ curriculum within six years of taking the first course numbered MACJ 600 or higher.
2. Attain a GPA of at least 3.0 with no more than one grade of C in an MACJ course numbered MACJ 600 or higher.
3. Declare intent to graduate by completing a Degree Application online at: http://www.mckendree.edu/academics/ARO_academicForms.aspx according to the following deadline schedule:
 - May applications are due by the previous October 31.
 - July applications are due by the previous October 31.
 - December applications are due by the previous March 31.

MASTER OF ARTS IN CRIMINAL JUSTICE/MASTER OF BUSINESS ADMINISTRATION DUAL DEGREE PROGRAM

Program Learning Outcomes

Students will:

- Develop leadership skills for the evolving criminal justice environment.
- Synthesize theoretical knowledge of business and criminal justice practice.
- Analyze and incorporate research in the areas of criminal justice and business into evidence-based management.
- Demonstrate advanced theoretical knowledge of the nature of crime, and understanding regarding patterns of criminal activity.
- Demonstrate advanced knowledge and understanding of the law and the legal system, as well as decision-making in the criminal justice process, and the social and political context of the legal system.
- Demonstrate advanced knowledge and understanding of the effects of human diversity (including, but not limited to, ethnicity, culture, gender, religion, and economic well-being) within the context of contemporary issues of justice.
- Demonstrate advanced knowledge and understanding of, and willingness to utilize, ethical decision making in criminal justice contexts.
- Demonstrate advanced knowledge and understanding of research methods, statistics, and program evaluation.
- Utilize the analytical and decision-making skills regularly employed in the business community.
- Develop critical leadership skills.
- Find and utilize appropriate data.
- Demonstrate knowledge of the functional areas of business including management, marketing, finance, and strategy.

MA in Criminal Justice courses

30 crs.

| | | |
|---------|--|---|
| CRJ 600 | ADVANCED STUDIES IN CRIMINAL JUSTICE | 3 |
| CRJ 604 | CRIMINOLOGICAL THEORY | 3 |
| CRJ 606 | RESEARCH IN CRIMINAL JUSTICE I: METHODS AND CONCEPTS | 3 |
| CRJ 608 | RESEARCH IN CRIMINAL JUSTICE II: DATA ANALYSIS | 3 |
| CRJ 610 | POLICE ADMINISTRATION AND MANAGEMENT | 3 |
| CRJ 611 | ETHICS, THE LAW, AND INDIVIDUAL RIGHTS | 3 |
| CRJ 623 | CLASS, RACE, AND GENDER IN CRIMINAL JUSTICE | 3 |
| CRJ 6XX | ELECTIVES CHOSEN IN CONSULTATION WITH ADVISOR | 9 |

MBA courses

30 crs.

| | | |
|---------|--|---|
| MBA 621 | ACCOUNTING FOR MANAGERS | 3 |
| MBA 622 | ECONOMICS OF THE FIRM | 3 |
| MBA 625 | LEGAL ISSUES FOR MANAGERS | 3 |
| MBA 628 | ORGANIZATIONAL LEADERSHIP AND TRANSITION | 3 |
| MBA 644 | BUSINESS TO BUSINESS MARKETING | 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 |

Courses of Study

| | | |
|----------------|---|----------|
| MBA 623 | BUSINESS RESEARCH METHODS AND APPLICATIONS | 3 |
| <i>or</i> | | |
| MBA 631 | CORPORATE FINANCE | 3 |

MBA 661 is the designated capstone course for students completing the dual degree program in the following sequence: MACJ – MBA.

The MACJ thesis or comprehensive exam is the designated capstone experience for students completing the dual degree program in the following sequence: MBA – MACJ.

Note that 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 criminal justice 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 accounting, management/marketing, microeconomics and statistics must 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:

| | | |
|----------------|--|----------|
| 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.

Note: Students are encouraged to declare the dual degree program early in their program. Students must meet entrance requirements for both degrees.

Students who subsequently elect not to complete either the MACJ 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 the requirements of both programs.

Course Descriptions

CRJ 600 ADVANCED STUDIES IN CRIMINAL JUSTICE (3)

This course will serve as the foundation course in the Master of Arts in Criminal Justice Program. This course will focus on the field of criminal justice, with particular interest in the areas of policing, the courts and corrections. In addition, this course will review theoretical perspectives and research that currently drive the field of criminal justice.

CRJ 604 CRIMINOLOGICAL THEORY (3)

In this course, the major theoretical perspectives of classical and modern criminology and criminal justice will be examined. This course is designed to help students become critical thinkers by examining the assumptions underlying criminological theories and how those assumptions have held up to empirical tests as well as common practice.

CRJ 606 RESEARCH IN CRIMINAL JUSTICE I: METHODS AND CONCEPTS (3)

This course is designed to teach students the process of research from beginning to end. This course will teach students how to carry out an empirical study on any topic of interest within criminal justice, using both qualitative and quantitative criminological research methods. Prerequisite: CRJ 600.

CRJ 608 RESEARCH IN CRIMINAL JUSTICE II: DATA ANALYSIS (3)

This course is intended to teach students advanced writing and analytical skills. Not only will students learn more advanced statistical techniques for conducting their own research, they will also learn how to evaluate the significance of published findings with a critical eye. This course will also teach students where and how to go about locating data and how to present and publish their findings. Prerequisites: CRJ 600 and CRJ 606.

CRJ 610 POLICE ADMINISTRATION AND MANAGEMENT (3)

This course examines administrative theory of policing and criminal justice agencies, both historically and today. Focusing on techniques involved in the administration of police bureaucracies, the course will emphasize change, evolution, and strategies for effective policing in the modern world.

CRJ 611 ETHICS, THE LAW, AND INDIVIDUAL RIGHTS (3)

The purpose of this course is to provide students with an understanding of the ethical dimensions of criminal justice, with particular attention focused on the role, duties and responsibilities of law enforcement. Special attention is paid to the interactions and intersections of the law and individual rights. Topics can include items such as due process, equal protection, and cruel and unusual punishment.



- CRJ 612 TERRORISM, SECURITY, AND THE MODERN WORLD (3)**
This course examines terrorism domestically and internationally. What is terrorism? What does it mean in modern contexts? What does it mean for law enforcement and the study of crime? Can it be studied in the same ways we study traditional crime? Emphasis will be placed on the important intersections of terrorism and homeland security as it relates to law enforcement, coordination, government policy, strategy, assessment, evaluation, preparation, and responses.
- CRJ 613 CRIME PREVENTION (3)**
An advanced-level introduction to the field of crime prevention. The course reviews the developmental, community, and situational approaches to crime prevention, along with the theoretical underpinnings of each. The specific methods of prevention each approach gives rise to are then evaluated in light of available empirical evidence. Socio-political implications for implementation are also discussed.
- CRJ 620 ADVANCED SEMINAR IN CRIMINAL LAW (3)**
This course provides an advanced focus on criminal law and criminal procedure. Focus will be on structure of law and the justice System, with special focus given to the intersection of law and police practices. Topics can include judicial enforcement of limitations upon police practices, comparative legal systems, policy analysis, and the history of law. Prerequisite: CRJ 611.
- CRJ 621 ISSUES IN POLICING (3)**
This course will provide an overview of some of the most significant issues facing law enforcement agencies today. Topics can include: police use of deadly force, review of police conduct, police unionization, police corruption, media relations, civil liability, community/problem-oriented policing, and others.
- CRJ 622 CORRECTIONS AND CORRECTIONAL PRACTICES (3)**
This course deals with corrections, institutions, and practices. Special attention will be paid to the entirety of the corrections system including residents, programs and management, and special problems.



- CRJ 623 CLASS, RACE, AND GENDER IN CRIMINAL JUSTICE (3)**
 Research indicates that the justice System is not always as equal as we would like to believe. Therefore, this course focuses on three areas that structure differential experiences within the criminal justice system. Exploring class, race, and gender, this course looks at these groups both as offenders and as victims, and explores the patterns that exist as both.
- CRJ 670 INTERNSHIP IN CRIMINAL JUSTICE (3)**
 Internships in criminal justice through the career services office. Due to the graduate level of the course, all internships will include extra readings, some lecture/discussion, and a scholar-practitioner based paper.
- CRJ 680 SPECIAL TOPICS IN CRIMINAL JUSTICE (3)**
 Special topics will be offered on interesting subjects in Criminal Justice as needed. This course can be taken multiple times as long as the topics are different.
- CRJ 690/**
SOC 490 SEMINAR IN SOCIOLOGY (3)
 Selected topics.
- CRJ 695 INDEPENDENT STUDY IN CRIMINAL JUSTICE (3)**
- CRJ 697 COMPREHENSIVE EXAMINATION (0)**
 This noncredit, credit/no credit course serves as an indicator of students' attempts at the program's comprehensive exam. Detailed information about the Master of Arts in Criminal Justice Program's comprehensive examination is located in the Graduate Catalog. May be attempted a maximum of three times. Each semester.
- CRJ 698 THESIS I (3)**
 This course orients students toward the production of a proposal suitable for a thesis.
- CRJ 699 THESIS II (3)**
 This course entails the oral presentation and defense of thesis. Prerequisite: CRJ 698.

SCHOOL OF BUSINESS

MAKE YOUR MARK



MASTER OF BUSINESS ADMINISTRATION

MASTER OF BUSINESS ADMINISTRATION
• **concentration in
human resource management**

MASTER OF ARTS IN CRIMINAL JUSTICE/
MASTER OF BUSINESS ADMINISTRATION

MASTER OF SCIENCE IN NURSING/
MASTER OF BUSINESS ADMINISTRATION



GRADUATE SCHOOL

The Master of Business Administration 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.

The MACJ/MBA degree represents a joint offering from the College of Arts and Sciences and the School of Business. The complex nature of the criminal justice system increasingly requires administrators who possess not only deep understanding of criminal justice theory and practice, but also the financial and leadership expertise acquired through advanced training in business. This degree fills the need for individuals desiring this combination of skill sets. Details for this program are presented in the section "College of Arts and Sciences."

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 "School of Nursing and Health Professions."

**Roxanne Beard, PhD, Associate Professor of Management;
Director of the MBA Program**

rbear@mckendree.edu; (618) 537-6988

Program Learning Outcomes

Students will:

- Utilize the analytical and decision-making skills regularly employed in the business community.
- Develop critical leadership skills.
- Find and utilize appropriate data.
- Demonstrate knowledge of the functional areas of business including management, marketing, finance, and strategy.

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.

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.

| MBA | | 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 642 | CUSTOMERS AND COMPETITIVE ADVANTAGE | 3 |
| MBA 644 | BUSINESS TO BUSINESS MARKETING | 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

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 630 PEOPLE MANAGEMENT
- MBA 636 LEADING ORGANIZATIONAL CHANGE
- MBA 662 STRATEGIC HR AND GLOBALIZATION

| MBA – Human Resource Management Concentration | 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 630 PEOPLE MANAGEMENT | 3 |
| MBA 631 CORPORATE FINANCE | 3 |
| MBA 636 LEADING ORGANIZATIONAL CHANGE | 3 |
| MBA 644 BUSINESS TO BUSINESS MARKETING | 3 |
| MBA 652 ORGANIZATIONAL BEHAVIOR | 3 |
| MBA 653 STAKEHOLDER MANAGEMENT AND ETHICS | 3 |
| MBA 661 CORPORATE STRATEGY AND LEADERSHIP | 3 |
| MBA 662 STRATEGIC HR AND GLOBALIZATION | 3 |

MBA Program at the Lebanon Campus

The MBA program is offered at the Lebanon campus. Courses meet one night a week for eight weeks in a blended format. The blended format is a combination of face-to-face and online learning that allows for the highly personalized learning experience valued by adult learners. The program can be completed in as little as 12 months.

MBA Program at Rend Lake Market Place

The MBA program is offered in Mt. Vernon, Illinois at the Rend Lake College Marketplace. Courses meet one night a week for eight weeks in a blended format. The blended format is a combination of face-to-face and online learning that allows for the highly personalized learning experience valued by adult learners.

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. The program can be completed in as little as 12 months.

MBA Program at Kentucky Campuses

The MBA program is offered at the McKendree University Kentucky campuses in Radcliff and Shepherdsville. Courses meet one night a week for eight weeks in a blended format. The blended format is a combination of face-to-face and online learning that allows for the highly personalized learning experience valued by adult learners. The program can be completed in as little as 12 months.

MACJ/MBA Dual Degree Program

The MACJ/MBA degree represents a joint offering from the College of Arts and Sciences and the School of Business. The complex nature of the criminal justice system increasingly requires administrators who possess not only deep understanding of criminal justice theory and practice, but also the financial and leadership expertise acquired through advanced training in business. This degree fills the need for individuals desiring this combination of skill sets. Details for this program are presented in the section “College of Arts and Sciences.”

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 “School of Nursing and Health Professions.”

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.

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. Declare intent to graduate by completing a Degree Application online at: http://www.mckendree.edu/academics/ARO_academicForms.aspx according to the following deadline schedule:
 - May applications are due by the previous October 31.
 - July applications are due by the previous October 31.
 - December applications are due by the previous March 31.

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 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 630 PEOPLE MANAGEMENT (3)

This course provides an overview of the core functions of human resources. This is followed by in-depth coverage of employment and labor law, diversity management, job analysis and design, staffing, recruitment and retention, and total rewards as a means of leveraging organizational success through human capital optimization.

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 636 LEADING ORGANIZATIONAL CHANGE (3)

The course takes a meso-level approach toward the development of key human resource leader skills and behaviors. The course includes comprehensive content on change management behaviors, select HR organizational development practices, the role of internal human resource consultants, managing individuals vs. teams, leveraging performance appraisal results, and training and development functions. Students will complete a variety of self-assessments and evaluate leader effectiveness through a multimedia case covering a contested merger.

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 644 BUSINESS TO BUSINESS MARKETING (3)

This course will highlight the similarities of Business-to-Business (B2B) marketing to Business-to-Consumer (B2C) marketing. The focus will be on discussion of the unique nature and characteristics of the B2B marketing environment that works with a different buying behavior, buying cycle, and marketing mix. In addition, this course provides a tool to measure B2B performance.

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: Completion of at least 27 hours of MBA core courses.

MBA 662 STRATEGIC HR AND GLOBALIZATION (3)

This course takes a comprehensive approach that illustrates the strategic role of human resources in guiding organizational success. Human resource's roles in facilitating globalization, ethical compliance and CSR, metrics, and workforce planning are addressed. Emphasis is placed on risk management and the use of technologies and e-resources to accomplish organizational goals. Complex, integrative human resource cases will be used extensively.

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.

MAKE YOUR MARK

School of Education



SCHOOL OF EDUCATION

MASTER OF ARTS IN TEACHING

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.



GRADUATE SCHOOL

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Mission: It is the mission of the School of Education at McKendree University to prepare teachers and other education professionals as lifelong learners, caring practitioners, and knowledgeable professionals.

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

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.



Program Learning Outcomes

Students will:

- Have a strong foundation in content knowledge.
- Acquire and use specific skills to enhance teaching and learning.
- Apply the use of current technology to teaching and learning.
- Communicate effectively.
- Be prepared to teach within a diverse society.
- Exhibit dispositions appropriate to the profession.
- Practice personal reflection on their teaching.
- Become collaborative professionals.
- Be 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

MAKE YOUR MARK



MASTER OF ARTS IN TEACHING

- elementary education
- middle school education
- secondary education
- K-12 (Art and Physical Education)
- special education

MASTER OF ARTS IN EDUCATION

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



GRADUATE SCHOOL

Admission Requirements

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 MAT or 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. Pass the Test of Academic Proficiency or have a composite score of 22 on the ACT with a writing score of 6 or higher (if taken after 9/10/15) or a composite score of 1110 on the SAT with a minimum score of 26 on writing and language.
8. 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

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 programs, transfer coursework cannot be more than six (6) years old. Transfer credit will be honored for three (3) years after beginning the program. If the 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. An 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 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

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.

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 according to the following deadline schedule
 - May applications are due by the previous October 31.
 - July applications are due by the previous October 31.
 - December applications are due by the previous March 31.

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

MAKE YOUR MARK



MASTER OF ARTS IN TEACHING

- elementary education
- middle school education
- secondary education
- K-12 (Art and Physical Education)
- special education

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



GRADUATE SCHOOL

The Master of Arts in Teaching program 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 and is aligned with the McKendree University Conceptual Framework.

Before admission is granted to the Initial Teacher Licensure Program, each applicant must complete the requirements listed below:

1. Successfully complete EDU 510 Introduction to Teaching.
2. Pass a criminal background check in accordance with the Illinois State Board of Education requirements.
3. Complete the e-form Application for Admission to the Teacher Education Program.

Requirements for Retention in the Program

To remain in a Teacher Education Program, candidates must:

- Complete professional education courses and other coursework deficiencies with a grade of C or higher.
- Receive satisfactory ratings on dispositions evaluations by faculty.
- Earn satisfactory ratings on cooperating teacher and university supervisor evaluations.

Requirements for Student Teaching

To student teach in a Teacher Education Program, candidates must:

- Meet all retention standards listed above.
- Complete all required coursework for program.
- Meet all background and health requirements set forth by Illinois State Board of Education and school districts.
- Pass the appropriate Illinois content-area examination*.
- Submit application for student teaching by deadline specified in the Teacher Education Handbook.
- Pass faculty review process.

Requirements for Program Completion

To complete a Teacher Education Program, candidates must:

- Meet all prior requirements listed above

- Complete professional education courses with a grade of C or higher
- Complete student teaching with a grade of C or higher
- Pass the edTPA as required by the State of Illinois* School of Education

* Registration information and study guides for the examinations are available on the Illinois Licensure Testing System web site (www.il.nesinc.com).

MAT IN ELEMENTARY EDUCATION

The elementary education graduate program results in an Illinois Professional Educator License for grades 1–6. The program consists of 51 credit hours of professional education coursework. Candidates must also complete English, mathematics, science, and social science coursework required for state licensure with a grade of C or higher.

Program Learning Outcomes

Students will:

- Have the knowledge and skills to enhance teaching and learning for elementary students.
- Demonstrate effective oral and written communication skills.
- Exhibit dispositions appropriate to the profession.
- Develop interpersonal and collaborative skills to work with all stakeholders in education.
- Demonstrate proficiency in the use of current technology relevant to teaching in an elementary education classroom.

| MAT in Elementary Education | | 51 crs. |
|------------------------------------|--|----------------|
| EDU 501 | METHODS OF TEACHING FINE ARTS (ELEMENTARY) | 3 |
| EDU 509 | INTRODUCTION TO INSTRUCTIONAL PLANNING AND DELIVERY | 3 |
| EDU 509A | FIELD PRACTICUM I (ELEMENTARY) | 0 |
| EDU 510 | INTRODUCTION TO TEACHING | 2 |
| EDU 511 | TEACHING AND LEARNING WITH TECHNOLOGY | 2 |
| EDU 520 | THE LEARNING ENVIRONMENT | 3 |
| EDU 520A | FIELD PRACTICUM II (ELEMENTARY) | 0 |
| EDU 530 | EARLY LITERACY | 3 |
| EDU 535 | METHODS OF TEACHING CONTENT AREA READING (ELEMENTARY) | 3 |
| EDU 541 | TEACHING ELEMENTARY MATHEMATICS | 3 |
| EDU 542 | TEACHING SCIENCE IN THE ELEMENTARY CLASSROOM | 3 |
| EDU 545 | LEARNING AND TEACHING LANGUAGE ARTS (ELEMENTARY) | 3 |
| EDU 546 | METHODS OF TEACHING AND LEARNING SOCIAL SCIENCE IN THE ELEMENTARY CLASSROOM | 3 |
| EDU 546A | FIELD PRACTICUM III (ELEMENTARY) | 0 |
| EDU 558 | ASSESSING STUDENT LEARNING | 3 |
| EDU 560 | MOVEMENT CONCEPTS | 2 |
| EDU 599 | TEACHING PERFORMANCE ASSESSMENT | 0 |
| EDU 600 | PROFESSIONAL EDUCATOR SEMINAR | 0 |
| EDU 602 | MULTICULTURAL EDUCATION | 3 |
| EDU 650 | ADVANCED EDUCATIONAL PSYCHOLOGY | 3 |

| | | |
|----------------|--|----------|
| EDU 695 | STUDENT TEACHING AND SEMINAR (ELEMENTARY) | 6 |
| SPE 505 | INSTRUCTION OF DIVERSE LEARNERS PLUS ANY DEFICIENCIES | 3 |

MAT IN MIDDLE SCHOOL EDUCATION

The middle school education graduate program results in an Illinois Professional Educator License for grades 5–8. The program consists of 43 credit hours of professional education coursework.

Teacher candidates can choose mathematics, English/Language Arts, social science, or science as a content area for licensure. Each licensure area chosen requires a minimum of 24 credit hours in that content area. Coursework from other institutions or completed for an undergraduate degree will be reviewed to determine if they are equivalent to the content areas required by the state.

Program Learning Outcomes

Students will:

- Have the knowledge and skills to enhance teaching and learning for middle school students, including those specific to their chosen content area.
- Demonstrate effective oral and written communication skills.
- Exhibit dispositions appropriate to the profession.
- Develop interpersonal and collaborative skills to work with all stakeholders in education.
- Demonstrate proficiency in the use of current technology relevant to teaching in a middle school classroom.

| MAT in Middle School Education | | 43 crs. |
|---------------------------------------|---|----------------|
| EDU 503 | MIDDLE SCHOOL PHILOSOPHY AND PRACTICES | 3 |
| EDU 504 | EARLY ADOLESCENCE AND SCHOOLING | 3 |
| EDU 509 | INTRODUCTION TO INSTRUCTIONAL PLANNING AND DELIVERY | 3 |
| EDU 509B | FIELD PRACTICUM I (MIDDLE SCHOOL) | 0 |
| EDU 510 | INTRODUCTION TO TEACHING | 2 |
| EDU 511 | TEACHING AND LEARNING WITH TECHNOLOGY | 2 |
| EDU 512 | METHODS OF TEACHING READING AND WRITING IN THE CONTENT AREAS | 3 |
| EDU 520 | THE LEARNING ENVIRONMENT | 3 |
| EDU 520B | FIELD PRACTICUM II (MIDDLE SCHOOL) | 0 |
| EDU 558 | ASSESSING STUDENT LEARNING | 3 |
| EDU 5XX | CONTENT AREA METHODS (EDU 559, 574, 577, 578) | 3 |
| EDU 5XXB | FIELD PRACTICUM III (EDU 559B, 574B, 577B, OR 578B) | 0 |
| EDU 599 | TEACHING PERFORMANCE ASSESSMENT | 0 |
| EDU 600 | PROFESSIONAL EDUCATOR SEMINAR | 0 |
| EDU 602 | MULTICULTURAL EDUCATION | 3 |
| EDU 650 | ADVANCED EDUCATIONAL PSYCHOLOGY | 3 |
| EDU 692 | STUDENT TEACHING AND SEMINAR (MIDDLE SCHOOL) | 6 |
| EDR 510 | ADOLESCENT LITERATURE | 3 |
| SPE 505 | INSTRUCTION OF DIVERSE LEARNERS PLUS ANY DEFICIENCIES | 3 |

MAT IN SECONDARY EDUCATION

The secondary education graduate program results in an Illinois Professional Educator License for grades 9–12. The program consists of 37 credit hours of professional education coursework. Teacher candidates can choose English/Language Arts, mathematics, science (biology or chemistry), social science (history or political science or psychology). Each licensure area chosen requires a minimum of 32 credit hours in that content area. Coursework from other institutions or completed for an undergraduate degree will be reviewed to determine if they are equivalent to the content areas required by the State of Illinois.

Program Learning Outcomes

Students will:

- Have the knowledge and skills to enhance teaching and learning for secondary students, including those specific to their chosen content area.
- Demonstrate effective oral and written communication skills.
- Exhibit dispositions appropriate to the profession.
- Develop interpersonal and collaborative skills to work with all stakeholders in education.
- Demonstrate proficiency in the use of current technology relevant to teaching in a secondary education classroom.

| MAT in Secondary Education | | 37 crs. |
|-----------------------------------|---|----------------|
| EDR 510 | ADOLESCENT LITERATURE | 3 |
| EDU 509 | INTRODUCTION TO INSTRUCTIONAL PLANNING AND DELIVERY | 3 |
| EDU 509C | FIELD PRACTICUM I | 0 |
| EDU 510 | INTRODUCTION TO TEACHING | 2 |
| EDU 511 | TEACHING AND LEARNING WITH TECHNOLOGY | 2 |
| EDU 512 | METHODS OF TEACHING READING AND WRITING IN THE CONTENT AREAS | 3 |
| EDU 520 | THE LEARNING ENVIRONMENT | 3 |
| EDU 520C | FIELD PRACTICUM II | 0 |
| EDU 558 | ASSESSING STUDENT LEARNING | 3 |
| EDU 57X | CONTENT AREA METHODS 3 (EDU 571, 572, 573 OR 575) | 3 |
| EDU 57XC | FIELD PRACTICUM III (EDU 571C, 572C, 573C OR 575C) | 0 |
| EDU 600 | PROFESSIONAL EDUCATOR SEMINAR | 0 |
| EDU 602 | MULTICULTURAL EDUCATION | 3 |
| EDU 650 | ADVANCED EDUCATIONAL PSYCHOLOGY | 3 |
| EDU 696 | STUDENT TEACHING AND SEMINAR (SECONDARY) | 6 |
| EDU 599 | TEACHING PERFORMANCE ASSESSMENT | 0 |
| SPE 505 | INSTRUCTION OF DIVERSE LEARNERS PLUS ANY DEFICIENCIES | 3 |

MAT IN K-12 EDUCATION (ART AND PHYSICAL EDUCATION)

The K-12 education graduate program results in an Illinois professional educator license for grades K-12. The program consists of 37 credit hours of professional education coursework. Teacher candidates can choose the area of art or physical education. Each licensure area chosen requires a minimum of 32 credit hours in that content area. Coursework from other institutions or completed for an undergraduate degree will be reviewed to determine if they are equivalent to the content areas required by the State of Illinois.

Program Learning Outcomes

Students will:

- Have the knowledge and skills to enhance teaching and learning for K-12 students, including those specific to their chosen content area.
- Demonstrate effective oral and written communication skills.
- Exhibit dispositions appropriate to the profession.
- Develop interpersonal and collaborative skills to work with all stakeholders in education.
- Demonstrate proficiency in the use of current technology relevant to teaching in a K-12 education classroom.

| MAT in K-12 Education (Art and Physical Education) | | 37 crs. |
|---|---|----------------|
| EDR 510 | ADOLESCENT LITERATURE | 3 |
| EDU 509 | INTRODUCTION TO INSTRUCTIONAL PLANNING AND DELIVERY | 3 |
| EDU 509D | FIELD PRACTICUM I | 0 |
| EDU 510 | INTRODUCTION TO TEACHING | 2 |
| EDU 511 | TEACHING AND LEARNING WITH TECHNOLOGY | 2 |
| EDU 512 | METHODS OF TEACHING READING AND WRITING IN THE CONTENT AREAS | 3 |
| EDU 520 | THE LEARNING ENVIRONMENT | 3 |
| EDU 520D | FIELD PRACTICUM II | 0 |
| EDU 558 | ASSESSING STUDENT LEARNING | 3 |
| EDU 5XX | CONTENT AREA METHODS 3 (EDU 551 or EDU 502) | 3 |
| EDU 5XXD | FIELD PRACTICUM III (EDU 551D or EDU 502D) | 0 |
| EDU 600 | PROFESSIONAL EDUCATOR SEMINAR | 0 |
| EDU 602 | MULTICULTURAL EDUCATION | 3 |
| EDU 650 | ADVANCED EDUCATIONAL PSYCHOLOGY | 3 |
| EDU 693 | STUDENT TEACHING AND SEMINAR (K-12) | 6 |
| EDU 599 | TEACHING PERFORMANCE ASSESSMENT | 0 |
| SPE 505 | INSTRUCTION OF DIVERSE LEARNERS PLUS ANY DEFICIENCIES | 3 |

MAT IN SPECIAL EDUCATION

The special education initial licensure program leads to an Illinois Professional Educator License in the area of Learning Behavior Specialist I. The program consists of 49 credit hours of professional education coursework. All coursework for state licensure must be completed with a grade of C or higher.

Program Learning Outcomes

Students will:

- Have the knowledge and skills to enhance teaching and learning for students in special education.
- Demonstrate effective oral and written communication skills.
- Exhibit dispositions appropriate to the profession.
- Develop interpersonal and collaborative skills to work with all stakeholders in education.
- Demonstrate proficiency in the use of current technology relevant to teaching in a special education setting.

MAT in Special Education

49 crs.

| | | |
|----------|--|---|
| EDU 509 | INTRODUCTION TO INSTRUCTIONAL PLANNING AND DELIVERY | 3 |
| EDU 510 | INTRODUCTION TO TEACHING | 2 |
| EDU 511 | TEACHING AND LEARNING WITH TECHNOLOGY | 2 |
| EDU 520 | THE LEARNING ENVIRONMENT | 3 |
| EDU 530 | EARLY LITERACY | 3 |
| EDU 541 | TEACHING ELEMENTARY MATHEMATICS | 3 |
| EDU 558 | ASSESSING STUDENT LEARNING | 3 |
| EDU 600 | PROFESSIONAL EDUCATION SEMINAR | 0 |
| EDU 650 | EDUCATIONAL PSYCHOLOGY | 3 |
| SPE 500 | FOUNDATIONS OF SPECIAL EDUCATION | 2 |
| SPE 509A | FIELD PRACTICUM I | 0 |
| SPE 510 | BEHAVIOR MANAGEMENT | 3 |
| SPE 510A | FIELD PRACTICUM II | 0 |
| SPE 520 | COLLABORATION AND CONSULTATION IN SPECIAL EDUCATION | 2 |
| SPE 530 | LANGUAGE DEVELOPMENT | |
| SPE 540 | ASSISTIVE TECHNOLOGY AND LOW INCIDENCE DISABILITIES | 3 |
| SPE 592 | ASSESSMENT AND PROGRESS MONITORING IN SPECIAL EDUCATION | 3 |
| SPE 594 | METHODS OF TEACHING STUDENTS WITH DISABILITIES | 3 |
| SPE 594A | FIELD PRACTICUM III | 0 |
| SPE 599 | TEACHING PERFORMANCE ASSESSMENT | 0 |
| SPE 690 | CHARACTERISTICS OF STUDENTS WITH DISABILITIES | 3 |
| SPE 697 | STUDENT TEACHING: STUDENTS WITH DISABILITIES | 6 |

SCHOOL OF EDUCATION

MAKE YOUR MARK



MASTER OF ARTS IN EDUCATION
• **special education**



GRADUATE SCHOOL

This graduate program in Special Education is designed for individuals who want to continue developing their professional commitment and competence in the area of special education. The 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.

Program Learning Outcomes

Students will:

- Demonstrate advanced knowledge of disability and how disabling conditions impact learning in the pre-k to age 22 level.
- Apply advanced understanding of special education and general education laws in regards to practical situations in the school and classroom environment.
- Exhibit an understanding of adaptations and supports for students with exceptionalities at varying ability and age levels including accommodations, modifications, and assistive technology.
- Demonstrate advanced knowledge of assessment and progress monitoring in special education.
- Display effective practices regarding behavior management, classroom management, and special education teaching methodology in school settings.

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. Candidates are required to meet screening criteria and pass through program assessment points that define their progression through the program. 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.

**MAED in Special Education
(Elementary Licensed) 32 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 |
| SPE 500 | FOUNDATIONS OF SPECIAL EDUCATION | 2 |
| SPE 510 | BEHAVIOR MANAGEMENT | 3 |
| SPE 510B | FIELD PRACTICUM II | 0 |
| SPE 520 | COLLABORATION AND CONSULTATION IN SPECIAL EDUCATION | 2 |
| SPE 530 | LANGUAGE DEVELOPMENT | 2 |
| SPE 540 | ASSISTIVE TECHNOLOGY AND LOW INCIDENCE DISABILITIES | 3 |
| SPE 592 | ASSESSMENT AND PROGRESS MONITORING IN SPECIAL EDUCATION | 3 |
| SPE 594 | METHODS OF TEACHING STUDENTS WITH DISABILITIES | 3 |
| SPE 594B | FIELD PRACTICUM III | 0 |
| SPE 690 | CHARACTERISTICS OF STUDENTS WITH DISABILITIES IN DIVERSE CLASSROOMS SPECIAL EDUCATION ELECTIVE HOURS | 3 |

**MAED in Special Education
(Secondary/K-12 Licensed) 35 crs.**

| | | |
|----------|--|---|
| EDL 620 | SCHOOL LAW | 3 |
| EDU 530 | EARLY LITERACY | 3 |
| EDU 541 | TEACHING ELEMENTARY MATHEMATICS | 3 |
| EDU 600 | PROFESSIONAL EDUCATOR SEMINAR | 0 |
| EDU 641 | EDUCATIONAL RESEARCH AND STATISTICS | 3 |
| EDU 645 | ACTION RESEARCH AND PLANNING | 2 |
| SPE 500 | FOUNDATIONS OF SPECIAL EDUCATION | 2 |
| SPE 510 | BEHAVIOR MANAGEMENT | 3 |
| SPE 510B | FIELD PRACTICUM II | 0 |
| SPE 520 | COLLABORATION AND CONSULTATION IN SPECIAL EDUCATION | 2 |
| SPE 530 | LANGUAGE DEVELOPMENT | 2 |
| SPE 540 | ASSISTIVE TECHNOLOGY AND LOW INCIDENCE DISABILITIES | 3 |
| SPE 592 | ASSESSMENT AND PROGRESS MONITORING IN SPECIAL EDUCATION | 3 |
| SPE 594 | METHODS OF TEACHING STUDENTS WITH DISABILITIES | 3 |
| SPE 594B | FIELD PRACTICUM III | 0 |
| SPE 690 | CHARACTERISTICS OF STUDENTS WITH DISABILITIES IN DIVERSE CLASSROOMS | 3 |

MAKE YOUR MARK

SCHOOL OF EDUCATION



MASTER OF ARTS IN EDUCATION
• **curriculum design and instruction**



GRADUATE SCHOOL

The graduate program in Curriculum Design and Instruction is designed for teachers who want to continue developing their professional commitment and competence in the area of curriculum design and instruction. 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 to enhance their academic background as they relate to student courses of study. They explore social issues affecting students, such as diversity, students with special needs, and character development, 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 Curriculum Design and Instruction 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.

Program Learning Outcomes

Students will:

- Demonstrate a strong foundation in content knowledge while enhancing the curriculum by making it challenging yet exciting for student learners.
- Apply the use of current technology to teaching and learning, including how effective data analysis can improve student learning.
- Demonstrate the ability to teach within a diverse society, while also effectively communicating with many different cultures and ethnicities.
- Demonstrate and personal and professional code of ethics.
- Work within school policies, laws, and regulations, while teaching for the betterment of students, parents, and the community.
- Focus on being a collaborative professional that is active within the school community.

Curriculum Design and Instruction 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. 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.

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.

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. If there are questions, an interview will be scheduled.

| MAED in Curriculum Design and Instruction | | 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 AND STATISTICS | 3 |
| EDU 645 | ACTION RESEARCH PLANNING | 2 |
| EDU 694 | PRACTICUM IN CURRICULUM DESIGN AND INSTRUCTION | 3 |
| EDU 697 | ACTION RESEARCH PROJECT | 2 |
| <i>and</i> | | |
| EDU 698 | PORTFOLIO REVIEW | 1 |
| <i>or</i> | | |
| EDU 699 | ACTION RESEARCH THESIS | 4 |
| SPE 691 | ADAPTING THE CURRICULUM FOR STUDENTS WITH SPECIAL NEEDS | 3 |

SCHOOL OF EDUCATION

MAKE YOUR MARK



MASTER OF ARTS IN EDUCATION
• **teacher leadership licensure**



GRADUATE SCHOOL

...erved on the front lawn immediately following Commencement.
...isplay from 1:00 - 4:00 p.m. at the McKim Gallery of Art
...Knox House, Lebanon, IL

The graduate program in Teacher Leadership Licensure is designed for educators who want to continue developing their professional commitment and competence while seeking an Illinois Teacher Leadership License. This license gives individuals the ability to have entry level leadership positions in their schools, such as Department Chairs, Athletic Directors, Dean of Students, Curriculum Team Leaders, Grade Level Leaders, etc. In addition, candidates for this degree have the option of later advancing their knowledge to obtain a license to become an Assistant Principal or Principal. 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 Teacher Leadership Licensure program develops advanced proficiency as an Illinois School Leader. 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.

Program Learning Outcomes

Students will:

- Demonstrate the knowledge and understanding to develop the vision of learning for the school district that promotes the success of all students.
- Monitor and evaluate schools and sustain the goal of continuous improvement while promoting life-long learning.
- Develop procedures that ensure successful teaching and learning in a safe, healthy environment.
- Provide opportunities for the community and school to serve each other and understand and accommodate the diverse needs of all stakeholders.
- Demonstrate a personal and professional code of ethics, which includes respecting the rights and dignity of all.
- Work within school policies, laws, and regulations while leading the school on behalf of students, families, and key stakeholders.

Teacher Leadership Licensure 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. 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 enrollment 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, 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.

In order to assist in the completion of the requirements for the program, all candidates are assigned a graduate faculty advisor who serves as the portfolio advisor and reviewer. A one semester, 120 hour internship is included in the program in addition to 22 hours of field experiences embedded in these courses: EDU 612 and EDL 610. There is no state or university requirement of candidates to take or pass the Illinois Teacher Evaluation Training as part of this program. Candidates may choose to complete the Illinois Teacher Evaluation training to be qualified as a certified teacher evaluator who has the authority to evaluate staff.

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 internship 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 leadership theory in the 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. If there are questions, an interview will be scheduled.

| MAED in Teacher Leadership (Licensure) | | 33 crs. |
|---|---|----------------|
| EDL 610 | SUPERVISION OF INSTRUCTION | 3 |
| EDL 620 | SCHOOL LAW | 3 |
| EDL 630 | LEADERSHIP THEORY | 3 |
| EDL 640 | SCHOOL AND COMMUNITY RELATIONS | 3 |
| EDL 694 | INTERNSHIP IN TEACHER LEADERSHIP | 3 |
| EDL 699 | PORTFOLIO ASSESSMENT | 1 |
| EDU 600 | PROFESSIONAL EDUCATOR SEMINAR | 0 |
| EDU 611 | CURRICULUM THEORY AND DESIGN | 3 |
| EDU 612 | INSTRUCTIONAL AND CURRICULAR DESIGN AND EVALUATION | 3 |
| EDU 615 | CONTEMPORARY ISSUES IN EDUCATION | 3 |
| EDU 641 | EDUCATIONAL RESEARCH AND STATISTICS | 3 |
| EDU 645 | ACTION RESEARCH PLANNING | 2 |
| SPE 691 | ADAPTING THE CURRICULUM FOR STUDENTS WITH SPECIAL NEEDS | 3 |

Principal Preparation

For Teacher Leadership Licensure program completers to fulfill the state Principal Licensure, these additional courses will be required:

| Teacher Leadership Licensure Completers to fulfill state Principal License requirements | | 13 crs. |
|--|---|----------------|
| EDL 600 | INTRODUCTION TO PRINCIPAL PREPARATION | 1 |
| EDL 601 | TECHNOLOGY APPLICATIONS FOR SCHOOL ADMINISTRATORS | 2 |
| EDL 625 | FINANCE AND FACILITIES FOR PRINCIPALS | 3 |
| EDL 690 | INTERNSHIP I – PRINCIPAL | 1 |
| EDL 691 | INTERNSHIP II – PRINCIPAL | 2 |
| EDL 692 | INTERNSHIP III – PRINCIPAL | 4 |

SCHOOL OF EDUCATION

MASTER OF ARTS IN EDUCATION

- **educational administration
and leadership**

MAKE YOUR MARK



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.

Program Learning Outcomes

Students will:

- Demonstrate the knowledge and understanding to develop the vision of learning for the school district that promotes the success of all students.
- Monitor and evaluate schools and sustain the goal of continuous improvement while promoting life-long learning.
- Develop procedures that ensure successful teaching and learning in a safe, healthy environment.
- Provide opportunities for the community and school to serve each other and understand and accommodate the diverse needs of all stakeholders.
- Demonstrate a personal and professional code of ethics, which includes respecting the rights and dignity of all.
- Work within school policies, laws, and regulations while leading the school on behalf of students, families, and key stakeholders.

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. 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 embedded in the internship 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.

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, which are embedded in the year-long internship. Candidates assess their own proficiency on the program standards and then submit the final portfolio for faculty review. The program standards are embedded in each candidate's individual portfolio.

The Educational Administration and Leadership program embeds 42 hours of field experiences as part of the regular course requirements. The courses are: EDU 612 Instructional and Curricular Design and Evaluation, EDL 610 Supervision of Instruction, and EDL 625 Finance and Facilities for Principals. 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 licensure. 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

Professional Performance Portfolio

The portfolio is developed by the candidates throughout the program and is reviewed and assessed during the year-long internship. 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.

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 692 and the candidate's advisor will review the portfolio. If there are questions, an interview will be scheduled.

| MAED in Educational Administration and Leadership (Principal) | | 39 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 690 | INTERNSHIP I – PRINCIPAL | 1 |
| EDL 691 | INTERNSHIP II – PRINCIPAL | 2 |
| EDL 692 | INTERNSHIP III – PRINCIPAL | 4 |
| EDU 600 | PROFESSIONAL EDUCATOR SEMINAR | 0 |
| 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 AND STATISTICS | 3 |
| EDU 645 | ACTION RESEARCH PLANNING | 2 |

SCHOOL OF EDUCATION

MAKE YOUR MARK



MASTER OF ARTS IN EDUCATION

- **educational studies**

McKendree Uni'

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.

Program Learning Outcomes

Students will:

- Demonstrate effective oral and written communication skills.
- Develop interpersonal and collaborative skills to work with all stakeholders.
- Demonstrate proficiency in the use of current technology relevant to the area of career focus in a non-school related setting.
- Use specific skills as needed in the focused career area of choice.
- Demonstrate a strong foundation in content knowledge.

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. 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.

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.
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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. 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 AND 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 |
| SPE 505 | INSTRUCTION OF DIVERSE LEARNERS | 3 |
| EDU 510 | INTRODUCTION TO TEACHING | 2 |
| EDU 602 | MULTICULTURAL EDUCATION | 3 |
| EDU 621 | CHARACTER DEVELOPMENT IN EDUCATION | 3 |
| EDU 650 | ADVANCED EDUCATIONAL PSYCHOLOGY | 3 |
| CNL 606 | HUMAN DEVELOPMENT AND LEARNING | 3 |
| MBA 651 | GLOBAL ORGANIZATION AND MANAGEMENT | 3 |
| MBA 653 | STAKEHOLDER MANAGEMENT AND ETHICS | 3 |

SCHOOL OF EDUCATION

MAKE YOUR MARK



MASTER OF ARTS IN EDUCATION

- **educational studies emphasis in reading**



GRADUATE SCHOOL

The Educational Studies with an Emphasis in Reading program is designed for those licensed 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. 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.

Program Learning Outcomes

Students will:

- Demonstrate advanced knowledge of the theory and research associated with the reading process.
- Demonstrate advanced knowledge of techniques for diagnosing and remediating reading difficulties.
- Demonstrate advanced knowledge of the reading process from language development to content area reading.
- Demonstrate the ability to effectively apply remediation techniques for struggling readers.

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. 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.

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. If there are questions, an interview will be scheduled.

| MAED in Educational Studies – Emphasis in Reading | | 33 crs. |
|--|--|----------------|
| EDL 620 | SCHOOL LAW | 3 |
| EDR 510 | 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 623 | STRATEGIES AND INTERVENTIONS TO ASSIST STRUGGLING READERS | 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 AND STATISTICS | 3 |
| EDU 645 | ACTION RESEARCH PLANNING | 2 |
| EDU 698 | PORTFOLIO ASSESSMENT | 1 |

SCHOOL OF EDUCATION

MASTER OF ARTS IN EDUCATION

• **specialized instruction**

MAKE YOUR MARK



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.

Program Learning Outcomes

Students will:

- Demonstrate advanced knowledge of disability and how disabling conditions impact learning in the pre-k to age 22 level.
- Apply advanced understanding of special education and general education laws in regards to practical situations in the school and classroom environment.
- Exhibit an understanding of adaptations and supports for students with exceptionalities at varying ability and age levels including accommodations, modifications, and assistive technology.
- Demonstrate advanced knowledge of assessment and progress monitoring in special education.
- Display effective practices regarding behavior management, classroom management, and special education teaching methodology in school settings.
- Demonstrate advanced knowledge of the theory and research associated with the reading process.
- Demonstrate advanced knowledge of techniques for diagnosing and remediating reading difficulties.
- Demonstrate advanced knowledge of the reading process from language development to content area reading.
- Demonstrate the ability to effectively apply remediation techniques for struggling readers.

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. 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.

Reading Endorsement

The reading component of the program is designed for those licensed 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 Special Education program emphasizes theoretical and practical implications of identification, assessment, and instruction of students with disabilities. This leads to the LBS-I teacher endorsement.

The Special Education Endorsement is designed for licensed 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 (LBS-I)
3. Completion of any deficiencies in tests or coursework

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. If there are questions, an interview will be scheduled.

| MAED in Specialized Instruction | | 41 crs. |
|--|--|----------------|
| 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 CURRICULUM DESIGN AND EVALUATION | 3 |
| EDL 620 | SCHOOL LAW | 3 |
| EDU 641 | EDUCATIONAL RESEARCH AND STATISTICS | 3 |
| EDU 645 | ACTION RESEARCH PLANNING | 2 |
| SPE 592 | ASSESSMENT AND PROGRESS MONITORING IN SPEC. ED. | 3 |
| SPE 594 | METHODS OF TEACHING STUDENTS WITH DISABILITIES | 3 |
| SPE 594B | FIELD PRACTICUM III | 0 |
| SPE 690 | CHARACTERISTICS OF STUDENTS WITH DISABILITIES | 3 |
| EDR 510 | ADOLESCENT LITERATURE | 3 |

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| | | |
|---------|--|---|
| 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 623 | STRATEGIES AND INTERVENTIONS TO ASSIST STRUGGLING READERS | 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 Illinois Licensure Testing System.

| | | |
|-----------|--|---|
| EDU 512 | METHODS OF TEACHING READING AND WRITING IN THE CONTENT AREAS | |
| <i>or</i> | | |
| EDU 535 | METHODS OF TEACHING CONTENT AREA READING (ELEMENTARY) | 3 |
| EDU 529 | CHILDREN'S LITERATURE | 3 |
| EDU 530 | EARLY LITERACY | 3 |

SCHOOL OF EDUCATION

MAKE YOUR MARK



SPECIAL NON-DEGREE
• **added endorsements**



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) 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 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 license 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 535 | METHODS OF TEACHING CONTENT AREA READING (ELEMENTARY) | 3 |
| | <i>or</i> | |
| EDU | | |
| 412/512 | METHODS OF TEACHING READING IN THE CONTENT AREA* | 3 |
| EDU | | |
| 430/530 | EARLY LITERACY | 3 |
| EDR 510 | 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 623 | STRATEGIES AND INTERVENTIONS TO ASSIST STRUGGLING READERS | 3 |
| EDR 697 | PRACTICUM IN READING | 3 |

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

Principal Preparation

For Teacher Leadership Licensure program completers to fulfill the state Principal Licensure, these additional courses will be required:

| Teacher Leadership Licensure Completers to fulfill state Principal License requirements | | 13 crs. |
|--|---|----------------|
| EDL 600 | INTRODUCTION TO PRINCIPAL PREPARATION | 1 |
| EDL 601 | TECHNOLOGY APPLICATIONS FOR SCHOOL ADMINISTRATORS | 2 |
| EDL 625 | FINANCE AND FACILITIES FOR PRINCIPALS | 3 |
| EDL 690 | INTERNSHIP I – PRINCIPAL | 1 |
| EDL 691 | INTERNSHIP II – PRINCIPAL | 2 |
| EDL 692 | INTERNSHIP III – PRINCIPAL | 4 |

Special Education Endorsement

The Special Education Endorsement is designed for licensed elementary, middle, 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 test (LBS-I)
3. Completion of any deficiencies in tests or coursework
4. Completion of the following sequence of courses

| Special Education Endorsement | | 9 crs. |
|--------------------------------------|---|---------------|
| SPE 592 | ASSESSMENT AND PROGRESS MONITORING IN SPECIAL EDUCATION | 3 |
| SPE 594 | METHODS OF TEACHING STUDENTS WITH DISABILITIES | 3 |
| SPE 594B | FIELD PRACTICUM III | 0 |
| SPE 690 | CHARACTERISTICS OF STUDENTS WITH DISABILITIES | 3 |

This endorsement will allow the individual to teach Special Education in the grade levels in which they are already licensed to teach.

Teacher Leadership Licensure Endorsement

For those individuals who have previously obtained an MAED degree from McKendree University that included the courses EDL 620, EDU 610/615, EDU 611, EDU 612, EDU 641, and EDU 645, 16 additional hours are required for an endorsement in Teacher Leadership Licensure. All other students holding a graduate degree will be evaluated on an individual basis. *The 16 hours of courses include:*

| Leadership Licensure Endorsement | | 16 crs. |
|---|--|----------------|
| EDL 610 | SUPERVISION OF INSTRUCTION | 3 |
| EDL 630 | LEADERSHIP THEORY | 3 |
| EDL 640 | SCHOOL AND COMMUNITY RELATIONS | 3 |
| EDL 694 | INTERNSHIP IN TEACHER LEADERSHIP | 3 |
| EDL 699 | PORTFOLIO ASSESSMENT | 1 |
| SPE 691 | ADAPTING THE CURRICULUM FOR STUDENTS WITH SPECIAL NEEDS | 3 |

SCHOOL OF EDUCATION

MAKE YOUR MARK



MASTER OF ARTS IN EDUCATION

- **higher education administrative services**



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.

Program Learning Outcomes

Students will:

- Integrate knowledge about the structure, current trends and use of power in university social systems.
- Develop a knowledge of management theory and financial management to help university staff work more effectively with a through other people to accomplish institutional goals and objectives.
- Be equipped with foundation skills in research methods and an ability to analyze and implement business processes essential for successful university operations.
- Demonstrate a knowledge of the ongoing challenges and strategies for providing both access and choice in higher education.
- Understand college student needs and behavior through situation analysis while increasing comfortability in decision-making strategies.
- Understand the essentialness of technology and technological prowess for the success of a modern higher educational institution.
- Understand brand identity and the principles of yield management system.
- Understand and analyze the various sources of revenue utilized to support higher education institutions.
- Understand how the law impacts universities, university employees, and students.

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. |
|---|--|----------------|
| EDU 641 | EDUCATIONAL RESEARCH AND STATISTICS | 3 |
| HES 601 | THE PAST, PRESENT, AND FUTURE OF HIGHER EDUCATION | 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 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 655 | LAW IN HIGHER EDUCATION | 3 |
| HES 695 | CAPSTONE BEST PRACTICE INTERVENTION | 3 |

SCHOOL OF EDUCATION

MAKE YOUR MARK

School of Education



SPECIALIST IN EDUCATION

- curriculum design and instruction
- superintendent licensure

MK
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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 (EdS) in Superintendent Licensure is designed to prepare experienced administrators for school superintendent positions. Students in the program examine current leadership theory and practice and explore a variety of viewpoints to reflectively develop their professional competence and leadership style. Students research current issues effecting the role and responsibility of the superintendent. During their coursework, they consider effective collaboration with key stakeholders that work directly with school districts including students, parents, staff members, community members, media, and government leaders. By examining individual values and professional ethics, students gain the required knowledge to be an effective superintendent.

EDS IN CURRICULUM DESIGN AND INSTRUCTION

Program Learning Outcomes

Students will:

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

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 one and a half years plus the dissertation.

Admission Requirements

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. 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. 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 or EDS 701 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.

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

Graduation Requirements

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 online at: http://www.mckendree.edu/academics/ARO_academicForms.aspx according to the following deadline schedule
 - May applications are due by the previous October 31.
 - July applications are due by the previous October 31.
 - December applications are due by the previous March 31.

EdS in Curriculum Design and Instruction Specialist Core **30 crs.**

| | | |
|---------|---|---|
| EDS 700 | FOUNDATIONS OF TEACHER AND ADMINISTRATIVE LEADERSHIP | 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 – EVALUATING STUDENT ACHIEVEMENT | 3 |
| EDS 720 | CORE COMPREHENSIVE EXAMINATION | 0 |
| EDS 722 | EVALUATION AND APPLICATION OF RESEARCH | 3 |

Curriculum Design and Instruction

| | | |
|---------|--|---|
| 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 |

EDS IN SUPERINTENDENT LICENSURE**Program Learning Outcomes**

Students will:

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

The Specialist in Education (EdS) in Superintendent Licensure is designed to prepare experienced educators for school superintendent positions. The degree completion meets the course requirements necessary for the Illinois superintendent licensure. This licensure is required for the superintendent position in all school districts in Illinois.

Four key features distinguish this program from others:

1. Incorporates a practice-oriented focus that allows students to assimilate best practices.
2. Prepares students to be good consumers of academic investigation and to use data to make informed decisions.
3. Provides students opportunities to learn about diverse populations, schools, and educational settings.
4. Thoroughly covers each Educational Leadership Constituent Council (ELCC) standard, which prepares the student for state assessments required for licensure.

The state does require beyond the degree, passage of the superintendent content area test and the state principal evaluation training component.

Admission Requirements

Admission to the Specialist in Education (EdS) in Superintendent Licensure degree 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.
7. Passing score on the Test of Academic Proficiency (TAP), ACT, SAT, Praxis, or any other state's basic skills exam.
8. Valid and current Illinois Professional Educator License, endorsed in General Administrative, Principal, Chief School Business Official, or Director of Special Education.

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

Transfer and Advanced Placement

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.

Assessments For EdS in Superintendent Licensure

EDS 700 Foundations of Teacher and Administrative Leadership or EDS 701 Foundations of Administrative Leadership is the first courses that students will take. Students 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. Students will be assessed in order to determine acquisition of core knowledge, facts, and data. As with all McKendree University courses, disposition assessments will be given at the conclusion of each course. The final assessments provide the summative evaluation of student performance on the program standards. Students complete multiple practica throughout the program, including 70 hours of practica in EDS 702, EDL 733, EDL 737, and EDL 741, and a 180 hour internship in EDL 751, EDL 752, and EDL 753.

Graduation Requirements for EdS in Superintendent Licensure 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 in Superintendent Licensure 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.
5. Two years full-time administrative or superintendent experience in a public school district or nonpublic school recognized in accordance with 23 ILL. Admin Code 425 is required for licensure (Voluntary registration and Recognition of Nonpublic Schools). Likewise, passage of the state content area test for superintendents is required for licensure.

| EdS in Superintendent Licensure Core | | 33 crs. |
|---|---|----------------|
| EDS 700 or | FOUNDATIONS OF TEACHER AND ADMINISTRATIVE LEADERSHIP | 1 |
| EDS 701 | FOUNDATIONS OF ADMINISTRATIVE LEADERSHIP | 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 – EVALUATING STUDENT ACHIEVEMENT | 3 |

Superintendent Licensure

| | | |
|---------|---|---|
| EDL 731 | ADVANCED LEGAL/POLICY/POLITICAL ISSUES | 3 |
| EDL 733 | SUPERINTENDENCY | 3 |
| EDL 735 | THE BOARD OF EDUCATION, COMMUNITY, ORGANIZATIONAL THEORY, AND LEADERSHIP | 3 |
| EDL 737 | FINANCE THEORY, APPLICATION, AND MANAGEMENT OF RESOURCES | 3 |
| EDL 741 | ADVANCED ROLES AND RESPONSIBILITIES FOR THE SUPERINTENDENT | 3 |
| EDL 751 | INTERNSHIP I – SUPERINTENDENT | 1 |
| EDL 752 | INTERNSHIP II – SUPERINTENDENT | 2 |
| EDL 753 | INTERNSHIP III – SUPERINTENDENT | 2 |

SCHOOL OF EDUCATION

MAKE YOUR MARK



DOCTOR OF EDUCATION

- **curriculum design and instruction**



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.

Program Learning Outcomes

Students will:

- Conduct research on educational issues and apply appropriate research techniques to solving problems in school settings.
- Apply knowledge of educational and leadership theory in planning, solving problems, and achieving goals.
- Develop systems for assessing and continuously improving the curriculum.
- Provide leadership and collaborate with other professionals.
- Develop, articulate, implement, and administer a direct vision and plan focused on learning.
- Implement and use instructional methods and technologies effectively and creatively.
- Identify and respond to diverse community interests and needs.
- Understand the political, social, economic, legal, and cultural context of the school district, the community, the state, and the nation.

The Doctor of Education program in Curriculum Design and Instruction develops advance 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.

Admission Requirements

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.
3. Official Graduate Record Exam (GRE) scores.

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. 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.

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

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 during the final four weeks of the EDD 776 course. The first two committee members, one of which is the student's advisor, must be a current or former McKendree University School of Education faculty member with a doctoral degree who is/was tenured, tenure track, special status or a full-time instructor on an annual contract. The third member, who does not have to be a current or former McKendree faculty member, may be any individual with a doctoral degree in an area relevant to the student's dissertation research topic. The student's advisor, who will serve as the committee chair, will have veto authority and final judgment on all committee decisions.

The dissertation process can be found in the Dissertation Guide Handbook.

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 credit/no credit courses.

EDD Inactive Status

An EdD student, after the completion of EDD 798, may officially request to be moved to inactive status. Once placed on inactive status, the EdD student will not be allowed to continue in the doctoral program until reinstated. A hold will be placed on the student's university account preventing any further registration or access to university resources. A student wishing to be reinstated must contact the Director of the Doctoral Program and submit a formal request to return to active status. Upon reinstatement, the student will be charged a reactivation fee equivalent to the cost of tuition for EDD 799 for each term during which the student was inactive. The period of inactive status does not extend the seven-year period for completion of all degree requirements.

Graduation Requirements

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 online at: http://www.mckendree.edu/academics/ARO_academicForms.aspx according to the following deadline schedule
 - May applications are due by the previous October 31.
 - July applications are due by the previous October 31.
 - December applications are due by the previous March 31.

| 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 |
| 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 comprehensive 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 DISSERTATION (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). Credit/no credit 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. Credit/no credit 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 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: Admission to the Principal Preparation Program. Summer Session.

EDL 691 INTERNSHIP II – PRINCIPAL (2)

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.

EDL 692 INTERNSHIP III – PRINCIPAL (4)

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.

EDL 694 INTERNSHIP IN TEACHER LEADERSHIP (3)

Internship for candidates in the Teacher Leadership Licensure 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 Teacher Leadership Licensure standards. Portfolio artifacts will be developed to show performance activities that meet licensure standards. The internship is a 120 hour, 16 week experience. Prerequisite: All major course requirements completed.

EDL 699 PORTFOLIO ASSESSMENT (1)

Candidates complete a P-12 leadership competency portfolio. Materials are reviewed and assessed in light of required McKendree University and Illinois standards for School Leaders. Concurrent enrollment: EDL 692 or EDL 694. Prerequisite: Admission to the Teacher Leadership Licensure Program.

EDL 731 ADVANCED LEGAL/POLICY/POLITICAL ISSUES (3)

This course focuses on advanced legal, policy, and political issues that includes the importance of ethical behavior in school leadership decision-making. The basic principles and applications of school law and how it impacts school leadership decisions are emphasized in this course. Current legal issues, legislation, and court cases will be explored, along with working with the media, the State Board, and legislative leaders. Students will work directly with school attorneys to understand the relationship between the superintendent and legal authorities. Ten hours of field experience are included in this course.

EDL 733 SUPERINTENDENCY (3)

The superintendency focuses on the leadership roles of the superintendent of schools as he/she works with the board of education, central school district administrative staff, building principals, school staff members, the learning community of citizens, government, and social leaders. Specific instruction includes leadership in the areas of the following: district direction and strategic planning, curriculum and instruction, personnel administration, principal evaluation modules, finance and business management, and buildings and grounds. The course includes leadership in the various types and sizes of school districts. Attention is given to the role of the superintendent to lead the district in the development of the staff, students, community, and education profession. Twenty hours of field experience are included in this course.

**EDL 735 THE BOARD OF EDUCATION, COMMUNITY,
ORGANIZATIONAL THEORY, AND LEADERSHIP (3)**

This course focuses on theory and application of effective leadership strategies in the areas of bureaucracy, sociopolitical systems, and open systems, skillful board governance, problem solving, innovation, intersection of business and professional organizations, professional development, facilities, safety, compliance and accountability. This course includes technical/adaptive learning development strategies for board and organizational leadership, motivation, communication, educational marketing, conflict management, data analysis and improvement, organizational change, internal and external pressures, regional, national and international accountability.

**EDL 737 FINANCE THEORY, APPLICATION,
AND MANAGEMENT OF RESOURCES (3)**

This course will offer an engaged approach to financial planning, management, monitoring, and fiscal accountability regarding financing Illinois Public Schools. Finance theory will be applied to contemporary situations in the various types and sizes of school districts in Illinois. Methods of financing areas such as special education, early childhood, gifted, English Language Learners (ELL), reading, buildings and grounds, and transportation management will be explored. Budget and tax levy discussions will take place along with strategic and long-term planning that promote efficiency and a safe and healthy environment. This course will have a 20 hour field experience.

**EDL 741 ADVANCED ROLES AND RESPONSIBILITIES
FOR THE SUPERINTENDENT (3)**

This course will provide significant opportunities focusing on a superintendent's ability to apply his/her conceptual knowledge of theories of advanced leadership and supervision. Areas of focus will include: transformational versus transactional leadership, student achievement and accountability, finance and collective bargaining, and politics and community engagement. Other timely senior leadership and management activities will take place, such as collaborative leadership strategies, early childhood, IEP planning, and development, along with corresponding 504 plans. This course will have a 20 hour field experience, including the completion of the superintendent module for licensure.

EDL 751 INTERNSHIP I – SUPERINTENDENT (1)

This internship is part of the capstone program experience in which students will apply their conceptual theoretical base from the leadership specialist courses to the superintendent's position. Instruction will be linked to authentic tasks/practices/ and procedures of the superintendent. This internship course will be

conducted in a school district under the joint supervision of a state qualified school superintendent and a McKendree University supervisor. A portfolio will be included to show performance activities that meet state licensure standards. The internship will have 80 hours of required intern work. Summer.

EDL 752 INTERNSHIP II – SUPERINTENDENT (2)

This internship is part of the capstone program experience in which students will apply their conceptual theoretical base from the leadership specialist courses to the superintendent's position. Instruction will be linked to authentic tasks/practices/ and procedures of the superintendent. This internship course will be conducted in a school district under the joint supervision of a state qualified school superintendent and a McKendree University supervisor. A portfolio will be included to show performance activities that meet state licensure standards. The internship will have 80 hours of required intern work. Fall.

EDL 753 INTERNSHIP III – SUPERINTENDENT (2)

This internship is part of the capstone program experience in which students will apply their conceptual theoretical base from the leadership specialist courses to the superintendent's position. Instruction will be linked to authentic tasks/practices/ and procedures of the superintendent. This internship course will be conducted in a school district under the joint supervision of a state qualified school superintendent and a McKendree University supervisor. A portfolio will be included to show performance activities that meet state licensure standards. The internship will have 80 hours of required intern work. Spring.

EDR 510 ADOLESCENT LITERATURE (3)

This course is designed to provide an overview of young adult literature. Reading interests are analyzed from the perspective of the 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 623 STRATEGIES AND INTERVENTIONS
TO ASSIST STRUGGLING READERS (3)**

This course is designed to provide classroom teachers with an overview of strategies and interventions for use when working with students who have been identified as struggling readers through diagnostic assessment data. The strategies and interventions focus on those that may be implemented in the classroom by the classroom teacher. Strategies and interventions will be introduced to assist the classroom teacher in working with RtI (Response to Intervention) Tiers. Prerequisites: EDU 430/530, EDU 435/535 or EDU 412/512, EDR 621, and EDR 622 or consent of the instructor.

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 510, EDR 623, EDR 621, EDR 622, and consent of the program director.

EDS 700 FOUNDATIONS OF TEACHER LEADERSHIP AND ADMINISTRATIVE LEADERSHIP (1)

This course provides an overview of current educational issues and establishes the context for advanced graduate study in education. Students will 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 701 FOUNDATIONS OF ADMINISTRATIVE LEADERSHIP (1)

This course prepares candidates for admission to the McKendree University Superintendent Licensure program. Students will also be introduced to the purposes, goals, and objectives of the Superintendent Licensure program. Course requirements include an interview with two or more of the program's full-time faculty members and submission of an admission portfolio.

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 language barriers and special needs. The course will address issues of a district organization, operation and resources to produce a safe, efficient and a collaborative learning environment that leads to school improvement. Students will participate in case studies, inbox exercises, and simulations. Ten hours of field 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 including working with the English Language Learner (ELL).

EDS 706 ADMINISTRATION OF HUMAN RESOURCES (3)

This course develops skills for administration of human resources. Emphasis is placed on planning, enrollment, forecasting, professional development and selection, contract administration, legal requirements, and Danielson evaluation model. Students will be encouraged to do the CEC state required Principal Evaluation Training. Focus activities include encouraging student candidates to work on hiring a diverse population including: minorities, non-English speaking professionals, and top candidates from all gender individuals and appropriate licensed areas.

EDS 708 PROGRAM EVALUATION IN EDUCATION – EVALUATING STUDENT ACHIEVEMENT (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 will be explored. How to use technology to maximize student improvement will be part of the evaluation process.

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 OR 701, 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: Admission to the Teacher Education Program. Concurrent enrollment with EDU 614.

EDU 502 METHODS OF ART EDUCATION (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.

EDU 502D FIELD PRACTICUM III (K-12 ART) (0)

Field experience in a classroom of a local elementary, middle or high school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 60 contact hours (6 hours per day, one day per week) over a ten week period. Concurrent enrollment: EDU 502. Fall, annually.

EDU 503 MIDDLE SCHOOL PHILOSOPHY AND PRACTICES (3)

Examines ideas and practices pertaining to middle school teachers. 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.

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).

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.

EDU 509 INTRODUCTION TO INSTRUCTIONAL PLANNING AND DELIVERY (3)

This course prepares teacher candidates with strategies to plan and design instruction based upon knowledge of the content, students, community, and curriculum goals. The teacher candidates develop lessons for delivery in the classroom utilizing a variety of instructional strategies needed to enhance the development of critical thinking and problem solving skills, which are required in the current standards-based curriculum.

EDU 509A FIELD PRACTICUM I (ELEMENTARY) (0)

Field experience in a classroom of a local elementary school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 40 contact hours (4 hours per day, one day per week) over a ten week period. Concurrent enrollment: EDU 509. Each semester.

EDU 509B FIELD PRACTICUM I (MIDDLE SCHOOL) (0)

Field experience in a classroom of a local middle school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 40 contact hours (4 hours per day, one day per week) over a ten week period. Concurrent enrollment: EDU 509. Each semester.

EDU 509C FIELD PRACTICUM I (SECONDARY) (0)

Field experience in a classroom of a local secondary school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 40 contact hours (4 hours per day, one day per week) over a ten week period. Concurrent enrollment: EDU 509. Each semester.

EDU 509D FIELD PRACTICUM I (K-12) (0)

Field experience in a classroom of a local elementary, middle or high school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 40 contact hours (4 hours per day, one day per week) over a ten week period. Concurrent enrollment: EDU 509. Each semester.

EDU 510 INTRODUCTION TO TEACHING (2)

This introductory course for graduate level initial licensure candidates explores various topics related to American education such as, the history and philosophy of public education, school organization and structure, legal issues, professional ethics and standards, and teaching duties and responsibilities.

EDU 511 TEACHING AND LEARNING WITH TECHNOLOGY (2)

This course provides an overview of current computer applications and models of educational technology for the classroom through a hands-on project based approach. Students will be able to creatively and effectively integrate the use of technology in the K-12 curriculum. Emphasis will be placed on learning how to use current technologies in a classroom setting. Particular focus will be placed on the pedagogy and how

to effectively implement technology tools in the classroom to instruct students. Course activities include the use of Microsoft Office applications, educational software, and Internet research.

**EDU 512 METHODS OF TEACHING READING
AND WRITING IN THE CONTENT AREAS (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 middle and secondary levels. Required of all teaching majors in middle and secondary education. Instructional methods appropriate for the exceptional, disadvantaged, and culturally different learner will be included. Knowledge of and appreciation for cultural diversity is stressed.

EDU 520 THE LEARNING ENVIRONMENT (3)

This course prepares teacher candidates to understand what fuels individual/group motivation and how to use that knowledge to create a learning environment that encourages positive social interaction, active learning, and self-motivation to learn/achieve.

EDU 520A FIELD PRACTICUM II (ELEMENTARY) (0)

Field experience in a classroom of a local elementary school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 50 contact hours (5 hours per day, one day per week OR 2.5 hours per day twice a week) over a ten week period. Concurrent enrollment: EDU 520. Each semester.

EDU 520B FIELD PRACTICUM II (MIDDLE SCHOOL) (0)

Field experience in a classroom of a local middle school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 50 contact hours (5 hours per day, one day per week OR 2.5 hours per day twice a week) over a ten week period. Concurrent enrollment: EDU 520. Each semester.

EDU 520C FIELD PRACTICUM II (SECONDARY) (0)

Field experience in a classroom of a local secondary school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 50 contact hours (5 hours per day, one day per week OR 2.5 hours per day twice a week) over a ten week period. Concurrent enrollment: EDU 520. Each semester.

EDU 520D FIELD PRACTICUM II (K-12) (0)

Field experience in a classroom of a local elementary, middle or high school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 50 contact hours (5 hours per day, one day per week OR 2.5 hours per day twice a week) over a ten week period. Concurrent enrollment: EDU 520. Each semester.

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 EARLY LITERACY (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.

**EDU 535 METHODS OF TEACHING CONTENT AREA READING
(ELEMENTARY) (3)**

This course involves study about the teaching of content area reading in the elementary school. Emphasis is placed on an understanding of the reading process, research based best practices, the importance of content area reading instruction, and current methods and materials used in content area reading instruction and assessment. Lecture-discussions, small group/workshop exercises, reflective writing, and simulated teaching may comprise the class activity format.

EDU 541 TEACHING ELEMENTARY MATHEMATICS (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.

EDU 542 TEACHING SCIENCE IN THE ELEMENTARY CLASSROOM (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.

EDU 545 LEARNING AND 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.

EDU 546 METHODS OF TEACHING AND LEARNING SOCIAL SCIENCE IN THE ELEMENTARY CLASSROOM (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.

EDU 546A FIELD PRACTICUM III (ELEMENTARY) (0)

Field experience in a classroom of a local elementary school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 60 contact hours (6 hours per day, one day per week OR 3 hours per day twice a week) over a ten week period. Concurrent enrollment: EDU 546. 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.

EDU 551D FIELD PRACTICUM III (K-12 PHYSICAL EDUCATION) (0)

Field experience in a physical education classroom of a local elementary, middle or high school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 60 contact hours (6 hours per day, one day per week OR 3 hours per day twice a week) over a ten week period. Concurrent enrollment: EDU 551). Fall, annually..

EDU 553 TEACHING ENGLISH LANGUAGE LEARNERS (3)

This course addresses the concepts, research and best practices for planning and implementing effective instruction to meet the needs of English language learners in a supportive environment. The appropriate use of materials and methods that are culturally responsive, academically rigorous, and developmentally appropriate will be examined. Each semester.

EDU 558 ASSESSING STUDENT LEARNING (3)

A review of theory, policy, and practice related to the assessment of student learning outcomes in the K-12 classroom. Content includes the writing of instructional objectives, types of assessment and their construction, and the analysis and use of test results. The focus is on strategies for assessing student learning and use of assessment data in instructional decision making.

EDU 559 METHODS OF TEACHING SOCIAL STUDIES (MIDDLE SCHOOL) (3)

A discussion of current methods, trends, and concepts in teaching the social sciences at the middle school level. Emphasis is placed on the development of appropriate objectives and to reviewing curricular and instructional materials for teaching of the disciplines within social sciences. Instructional methods appropriate for the exceptional, disadvantaged, and culturally different learner will be included. Knowledge of and appreciation for cultural diversity is stressed. Prerequisite: EDU 420. Concurrent enrollment: EDU 466. Fall, annually.

EDU 559B FIELD PRACTICUM III (MIDDLE SCHOOL SOCIAL STUDIES) (0)

Field experience in a social studies classroom of a local middle school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 60 contact hours (6 hours per day, one day per week OR 3 hours per day twice a week) over a ten week period. Concurrent enrollment: EDU 559. Fall, annually.

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 reviewing 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.

EDU 571C FIELD PRACTICUM III (SECONDARY SOCIAL STUDIES) (0)

Field experience in a social studies classroom of a local high school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 60 contact hours (6 hours per day, one day per week OR 3 hours per day twice a week) over a ten week period. Concurrent enrollment: EDU 571. Fall, annually.

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

A review of current teaching methods and strategies of science programs at the middle and secondary level. Emphasis is placed upon inquiry approaches and appropriate curricular and instructional materials. Required of all teaching majors in middle and secondary science education. Instructional methods appropriate for the exceptional, disadvantaged, and culturally different learner are included.

EDU 572C FIELD PRACTICUM III (SECONDARY SCIENCE) (0)

Field experience in a science classroom of a local high school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 60 contact hours (6 hours per day, one day per week OR 3 hours per day twice a week) over a ten week period. Concurrent enrollment: EDU 572. Fall, annually.

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

An introduction to current methods, concepts and curricular materials appropriate for use in middle and secondary mathematics. Required of all teaching majors in middle and secondary mathematics 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.

EDU 573C FIELD PRACTICUM III (SECONDARY MATHEMATICS) (0)

Field experience in a mathematics classroom of a local high school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 60 contact hours (6 hours per day, one day per week OR 3 hours per day twice a week) over a ten week period. Prerequisite: EDU 520C. Concurrent enrollment: EDU 573. Fall, annually.

EDU 574 METHODS OF TEACHING MATHEMATICS (MIDDLE SCHOOL) (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. Prerequisite: EDU 520

EDU 574B FIELD PRACTICUM III (MIDDLE SCHOOL MATHEMATICS) (0)

Field experience in a mathematics classroom of a local middle school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 60 contact hours (6 hours per day, one day per week OR 3 hours per day twice a week) over a ten week period. Concurrent enrollment: EDU 574. Each semester.

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 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 course focuses on literacy and numeracy, English Language Learner (ELL), early childhood, technology, the exceptional child, gifted, 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.

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 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. Instructor consent.

EDU 670 INTERNSHIP (4)

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

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.

EDU 692 STUDENT TEACHING AND SEMINAR (MIDDLE SCHOOL) (6)

Field experience in a selected classroom of a local middle school under the guidance and supervision of an experienced teacher and university supervisor. Full-time student teaching for fall or spring session is 16 weeks.

EDU 693 STUDENT TEACHING AND SEMINAR (K-12) (6)

Field experience is split into two 8-week placements. One experience is in a local elementary and one experience is in a local high school under the guidance and supervision of an experienced teacher and clinical supervisor. Full-time student teaching for fall or spring session (16 weeks). Prerequisites: Passing score on the Illinois content area examination and admission to student teaching. Concurrent enrollment: EDU 599. Each semester.

EDU 694 PRACTICUM IN CURRICULUM DESIGN AND INSTRUCTION (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 STUDENT TEACHING AND SEMINAR (ELEMENTARY) (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.

EDU 696 STUDENT TEACHING AND SEMINAR (SECONDARY) (6)

Field experience in a classroom of a local high school under the guidance and supervision of an experienced teacher and clinical supervisor. Full-time student teaching for fall or spring session (16 weeks). Prerequisites: Passing score on the Illinois content area examination and admission to student teaching. Concurrent enrollment: EDU 599. 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 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, 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 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.

HE5 655 LAW IN HIGHER EDUCATION (3)

This course will examine legal issues focusing on sources and application of law as it applies to higher education. Students will learn to analyze legal issues faced within higher education so that in their professional role, students can effectively work toward resolution and application of appropriate action.

HE5 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.

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 500 FOUNDATIONS OF SPECIAL EDUCATION (2)

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 505 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.

SPE 509A FIELD PRACTICUM I (0)

Field experience for initial licensure teacher candidates in a special education classroom of a local school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 40 contact hours over a ten week period. Concurrent enrollment: EDU 509. Each semester.

SPE 510 BEHAVIOR MANAGEMENT (3)

Theoretical foundations of behavioral strategies, approaches and techniques for effective classroom management for individuals with disabilities. Behavioral assessment and selection, implementation and evaluation of appropriate interventions will be addressed.

SPE 510A FIELD PRACTICUM II (0)

Field experience for initial licensure teacher candidates in a special education classroom of a local school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 50 contact hours over a ten-week period. Concurrent enrollment: SPE 510. Each semester.

SPE 510B FIELD PRACTICUM II (0)

Field experience for licensed teachers in a special education classroom of a local school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 30 contact hours over a ten-week period. Concurrent enrollment: SPE 510. Each semester.

SPE 520 COLLABORATION AND CONSULTATION IN SPECIAL EDUCATION (2)

The examination of effective collaboration and consultation between special educators and school personnel, community members, families, and learners. The roles and responsibilities of stakeholders on IEP development and implementation will be investigated.

SPE 530 LANGUAGE DEVELOPMENT (2)

The exploration of theories, research and methods regarding typical and atypical language development concerning school-aged students with learning difficulties. The role of language in learning and communication as well as cultural and environmental effects on student development are examined.

SPE 540 ASSISTIVE TECHNOLOGY AND LOW INCIDENCE DISABILITIES (3)

The understanding of low-incidence populations including strategies and techniques for meeting educational, social-emotional, and physical needs. A strong emphasis directed toward the use of assistive technology from a Universal Design for Learning (UDL) perspective.

SPE 592 ASSESSMENT AND PROGRESS MONITORING IN SPECIAL EDUCATION (3)

The understanding of nondiscriminatory evaluation in identification and eligibility of individuals with disabilities. Formal and informal assessment procedures and techniques for monitoring student progress in classroom and school settings.

SPE 594 METHODS OF TEACHING STUDENTS WITH DISABILITIES (3)

The examination and implementation of research-based effective strategies and materials for teaching students with disabilities. A focus on academic and social aspects of learning will be addressed in a variety of classroom settings across the curriculum.

SPE 594A FIELD PRACTICUM III (0)

Field experience for initial licensure teacher candidates in a special education classroom of a local school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 60 contact hours over a ten-week period. Concurrent enrollment: SPE 594. Each semester.

SPE 594B FIELD PRACTICUM III (0)

Field experience for licensed teachers in a special education classroom of a local school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 30 contact hours over a ten-week period. Concurrent enrollment: SPE 594. Each semester.

SPE 599 TEACHER PERFORMANCE ASSESSMENT (0)

This is the final state licensure examination needed for special education licensure in the state of Illinois.

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 ADAPTING THE CURRICULUM FOR STUDENTS WITH SPECIAL NEEDS (3)

This course explores the legal, ethical, academic, behavioral, and practical applications needed to fully educate students with special needs in the classroom. This course studies specific strategies in reading and math along with special instructional tools needed to address the needs of students who are at-risk or use ESL. A focus on the development of adaptations for communication and interacting with parents, paraprofessionals, and service providers will be explored. A 12-hour field experience component will be required for all non-special education majors.

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.

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

MAKE YOUR MARK



MASTER OF ARTS IN
CLINICAL MENTAL HEALTH COUNSELING



GRADUATE SCHOOL

The Master of Arts in Clinical Mental Health 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 counselors 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 Counselor (LCPC) allows individuals to practice independently and receive third-party payment.

***Laura K. Harrawood, PhD, LCPC, LMFT Associate Professor of Counseling;
Director of MA in Clinical Mental Health Counseling Program and Internship
Coordinator***

lkharrawood@mckendree.edu; (618) 537-6137

Program Learning Outcomes

Students will:

- 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 clinical mental health counseling based upon lifelong reflection and learning.
- Demonstrate effective oral and written communication.

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.

Clinical Mental Health Counseling Program Assessments

Clinical Mental Health Counseling program 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. 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: Admission to the Program

The faculty of the Clinical Mental Health 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 recommendation forms 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.

Only applicants 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 admitted to the program.

Assessment Two: Counseling Skills

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. The course instructor regularly evaluates students' clinical skills through in-class assessment and out-of-class recordings. 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 Three: 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 must accrue a minimum of 100 clock hours for this experience. 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, and 611.

CNL 635 Group Practicum

Students must accrue a minimum of 100 clock hours for this experience. 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, and 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 Four: Internship Experience

Students must register for 12 credit hours of internship training and complete 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 attend group supervision 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 group supervision, students bring in recordings 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 faculty supervisor, 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 supervisor and site supervisor each semester in order to pass CNL 637 and CNL 638.

Assessment Five: Comprehensive Examination Exit Requirement

The Clinical Mental Health 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 taken during the month of October and may be retaken the following March if it is not passed in October.

| Core Area | Corresponding Program Course |
|---|------------------------------|
| Professional Orientation and Ethical Practice | CNL 590, 602 |
| Social and Cultural Identity | CNL 601 |
| Human Growth and Development | CNL 606 |
| Career Development | CNL 611, 635 |
| Helping Relationships | CNL 600, 603, 607, 609 |
| Group Work | CNL 610, 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 a score that is at or above one standard deviation below the 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

A graduate student will be placed on academic probation when he or she fails to meet the following minimum standards of academic progress:

1. GPA of 3.0 or higher.
2. A grade of B- or better in all coursework.

All graduate coursework in the Master of Arts in Clinical Mental Health Counseling must be completed with a grade of B- or better to be applied to the program. Graduate students who earn a grade of C or lower in a course are required to repeat that course and will be placed on academic probation for one semester.

If at the end of that semester the student has not achieved an overall GPA of 3.0, the student will be placed on academic suspension. Any student who earns a grade of C or lower in any two courses will be placed on academic suspension. Students who are suspended may apply for readmission after a period of one year from the date of their suspension. Students who enter on probation must achieve an overall GPA of 3.0 in their first semester of graduate studies. Thereafter, the same provisions apply.

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.

Clinical Suitability

See Clinical Mental Health Counseling Program Student Handbook for policies related to student internship suitability and remediation.

Graduation Requirements

1. Declare intent to graduate by completing a Degree Application online at: http://www.mckendree.edu/academics/ARO_academicForms.aspx according to the following deadline schedule
 - May applications are due by the previous October 31.
 - July applications are due by the previous October 31.
 - December applications are due by the previous March 31.
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.

| MA in Clinical Mental Health Counseling | | 60 crs. |
|--|--|----------------|
| CNL 590 | FOUNDATIONS OF PROFESSIONAL COUNSELING | 3 |
| CNL 600 | COUNSELING THEORY | 3 |
| CNL 601 | SOCIAL AND CULTURAL FOUNDATIONS | 3 |
| CNL 602 | PROFESSIONAL AND ETHICAL ISSUES | 3 |
| CNL 603 | COUNSELING SKILLS | 3 |
| CNL 604 | MALADAPTIVE BEHAVIOR AND PSYCHOPATHOLOGY | 3 |
| CNL 605 | RESEARCH AND EVALUATION | 3 |
| CNL 606 | HUMAN DEVELOPMENT AND LEARNING | 3 |
| CNL 607 | SUBSTANCE ABUSE COUNSELING | 3 |
| CNL 608 | INDIVIDUAL ASSESSMENT | 3 |
| CNL 609 | COUPLES AND FAMILY COUNSELING | 3 |
| CNL 610 | GROUP COUNSELING | 3 |
| CNL 611 | CAREER DEVELOPMENT AND COUNSELING | 3 |
| CNL 614 | GRIEF, LOSS, AND 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 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 AND CULTURAL FOUNDATIONS OF COUNSELING (3)

This course 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 AND ETHICAL ISSUES (3)

This course 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 AND PSYCHOPATHOLOGY (3)

This course provides an introduction to the study of maladaptive behavior. Definition and etiology of disorders in the DSM 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 AND EVALUATION (3)

This course 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 AND 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)

This course 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 AND FAMILY COUNSELING (3)

This course 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.

SCHOOL OF NURSING AND HEALTH PROFESSIONS

MAKE YOUR MARK



MASTER OF SCIENCE IN NURSING

- nursing education
- nursing management/administration
- nursing population health
- dual MSN/MBA



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, nursing population health, 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 nursing population health option will be prepared to be well-versed in population based education, disease management, prevention, and leadership principles. 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), 655 K Street, NW, Suite 750, Washington, DC 20001.

***Richelle Rennegarbe, PhD, RN, CENP, Professor of Nursing;
Director of MSN Program and DNP in Ethical Leadership Program***
rarennegarbe@mckendree.edu; (618) 537-2148

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

Students will:

1. Integrate theories and scientific findings into 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 behaviors and functions of a masters prepared nurse into professional nursing roles.
5. Demonstrate effective interprofessional collaboration and communication in practice.

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, informatics, and technologies to provide safe high quality healthcare, initiate change, and improve healthcare outcomes.
10. Demonstrate cultural responsiveness in service to individuals, families, aggregates, and populations throughout the health illness continuum.

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.
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. A nursing faculty interview if applicable;
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 successfully complete NSG 605 and NSG 620 that provide concentrated practice

experiences in the management setting. Graduate students in the Population Care option will be required to successfully complete NSG 655 that provides concentrated practice experiences in nursing population health. Dual MSN/MBA students must successfully complete NSG 605, NSG 619, and NSG 620 in the areas of administration and finance. 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 may choose to enroll in NSG 613 Scholarly Project or NSG 614 Thesis. Students who enroll in NSG 614 Thesis will follow the Graduate School Thesis Guidelines.

Admission Requirements

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 if applicable.
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.
10. Three professional references with at least one reference from the student's undergraduate nursing program (BSN).

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 unencumbered 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 according to the following deadline schedule
 - May applications are due by the previous October 31.
 - July applications are due by the previous October 31.
 - December applications are due by the previous March 31.
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 Nursing Manager option, 38 – 42 credit hours for the Nursing Educator option, and 37 – 41 credit hours for the Nursing Population 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 Master of Science in Nursing

Students receiving a C will be placed on academic probation for the remainder of the program. Students placed on probation will be notified by letter from the Program Director. While on probation, the student must earn at least a B (not B-) in all other courses to remain in, and graduate from, the 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 program director will initiate a meeting to develop an individual remediation plan. The remediation plan will specifically address the student's weaknesses as well as a self-study program to enhance the opportunity to be successful should the student apply for readmission. The student's self-study will be re-assessed and approved prior to re-admission to the program. The program director and the student's academic advisor will coordinate the remediation plan. Face-to-face meetings are preferred to implement the remediation plan; phone conferences are an option for those with travel constraints. Failure to participate in the remediation plan will result in the student's dismissal from the program.

Students who are suspended may apply for readmission to the program after one year. If readmitted, the student will rejoin the program on academic probation, and remain on probation, until the program is completed. The student must correct any course deficiencies and must maintain a 3.0 GPA. Students who do not maintain a 3.0 will be dismissed from the program. A student suspended for a second time will not be readmitted to the program.

Required Course of Study

Core Nursing Courses (required of all graduate students in nursing) 16 crs.

| | | |
|---------|--|---|
| NSG 500 | ADVANCED NURSING RESEARCH | 4 |
| NSG 501 | HEALTH POLICY AND ADVOCACY | 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 |

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 | QUALITY AND PERFORMANCE IN ORGANIZATIONS | 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 |

Courses of Study

| Nursing Population Health Option | | 21 – 25 crs. |
|---|--|---------------------|
| NSG 613 | SCHOLARLY PROJECT | 2 |
| <i>or</i> | | |
| NSG 614 | THESIS | 6 |
| NSG 650 | EPIDEMIOLOGY | 3 |
| NSG 651 | IMPACTING POPULATION HEALTH AND WELLNESS ACROSS THE CONTINUUM | 3 |
| NSG 652 | THEORIES, SYSTEMS, AND CONCEPTS OF POPULATION HEALTH | 4 |
| NSG 653 | LEADERSHIP IN POPULATION HEALTH | 3 |
| NSG 654 | PRIMARY, SECONDARY, AND TERTIARY PREVENTION TO PROMOTE INDIVIDUAL AND POPULATION OUTCOMES | 3 |
| NSG 655 | ADVANCED POPULATION HEALTH PRACTICUM TOTAL NURSING POPULATION HEALTH DEGREE CREDITS | 3 37 – 41 |

Nursing Education Option Recommended Schedule

| YEAR ONE | | |
|-----------------|---|---|
| Fall | | |
| NSG 500 | ADVANCED NURSING RESEARCH | 4 |
| NSG 502 | ETHICAL ISSUES | 2 |
| NSG 505 | PROFESSIONAL ROLE DEVELOPMENT | 2 |
| Spring | | |
| NSG 501 | HEALTH POLICY AND ADVOCACY | 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 | ADVANCED NURSING RESEARCH | 4 |
| NSG 502 | ETHICAL ISSUES | 2 |
| NSG 505 | PROFESSIONAL ROLE DEVELOPMENT | 2 |

Spring

| | | |
|---------|--|---|
| NSG 501 | HEALTH POLICY AND ADVOCACY | 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 | QUALITY AND PERFORMANCE IN ORGANIZATIONS | 2 |
| NSG 620 | NURSE MANAGER CLINICAL PRACTICUM | 3 |
| NSG 613 | SCHOLARLY PROJECT | 2 |
| <i>or</i> | | |
| NSG 614 | THESIS | 6 |

Nursing Population Health Option Recommended Schedule**YEAR ONE****Fall**

| | | |
|---------|-------------------------------|---|
| NSG 500 | ADVANCED NURSING RESEARCH | 4 |
| NSG 502 | ETHICAL ISSUES | 2 |
| NSG 505 | PROFESSIONAL ROLE DEVELOPMENT | 2 |

Spring

| | | |
|---------|--|---|
| NSG 501 | HEALTH POLICY AND ADVOCACY | 3 |
| NSG 503 | HEALTH PROMOTION/ DISEASE PREVENTION | 2 |
| NSG 504 | CULTURAL DIVERSITY IN HEALTHCARE POPULATIONS | 3 |

Summer

| | | |
|---------|--|---|
| NSG 650 | EPIDEMIOLOGY | 3 |
| NSG 651 | IMPACTING POPULATION HEALTH AND WELLNESS ACROSS THE CONTINUUM | 3 |

YEAR TWO

Fall

| | | |
|---------|--|---|
| NSG 652 | THEORIES, SYSTEMS, AND CONCEPTS OF POPULATION HEALTH | 4 |
| NSG 653 | LEADERSHIP IN POPULATION HEALTH | 3 |
| NSG 654 | PRIMARY, SECONDARY, AND TERTIARY PREVENTION TO PROMOTE INDIVIDUAL AND POPULATION OUTCOMES | 3 |

Spring

| | | |
|-----------|--------------------------------------|---|
| NSG 613 | SCHOLARLY PROJECT | 2 |
| <i>or</i> | | |
| NSG 614 | THESIS | 6 |
| NSG 655 | ADVANCED POPULATION HEALTH PRACTICUM | 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.

Program Learning Outcomes

Students will:

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.
4. Integrate theories and scientific findings into research and practice.
5. Analyze the effects of policy, economics, and societal influences on healthcare systems.
6. Appraise the effects of systems and organizational leadership on healthcare outcomes.
7. Integrate the behaviors and functions of a masters prepared nurse into professional nursing roles.
8. Demonstrate effective interprofessional collaboration and communication in practice.
9. Analyze the impact of ethical issues on professional nursing practice.
10. Utilize advanced skills according to standards of practice.
11. Engage in scholarly activities to foster lifelong learning in professional practice.
12. Utilize research, informatics, and technologies to provide safe high quality healthcare, initiate change, and improve healthcare outcomes.

13. Demonstrate cultural responsiveness in service to individuals, families, aggregates, and populations throughout the health illness continuum.
14. Utilize the analytical and decision-making skills regularly employed in the business community.
15. Develop critical leadership skills.
16. Find and utilize appropriate data.
17. Demonstrate knowledge of the functional areas of business including management, marketing, finance, and strategy.

| MSN courses | | 30 crs. |
|--------------------|---|----------------|
| NSG 500 | ADVANCED NURSING RESEARCH | 4 |
| NSG 501 | HEALTH POLICY AND ADVOCACY | 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 |
| 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 628 | ORGANIZATIONAL LEADERSHIP AND TRANSITION | 3 |
| MBA 631 | CORPORATE FINANCE | 3 |
| MBA 644 | BUSINESS TO BUSINESS MARKETING | 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 |

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 ADVANCED NURSING RESEARCH (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 HEALTH POLICY AND ADVOCACY (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 QUALITY AND PERFORMANCE IN ORGANIZATIONS (2)

This course focuses on the impact of quality and performance in organizations. Students will develop skills to manager and ensure safety and quality within the various healthcare organizations. Students will explore evidenced based strategies for improving quality in the healthcare system, as well as the agencies that are focused on ensuring that quality and performance are met within the organization. In addition, students will explore the challenges facing nursing administration regarding bioterrorism preparedness. Pre/co-requisite: NSG 500.

NSG 605 NURSE MANAGER PRACTICUM AND SEMINAR (2)

In this 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 and NSG 600.

NSG 606 ADVANCED HEALTH ASSESSMENT THROUGH THE LIFESPAN (3)

This course provides 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 40 hours of clinical practice of physical examination skills within the area of the student's specialty. Students will hone their physical assessment skills to gain additional expertise within their specialty area. 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 and NSG 615.

NSG 612 NURSE EDUCATOR PRACTICUM AND SEMINAR (3)

In this course, the student in the nurse educator option synthesizes and applies previous theoretical content. Students develop competence in the nurse educator role through 60 hours of practice with a master teacher/preceptor. Students are supported with seminars and conferences with faculty. Pre/co-requisites: NSG 500, NSG 611, NSG 615, and 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 AND 620, NSG 611 AND NSG 612, or NSG 632 AND 634.

NSG 614 THESIS (6)

This course explores the process of reviewing relevant research and developing 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 NSG 605 AND 620, NSG 611 AND NSG 612, or NSG 632 AND 634.

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 AND 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, AND NSG 615.

**NSG 617 ADVANCED CLINICAL 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 course for 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 651 IMPACTING POPULATION HEALTH AND WELLNESS
ACROSS THE CONTINUUM (3)**

In this course, students synthesize previous graduate course work in the context of population health through conceptualizing and foundational development of the Population Health Scholarly Project. Areas of focus include ethics, communication, policy, cultural diversity, nursing research, and role development. Students will examine the broad factors that influence health. Through this course, students will engage in 10 hours of experiential learning activities. Prerequisites: NSG 500, NSG 501, NSG 502, NSG 503, NSG 504, and NSG 505. Pre/co-requisite: NSG 650.

**NSG 652 THEORIES, SYSTEMS, AND CONCEPTS
OF POPULATION HEALTH (4)**

In this course, students develop foundational knowledge of theories, systems, and concepts of population health. Emphasis will be placed on the assimilation of population health-based principles and thinking in health care delivery and empowering students with fundamental educational theories and philosophies to impact outcomes at the individual, group, population, and global levels. Through this course, students will engage in 30 hours of experiential learning activities. Prerequisites: NSG 500, NSG 501, NSG 502, NSG 503, NSG 504, a NSG 505, NSG 651, and NSG 650.

NSG 653 LEADERSHIP IN POPULATION HEALTH (3)

In this course, students engage in active learning activities to develop leadership skills in building teams, connecting with partners, and collaborating with stakeholders to promote population health practice and improve outcomes. Focus will be placed on leadership theory and tools, change principles, and group dynamics to foster shared vision and effective group function among diverse stakeholders. Through this course, students will engage in 10 hours of experiential learning activities. Prerequisite: NSG 652.

**NSG 654 PRIMARY, SECONDARY, AND TERTIARY PREVENTION
TO PROMOTE INDIVIDUAL AND POPULATION OUTCOMES (3)**

This course prepares students to synthesize scientific and clinical evidence encompassing primary, secondary, and tertiary prevention for application into practice to improve health outcomes at the individual, group, aggregate, and population levels. Emphasis involves the student's development of skills to critically analyze and evaluate the evidence for effective application of programming in the health care delivery realm and methodology to evaluate program and health outcomes. Through this course, students will engage in 10 hours of experiential learning activities. Prerequisite: NSG 652.

NSG 655 ADVANCED POPULATION HEALTH PRACTICUM (3)

This clinical practicum course engages the student in practice and scholarly work to illustrate the synthesis and culmination of previous population health course work. Focused on experiential learning activities through the 90-hour practicum facilitated by faculty, the areas of concentration include communication/relationship building, leadership in promoting population health in the healthcare environment, professionalism, and business skills. Prerequisite: NSG 652.

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. Pre/co-requisite: NSG 500

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

MAKE YOUR MARK



DOCTOR OF NURSING PRACTICE
• ethical leadership



GRADUATE SCHOOL

The Doctor of Nursing Practice (DNP) in Ethical Leadership is designed for the working practitioner. The 30 credit hour curriculum is challenging, rigorous, and highly stimulating. Participants will complete the program as a cohort (a group moving together through the program). The two-year program, extending over five semesters, is a sequential course of study and includes a DNP Advanced Nursing Project. Learners will attend two on-campus immersion residencies during each August of the two years. If a student is unable to progress with the cohort, he or she will be allowed to resume coursework with the next available cohort.

The mission of the DNP in Ethical Leadership is to provide a high quality educational experience to advanced nursing leaders who will drive the future of healthcare. We empower our students to embody caring and authentic leadership in the pursuit of academic excellence that will prepare them for interprofessional practice. To achieve this end, we inspire broader vision to refine critical thinking, espouse ethical decision making, and integrate evidence-based practice to achieve positive health outcomes in our global community.

DNP Statement of Philosophy

Several concepts are essential to the curriculum of the DNP program. The concepts of ethics, high quality education, caring, transformational leadership, interprofessional practice, critical thinking, evidence-based practice, health outcomes, and global community are foundations of doctoral education at McKendree University.

The nursing faculty members embrace education as a life-long pursuit. The faculty are responsible for creating an environment conducive to mutual respect, student participation, and self-awareness that enables continued development at McKendree University. Life-long learning facilitates individual nurses to gain personal and professional growth and development.

The profession of nursing utilizes theory and evidenced-based research in the development and implementation of nursing interventions in ensuring that the global community achieves the optimal level of health outcomes functioning through health promotion and disease prevention; health education; and disease management. The caring interaction between community and nurses is the foundation of the profession of nursing.

Evidence-based practice is the cornerstone of experience in nursing. The nursing process is the means by which nurses apply critical thinking to promote health, provide health education, perform ethically, and manage care of diverse populations.

Leadership knowledge and skills are requisite for quality improvement, patient safety, and high quality patient outcomes. Effective written and oral communication skills are perfected through interprofessional interactions. Professional roles and leadership skills are developed throughout the DNP program with a focus on interdisciplinary collaboration.

Ethical norms and values are essential to professional nursing leadership. Self-analysis and reflection are necessary components of ethical development. The American Nurses Association Professional Codes of Ethics and Standards of Care are foundational in the students' application of ethical decision-making and assurance of ethical practice among nurses.

DNP Program Outcome Goal

The goal of the Doctor of Nursing Practice in Ethical Leadership is to prepare nurse leaders to work at the highest level of their specialty practice and serve as ethical leadership championships within their healthcare organizations.

DNP Aggregate Outcomes

Upon completion of the program and based on the American Association of Colleges of Nursing (AACN) DNP Essentials, students will:

1. Synthesize science-based theories and concepts from nursing and other disciplines to assess, evaluate, and integrate health care phenomena to impact positive patient outcomes at the individual, group, community or global level.
2. Integrate clinical change through organizational and systems leadership for quality improvement and systems thinking to achieve excellence in nursing practice.
3. Integrate advanced knowledge of nursing theories, methods of inquiry, humanities, and related sciences to translate best evidence for application to improve practice.
4. Advance the effective use of health care information systems to ensure high-quality outcomes with the generation of data-driven decisions in nursing care.
5. Advocate for social justice and health equity by evaluating, developing, and implementing policy to impact health care delivery at all levels.
6. Engage interprofessional collaborative initiatives to examine complex systems and develop effective methods to create positive change for improving patient and population health outcomes.
7. Translate knowledge into practice to improve patient outcomes and synthesize best practice for improving the nation's health.
8. Engage in experiential learning and research to promote advanced level of nursing practice grounded in ethical and moral decision making.

Admission Requirements

All admission documents must be received no later than 23:59 on April 1. Interviews will begin after April 1. McKendree University carefully assesses the DNP program applicants on the basis of evidence provided in all application materials.

To be admitted to the DNP program, an applicant must meet these requirements:

1. Hold an unencumbered RN license.
2. Submit a completed McKendree University application form.
3. Submit all official college and university transcripts including a transcript from a nationally accredited nursing program showing completion of a master's degree in nursing (or a BSN with a MHA or MBA) with a GPA of 3.5 or higher.
4. Submit a current resume or curriculum vitae documenting a minimum of five current years of full-time nursing practice with at least two of these years of full-time work experience in a leadership or faculty role in nursing education at a two- or four-year college or university, hospital, or health care organization.
5. Participate in an on-campus individual interview.
6. Submit a two- to three-page essay (APA formatted) identifying:
 - a) rationale for seeking the DNP.
 - b) description of how the DNP will foster your ethical leadership practice.

- c) identification of a potential area of interest for the DNP Advanced Nursing Project (project proposal for the DNP).
7. Submit three recommendation forms from individuals who can specifically address professional performance.
8. Submit proof of completion of a graduate-level biostatistics or research statistics course with a grade of "B" or higher within the last five years (Students' academic coursework will be evaluated on an individual basis for completion of this requirement.)
9. Submit proof of completion of a graduate-level epidemiology course with a grade of "B" or higher within the last five years (Students' academic coursework will be evaluated on an individual basis for completion of this requirement.)

Acceptance

DNP applicants will be notified within 30 days of completion of the interview regarding their admission status.

Curriculum

All DNP courses are online. An annual, on-campus, week-long immersion experience is mandatory. As the time varies each year, notification of the dates for the week-long campus immersion will be sent out upon admission and at the beginning of the spring semester in January. Inability to attend this annual immersion will result in dismissal from the program. Students must be able to navigate the Internet and use various applications to complete assignments.

DNP Clinical Practicum

Clinical practicum experience offers students the opportunity to develop and synthesize the knowledge and skills required to demonstrate doctoral-level competency in a specialized nursing practice area. The clinical practicum requirement for the DNP program meets the AACN requirement of 1,000 hours. Depending upon the documented clinical hours from the student's master's education, up to 500 hours may be awarded to meet the clinical practicum requirements. All DNP students will complete a minimum of 500 clinical practicum hours. The clinical practicum hours include those required to complete the DNP Advanced Nursing Project.

DNP Advanced Nursing Project Overview

The DNP Advanced Nursing Project is the culminating scholarly experience that demonstrates a synthesis of the DNP student's coursework and mastery of the advanced specialty within nursing practice laying the groundwork for the student's future scholarship and practice. The DNP Advanced Nursing Project focuses on translating and integrating the principles of evidence-based practice using the systems approach to improve healthcare outcomes at the practice, patient, or health system level. The student will identify, develop, implement, and evaluate the DNP Advanced Scholarly Project under the guidance of a graduate nursing faculty member. The focus of the project is to use evidence to improve clinical outcomes or to resolve gaps between evidence and implementation in clinical practice and health policy.

The project is conceptualized early within the DNP program, and the DNP Advanced Nursing Project is completed in the last four semesters of the program. The DNP Advanced Nursing Project is supported by the practicum experience and is reviewed, approved, and evaluated by the project team. The DNP Advanced Nursing Project will have a significant, evidence-based contribution to the practice of nursing and existing field of nursing knowledge.

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.

| DNP Courses | | 30 crs. |
|-------------|--|---------|
| NSG 700 | ETHICAL, LEGAL, AND SOCIAL JUSTICE IN LEADERSHIP | 2 |
| NSG 710 | QUALITY, SAFETY IMPROVEMENT, AND RISK MANAGEMENT WITH INFORMATION TECHNOLOGY | 2 |
| NSG 720 | ANALYTICAL METHODS FOR EVIDENCE-BASED PRACTICE AND RESEARCH TRANSLATION | 3 |
| NSG 730 | APPLIED ORGANIZATIONAL ANALYSIS IN SYSTEMS | 3 |
| NSG 740 | ADVANCED FINANCIAL MANAGEMENT OF HEALTHCARE RESOURCES | 3 |
| NSG 750 | STRATEGIC LEADERSHIP, INNOVATION, AND ENTREPRENEURSHIP | 3 |
| NSG 760 | LEADING CHANGE BY TRANSFORMING POLICY AND SYSTEMS | 3 |
| NSG 770 | POPULATION-FOCUSED SYSTEM IMPROVEMENT AND DESIGN | 3 |
| NSG 790 | DNP ADVANCED NURSING PROJECT I | 1 |
| NSG 791 | DNP ADVANCED NURSING PROJECT II | 2 |
| NSG 792 | DNP ADVANCED NURSING PROJECT III | 5 |

The DNP Advanced Nursing Project is a total of 8 credit hours. The DNP Advanced Nursing Project will commence in the first year of the doctoral program and continue through the second year. DNP Advanced Nursing Project I will encompass the project overview and team selection. DNP Advanced Nursing Project II includes Topic Selection, Methodology and Literature Review. DNP Advanced Nursing Project III involves Implementation and Evaluation.

Course Descriptions

| | | |
|--|--|-----|
| NSG 650 | EPIDEMIOLOGY | (3) |
| In this course, students develop fundamental knowledge of principles and practices related to the study, prevention, and control of health-related conditions in the human population. Emphasis will be placed on the awareness and application of the principles, methods, and research of epidemiology to issues in global nursing practice. Summer, annually. | | |
| NSG 700 | ETHICAL, LEGAL, AND SOCIAL JUSTICE IN LEADERSHIP | (2) |
| This course prepares students for administrative practice by integrating nursing science with principles of social justice, ethics, and legal aspects in various healthcare settings. Strategies are identified to lead the healthcare team through complex ethical and legal issues related to emerging information and patient care technologies. Students analyze the relationships among ethical, legal, and regulatory issues in order to advocate for social justice, equality, and the development of ethical polices at the organizational and systems levels. Fall, annually. | | |

NSG 791 DNP ADVANCED NURSING PROJECT II (2)

This course prepares students to further the exploration and analysis of their selected client, population, and/or system. Students' own evidence-based analysis and data from either clinical practice and/or epidemiological studies will be used to guide the design and development of interventions directed at practice change, system changes, or aggregate health improvements. In this course, students will finalize the DNP Advanced Nursing Project problem statement, refine the Review of Literature, and initiate the Methodology required for the DNP Advanced Nursing Project. Students will complete the DNP Advanced Nursing Project proposal, apply for Institutional Review Board (IRB) approval, and obtain approval to collect data. Summer, annually.

NSG 792 DNP ADVANCED NURSING PROJECT III (5)

This course is the culmination of the DNP program with students successfully implementing and evaluating their DNP Advanced Nursing Project with plans for or evidence of knowledge dissemination. Students' own evidence-based analysis and data from either clinical practice and/or epidemiological studies will be used to guide the design and development of interventions directed at practice change, system changes, or aggregate health improvements. Students complete an oral presentation and defense of their projects to a Team lead by their Chair. Spring, annually.

NSG 793 DNP ADVANCED NURSING PROJECT CONTINUATION (1)

This course is the continuation of the DNP Advanced Nursing Project. DNP students will enroll in NSG 793 each semester (fall, spring, summer) following enrollment in NSG 792 for work toward the completion of their DNP Advanced Nursing Project. This course is the culmination of the DNP program with students successfully implementing and evaluating their DNP Advanced Nursing Project with plans for or evidence of knowledge dissemination. Students' own evidence-based analysis and data from either clinical practice and/or epidemiological studies will be used to guide the design and development of interventions directed at practice change, system changes, or aggregate health improvements. Students complete an oral presentation and defense of their projects to a team led by their chairperson.

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