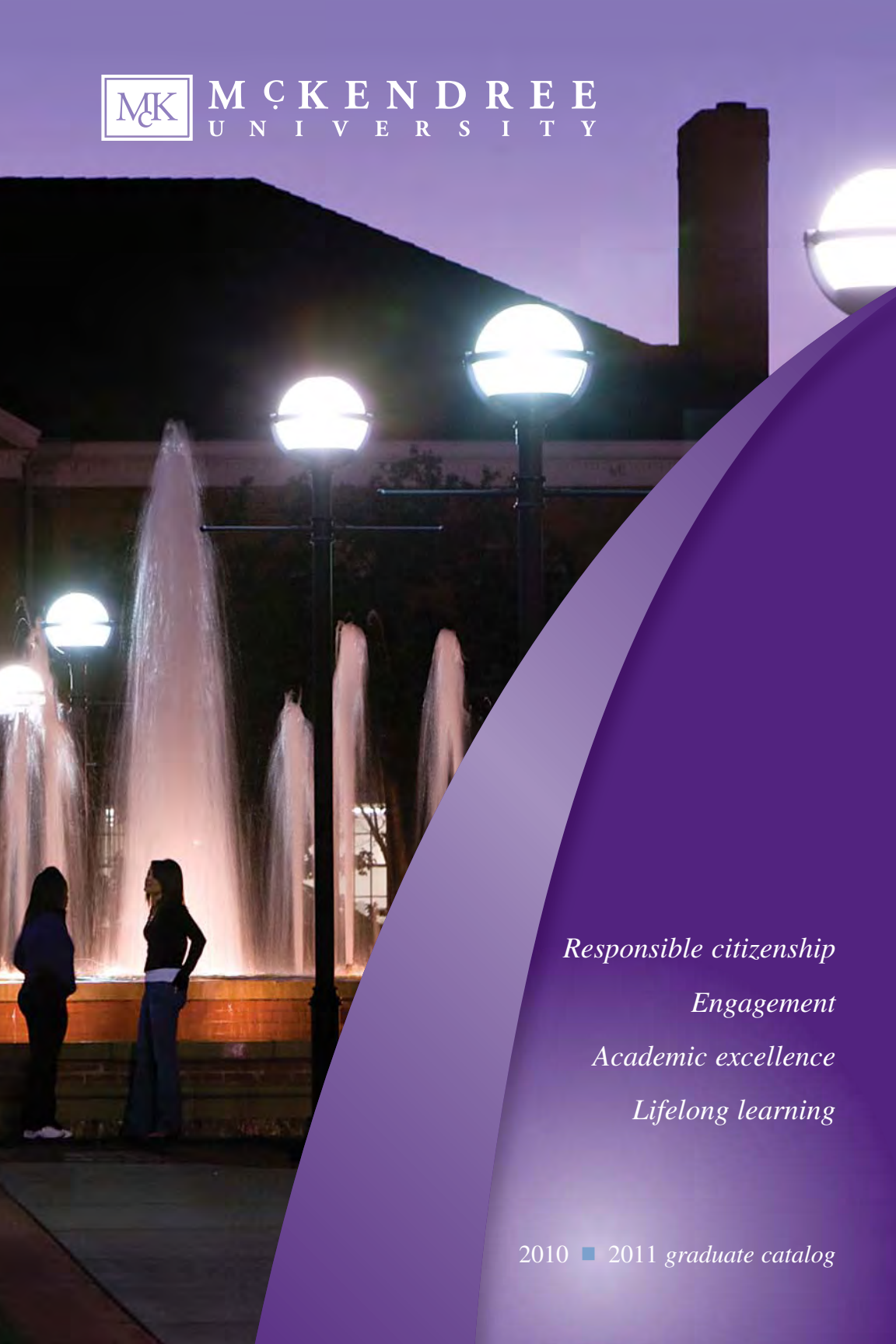




MCKENDREE
UNIVERSITY



Responsible citizenship

Engagement

Academic excellence

Lifelong learning

2010 ■ 2011 *graduate catalog*



MCKENDREE
UNIVERSITY



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

2010 ■ 2011 *graduate catalog*



Accreditations

Higher Learning

Commission of the North Central Association of Colleges and Schools,
30 North LaSalle St., Suite
2400, Chicago, IL 60602
800-621-7440

National Council for Accreditation of Teacher Education (NCATE)

2010 Massachusetts
Avenue NW, Suite 500,
Washington, DC, 20036
202-466-7496

Commission on Collegiate Nursing Education (CCNE)

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

Commission on Accreditation of Athletic Training Education (CAATE)

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

International Assembly for Collegiate Business Education (IACBE)

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

Approvals & Licenses

Illinois Board of Higher Education
431 East Adams, 2nd
Floor, Springfield, IL,
62701-1404
217-782-2551

Illinois State Board of Education
100 N. 1st Street,
Springfield, IL, 62777
866-262-6663

Illinois Department of Veterans' Affairs
833 South Spring Street,
P.O. Box 19432,
Springfield, IL, 62794-9432
217-782-6641

Kentucky Council on Postsecondary Education
1024 Capital Center Drive,
Suite 320,
Frankfort, KY, 40601
502-573-1555

Kentucky Approving Agency for Veterans' Education
300 North Main Street,
Versailles, KY, 40383
859-256-3235

Memberships

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

National Association of Independent Colleges and Universities (NAICU)

The Council of Independent Colleges (CIC)

Federation of Independent Illinois Colleges and Universities (FIICU)

Association of American Colleges and Universities (AAC&U)

The Associated Colleges of Illinois (ACI)

American Council on Education (ACE)

American Association of Colleges for Teacher Education (AACTE)

Council for the Advancement and Support of Education (CASE)

Association for Black Culture Centers (ABCC)

Illinois Campus Compact (ILCC)

Servicemembers' Opportunity Colleges (SOC) Consortium

Illinois Virtual Campus

Kentucky Virtual Campus

McKendree University is an affirmative action/equal opportunity employer and admits students of any sex, race, color, national and ethnic origin and age with all rights, privileges, programs, and activities generally accorded its students. In conformance with state and federal regulations, McKendree University does not discriminate on the basis of sex, race, color, religion, disability, national and ethnic origin, or age in the administration of its educational policies, admission policies, scholarship and loan programs, athletic, and other school administered programs. Students, employees, and faculty who believe they may have been discriminated against may contact the Compliance Officer at the University's address or telephone (618) 537-6990. Services of the substance abuse prevention program administered by the Athletic Department are available to all officers, employees, and students of McKendree University. McKendree University is authorized under Federal Law to enroll nonimmigrant alien students.

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

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

contents

Academic Calendar	2
Letter from the President	4
The University Mission	5
Admission	9
Financial Information	13
Student Services	17
Academic Programs and Policies	21
Courses of Study	
School of Business	
Master of Business Administration	29
Course Descriptions	35
School of Education	
Master of Arts in Education	39
Course Descriptions	107
School of Nursing and Health Professions	
Master of Arts in Professional Counseling	121
Course Descriptions	126
Master of Science in Nursing	129
Course Descriptions	134
Board of Trustees	137
Board Members	137
Current Honorary and Trustee Emeritus	138
Alumni Board	138
University Administration	139
Current Emeriti Administrators and Faculty	142
Faculty	143
Index	148

Academic Calendar Lebanon Campus 2010 / 2011

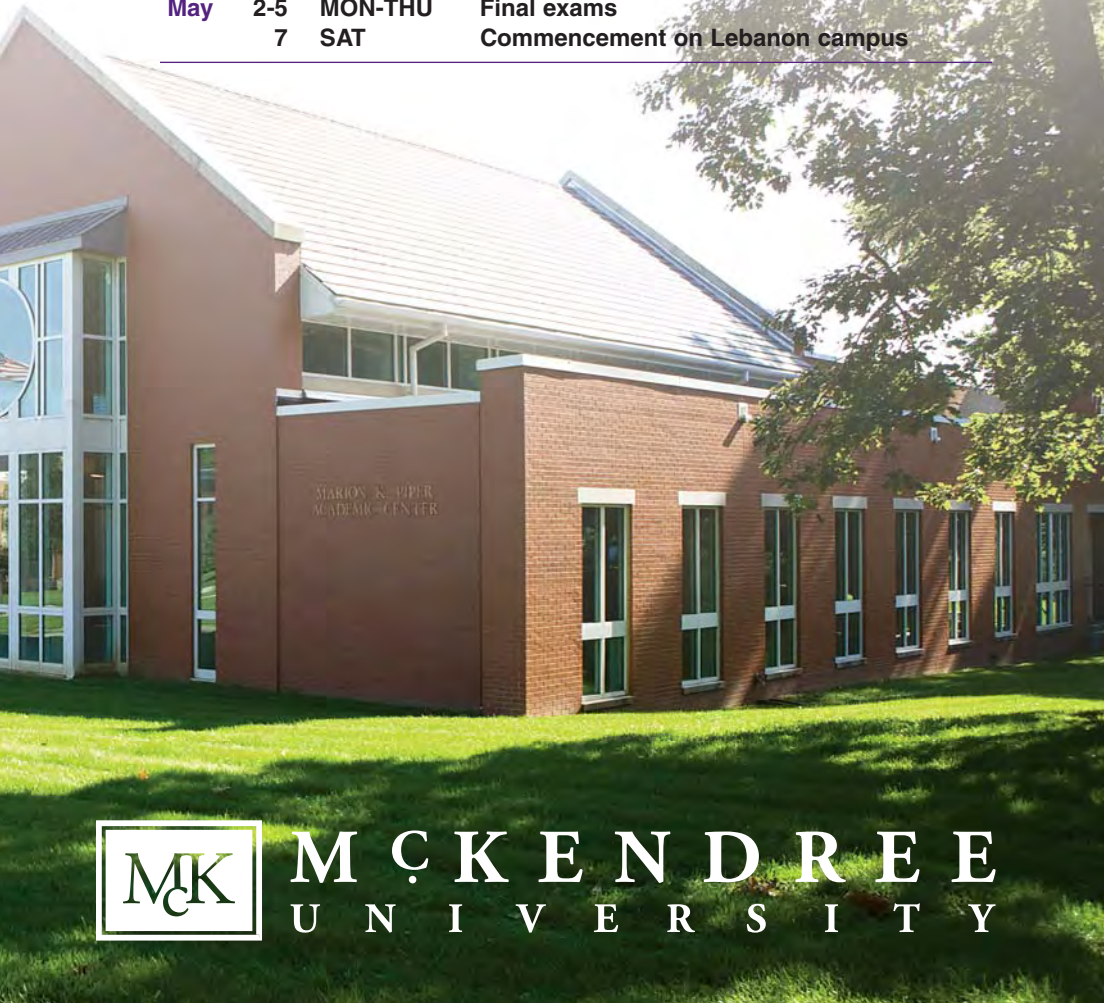
Fall 2010

Aug	23	MON	Fall semester classes begin on Lebanon campus
Sept	6	MON	Labor Day; no classes on Lebanon campus or at off-campus centers (Saturday classes will meet on Saturday)
Oct	14	THU	1st half semester classes end
	15	FRI	Fall Break; no classes on Lebanon campus
	18	MON	2nd half semester classes begin
	22-24	FRI-SUN	Homecoming
Nov	24-28	WED-SUN	Thanksgiving Holiday – no classes
Dec	3	FRI	Fall semester classes end on Lebanon campus
	6-9	MON-THU	Final exams



Spring 2011

Jan	10	MON	Spring semester classes begin on Lebanon campus
	17	MON	Martin Luther King Day – no classes
Mar	4	FRI	1st half semester classes end
	5-13	SAT-SUN	Spring Break
	14	MON	2nd half semester classes begin
Apr	22	FRI	Good Friday – no classes
	29	FRI	Last day of spring classes
May	2-5	MON-THU	Final exams
	7	SAT	Commencement on Lebanon campus



MCKENDREE
UNIVERSITY

a letter *from the President*



James M. Dennis
President of the University

Congratulations on your decision to pursue graduate studies at McKendree University. As you embark on this new journey in your life, please know that McKendree University faculty and staff are committed to helping you succeed.

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

I am proud to say that McKendree University is committed to meeting the diverse needs of our full- and part-time graduate students. We offer our programs on campus, at external sites convenient to students' homes and workplace and via online instruction. We are interested in learning about the unique needs and interests of our graduate students as we continue to develop programs and services to ensure the success of adult learners.

This catalog provides information about our graduate program curricula, policies, and procedures. We hope that it is a helpful resource to you as you pursue your program of studies. In addition to this catalog, please do not hesitate to call upon any member of the graduate faculty or staff for assistance. We understand that, as a graduate student, you must balance many responsibilities as a student, family member, employee, and community member, and we are here to help.

We are happy that you have chosen to pursue your graduate studies at McKendree University. Welcome to our academic community and best wishes for success!

Sincerely,

A handwritten signature in purple ink that reads "James M. Dennis". The signature is written in a cursive style with a large, stylized initial "J".

James M. Dennis
President

What McKendree University Offers

Conscious of a rich past, McKendree is prepared for a challenging future. The university takes seriously its responsibility as a comprehensive university dedicated to preparing purposeful, effective adults whose intellectual, career, and social skills will make them able contributors in the work place – persons filled with a spirit of free inquiry and a moral commitment to truth. To these ends, McKendree offers over 40 undergraduate academic majors, four graduate programs leading to the MAED, MSN, MAPC, and MBA degrees as well as several professional programs, with numerous academic and job-related support facilities designed to make each student’s learning experience successful and enriching.

The University Mission

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

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

Purposes

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

The Tradition

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

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

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

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

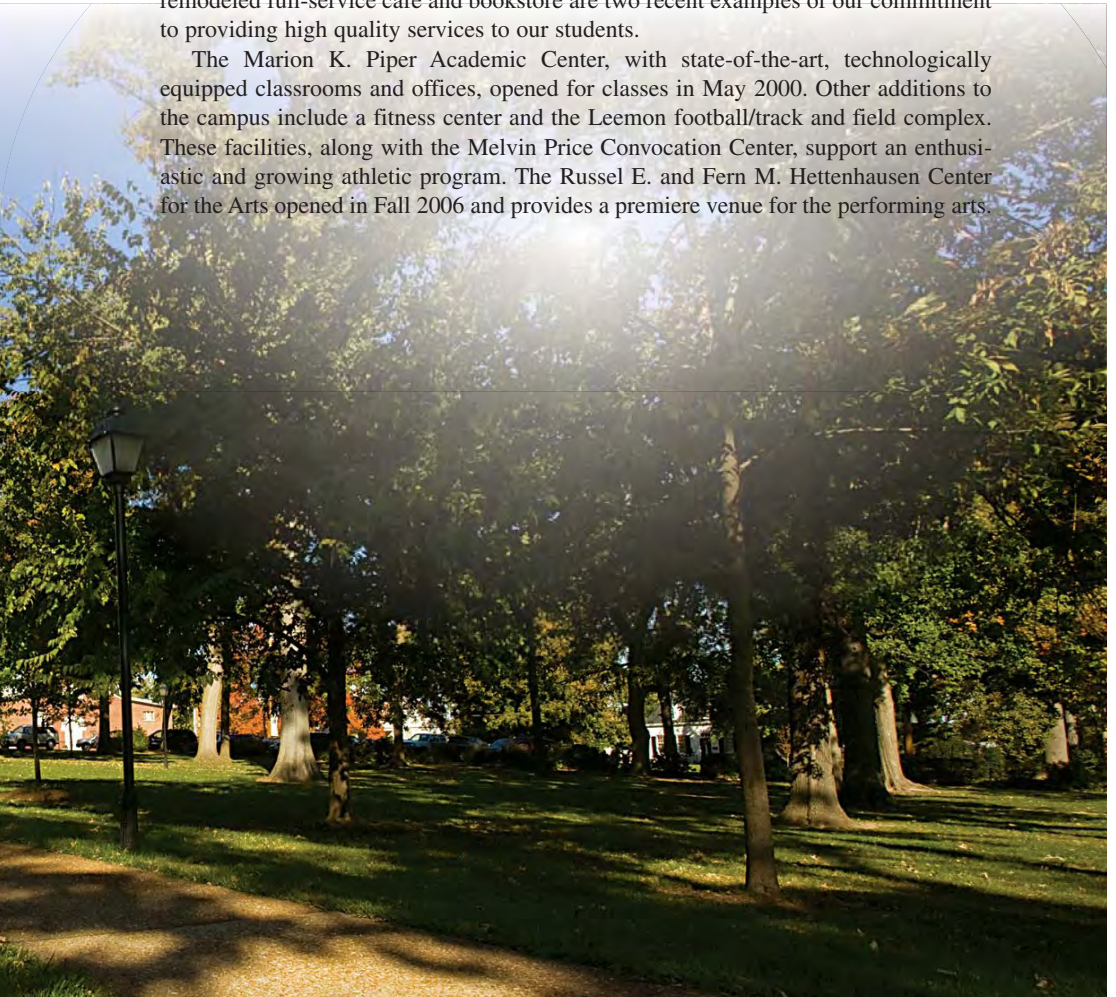


McKendree University Lebanon, Illinois

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

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

The Marion K. Piper Academic Center, with state-of-the-art, technologically equipped classrooms and offices, opened for classes in May 2000. Other additions to the campus include a fitness center and the Leemon football/track and field complex. These facilities, along with the Melvin Price Convocation Center, support an enthusiastic and growing athletic program. The Russel E. and Fern M. Hettenhausen Center for the Arts opened in Fall 2006 and provides a premiere venue for the performing arts.



Kentucky Campuses

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

The following graduate degrees are offered at the Kentucky Campuses:

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

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

McKendree University/Louisville

10168 Linn Station Road, Suite 100
Louisville, KY 40223
Tel (502) 266-6696
Fax (502) 267-4340

McKendree University/Radcliff

1635 W. Lincoln Trail Blvd.
Radcliff, KY 40160
Tel (270) 351-5003
Fax (270) 351-3888

Website: www.mckendree.edu/kentucky

Holman Library

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

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

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



admission

McKendree University welcomes applications from students holding a 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 Graduate Studies

The following documentation and/or components are required for consideration for admission to graduate studies (see below for specific program requirements):

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. A minimum 3.0 GPA on a four-point scale in undergraduate studies. Applicants with a GPA below 3.0 may be conditionally admitted.
5. Applicants may be required to participate in a personal interview to assess readiness for graduate studies (MAPC and MSN students please see specific interview requirements listed below).

Master of Business Administration (MBA)

1. An essay describing the personal and professional goals that will be met by the student's completion of the MBA program.
2. List of three references.

Master of Arts in Education (MAED)

Admission into McKendree University Graduate Studies does not admit the student into the MAED program.

The following are needed to be admitted into the MAED programs (see below for Higher Education Administrative Services requirements):

1. Three professional references.
2. Completion of Gate 1 requirements during the first eight (8) hours of enrollment. (See courses of study for specific requirements.)

The following are needed to be admitted into the MAED in Higher Education Administrative Services:

1. Three professional references.
2. An essay describing the personal and professional goals that will be met by the completion of the Higher Education Administrative Services program.

Master of Arts in Professional Counseling (MAPC)

1. 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.
2. Three letters of recommendation from master's or doctoral level professionals who can attest to the applicant's ability to pursue graduate work in a clinical program. Recommendation forms are available online or from the Office of Graduate Admission.
3. A three-page statement describing interests in counseling as a career, personal strengths and weaknesses, perceived ability to successfully pursue/complete graduate work, and future career goals.

All applicants will not be admitted to the program. Only those who are considered academically qualified for the program are invited for a formal onsite interview with the Program Director or other graduate faculty member. 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.

Master of Science in Nursing (MSN)

1. Valid Professional Registered Nurse license.
2. Three letters of recommendation.
3. An essay must be submitted for review. This paper should describe the personal and professional goals that will be met by the student's completion of the MSN program.
4. All necessary health requirements.
5. Successful completion of a criminal background check in all states of residence for the past seven years.
6. Interview with faculty committee.

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 (Drivers Education, Middle School, Principalship, Reading or Special Education). Programs reserve the right to restrict course enrollment to students who are currently accepted in the program. Non-degree students are not eligible for financial assistance. Non-degree students who choose to become degree seeking must complete the regular admission process. Admission into the program is not guaranteed. If accepted into a program, students may transfer course work taken at McKendree University to their course of study.

Admission as a non-degree seeking student requires a student to hold a bachelor's degree from a regionally accredited institution. See below for specific program requirements:

- **MAED:** Hold a current certificate or be pursuing a certificate.
- **MAPC:** 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 a current RN /BSN license; approval of the program director.

International Student Admission

McKendree University welcomes applications for admission from international students who hold a degree at least equivalent to a bachelor's degree from a U.S. institution. We believe that these students contribute positively to the campus environment.

Students applying for admission as international students must submit the following documents:

1. A completed graduate admission application. Apply online at www.mckendree.edu (no fee).
2. Supplemental Application for proper issuance for I-20 documents. A completed medical form, including immunizations.
3. All post-secondary transcripts. If a student has attended any college or university after completing secondary school education, all post-secondary transcripts are required. All transcripts must be translated into the English language. Post-secondary transcripts from institutions within the United States will be evaluated

for credit by McKendree University. All post-secondary transcripts from international institutions must be evaluated by a credential evaluation agency, in order for the admission process to be completed. Please contact Educational Credential Evaluators, Inc. at www.ece.org or (414) 289-3400 or World Education Services at www.wes.org or (800) 937-3895 for more information. Fees may range from \$0 - \$200 for a complete credential evaluation. Please allow three to six weeks for the evaluation.

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

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:

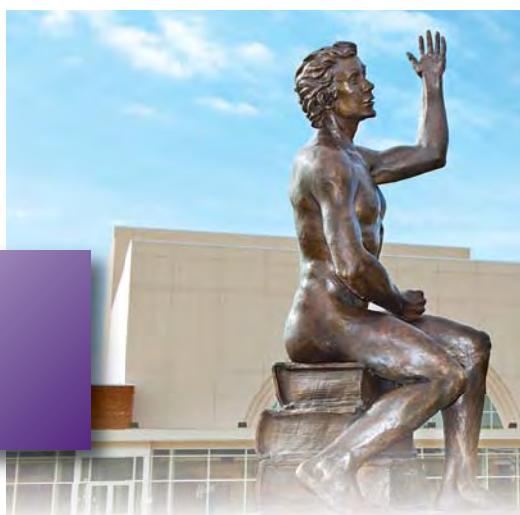
1. Be admitted to the University;
2. Complete all admissions procedures;
3. Submit a copy of childhood immunizations as required by a state public health law if taking more than four (4) credit hours per semester at McKendree University Lebanon campus. Students born before January 1957 are exempt from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



Tuition

Graduate Programs

MBA	\$375.00 per credit hour
MAED	\$375.00 per credit hour
Educator Tuition Rate	\$300.00 per credit hour
Transition To Teaching – Alternative Certification Program	\$500.00 per credit hour
Higher Education Administrative Services	\$1,750.00 per course
MAPC	\$375.00 per credit hour
MSN	\$350.00 per credit hour

Fees

Fees are itemized separately from tuition

E-Learning Technology fee (per credit hour)	\$50.00
Audit fee (per credit hour)	50% of tuition rate
Bad check fee (non-refundable, cash only)	\$35.00
New student tuition deposit (non-refundable)	\$100.00
Thesis Fee	\$200.00
Student Teaching Fee	\$200.00
Student Teaching Fee – out of area (25 – 50 miles)	\$675.00
Student Teaching Fee – out of area (51 – 100 miles)	\$1,175.00
Graduation fee (non-refundable)	\$125.00
Fee will be reduced by \$25.00 if application is received by the deadline.	
Replacement of I.D. card fee	\$25.00
Replacement of parking permit fee	\$5.00

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

Payment of Financial Obligations

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

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

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

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

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

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

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

Check Policy

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

Financial Aid

McKendree University offers financial aid in the form of William D. Ford Federal Direct Loans and requires at least half-time enrollment of five (5.0) graduate hours. Students who are enrolled in nine (9.0) graduate hours or more in a semester (Fall, Spring or Summer) are considered full-time. Students who are enrolled in less than nine

(9.0) graduate hours but more than five (5.0) graduate hours will be considered half-time. The five hours must be graduate level courses required for the degree you are seeking. Electives, deficiencies, pre-requisites, co-requisites or endorsement may not be considered toward the five hours.

Applying for Financial Aid

An application for financial aid cannot be considered until a student is admitted to the university and enrolled in a degree-seeking program. 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 number 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 or her aid eligibility.

A student may be selected for verification by the federal government and the Office of Financial Aid will notify a student of the documents that need to be provided. Verification must be completed before any federal loans will be certified.

Loans

William D. Ford Federal Direct Loan Program (Subsidized and Unsubsidized)

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. Currently the interest rate is fixed at 6.8%.

Subsidized

- Based on need
- Interest is paid by the federal government while the student is in school
- Must be enrolled at least half-time (5.0 graduate hours)

Unsubsidized

- Non-need based
- Interest is paid by the student and may be paid during school or deferred until after graduation or enrollment is less than half-time
- Must be enrolled at least half-time (5.0 graduate hours)

Satisfactory Academic Progress Policy

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

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

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

Withdrawals and Refunds

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

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

Tuition Refunds

Return of Title IV Funds Policy

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

Semester Courses

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

Eight-week Courses

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

Five-week Courses

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

For other class formats, contact the Business Office.



student services

Advising

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

Career Services

The Office of Career Services provides a variety of services to assist our graduate students in maximizing their career options. Individual career and job search counseling, interest and personality assessments, and an array of workshops are made available to our students. Career Services also offers an online job networking system, job fairs, dining etiquette dinners, outside speakers, and a wide range of other resources for graduate students. The Career Resource Center provides access to computer-based information, as well as books and magazines dealing with career planning, job search correspondence, and interviewing skills. Education students may also establish placement files and arrange for their credentials to be sent out to prospective employers. For more information about the Office of Career Services visit the web page at www.mckendree.edu/careerservices or call 618-537-6806.

Services for Students with Disabilities

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

Persons with disabilities who apply are considered for admission in the same manner as non-disabled persons. Since information about disability is not solicited during the admission process, students with disabilities must identify themselves to obtain assistance. This information is totally voluntary and confidential. Further information can be obtained from the Coordinator of the Academic Support Center, Clark Hall, Room 302, (618) 537-6850.

Religious Life Activities

Students are welcome to participate in religious activities including Bible studies, discussion groups, chapel services, retreats, mission trips, and community service. All activities are ecumenical and designed to foster an open atmosphere of spiritual growth and discovery and thoughtful discipleship.

Counseling services (personal and ministry-related), scholarships, and church employment information are also available through the university Chaplain. The Chaplain, as an ordained member of the United Methodist clergy, provides a link from the University to the United Methodist denomination.

Health and Counseling Services

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

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

Multicultural Life

The McKendree University Office of Minority Affairs works in conjunction with the Office of Student Affairs to encourage all students to participate in campus events and leadership opportunities. The department implements cultural activities that are of interest to minority students. Special events such as the commemoration of Dr. Martin Luther King, Jr.'s birthday and Black History month are coordinated by the department with the help of student organizations. This office sponsors meetings and workshops that discuss issues of multiculturalism, diversity, leadership development, and academic skills enhancement. In addition, a mentoring program, consisting of McKendree's Multicultural Affairs Director, alumni, and current students, has been established to assist students of color.

International Students

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

Honorary Societies

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



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

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

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

Intercollegiate Athletics

McKendree University belongs to the NAIA and is a member of the American Midwest Conference and the Mid-States Football Association. The university has a perennial record of success with both men's and women's intercollegiate athletic teams. Men's and women's teams compete in basketball, soccer, tennis, cross country, track and field, and golf. Men's teams also compete in baseball, football and wrestling. Women's teams compete in softball and volleyball. A club sport in men's ice hockey is also available for interested students. Additionally, the university sponsors men's and women's bowling teams. A mascot, a cheerleading squad, a dance team, a pep band and a marching band serve to promote school spirit at athletic events. Students are also encouraged to participate in the activities sponsored by "Team Bogey," the general student spirit club.

Intramural Athletics

The Intramural Sports program at McKendree is designed to offer each student, staff, faculty, and alumni the opportunity to participate in organized and informal activities as regularly as his/her time and interest permit. The IM program is not in competition with, nor is it intended as a substitute for either the physical education program or the intercollegiate athletics program.



academic programs & policies

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.

Student Email

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

The Academic Calendar

McKendree University offers classes at a variety of sites in Illinois and Kentucky. At the Lebanon campus and the nursing centers, classes follow a typical semester pattern. At the other centers, classes are offered in a one-month, six, or eight-week accelerated format. For semester courses, the Fall term begins late in August and ends in mid-December while the Spring term runs from mid-January to early May. For classes in the accelerated program, the Fall term begins September 1 and ends December 31 during which time four one-month sessions are offered. The Spring term begins January 1 and ends May 31 and includes five one-month sessions. The Summer Term begins June 1 and ends August 31. Three one-month sessions are offered during this period along with other sessions of varying length depending on the courses offered. Other sessions of varying length are also offered in the Fall and Spring terms.

Official Graduation Dates

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

Degrees Offered

McKendree University awards the following master's degrees:

1. **MAED – Master of Arts in Education**
2. **MAPC – Master of Arts in Professional Counseling**
3. **MBA – Master of Business Administration**
4. **MSN – Master of Science in Nursing**

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.

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.

Course Load

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

Course Drop/Add

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

Undergraduate Students Enrolled in Graduate Level Credit

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

Severe Weather Policy

Under severe weather conditions, university officials will announce whether the Lebanon campus is open, closed, or on a snow schedule. Announcements will be made on KMOX radio (1120 AM) and KMOV (CBS) television (Channel 4 in St. Louis) and on the McKendree University website.

For severe weather schedules at off-campus sites, see the McKendree University website and/or contact the course instructor.

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.

Academic Honesty

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

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

Consequences for academic dishonesty:

1. First, when a faculty member suspects or learns of an instance of academic dishonesty on the part of a student, the faculty member may take any of the following steps at the discretion of the faculty member:
 - a) The faculty member may allow the student to resubmit the assignment, or re-take the exam, test, or quiz for full credit.
 - b) The faculty member may reduce the grade earned by the student for the specific assignment by whatever factor the faculty member deems appropriate.
 - c) The faculty member may fail the student on the particular assignment.
 - d) The faculty member may reduce the grade earned by the student for the course itself.
 - e) The faculty member may fail the student for the course itself.
2. Second, in addition to the academic consequences outlined as I.A-E, the faculty member may elect to bring the student in front of the Faculty Academic Integrity Committee (FAIC), consisting of three full-time faculty members and the Provost. The faculty member will present to the FAIC all available evidence of serious or repeated plagiarism on the part of the student; the student will have the opportunity to explain, disprove, and otherwise answer charges of academic dishonesty. The FAIC, after thorough discussion, may impose any of the following sanctions on the student:
 - a) The student will receive a disciplinary letter from the Provost, warning the student that continued academic dishonesty will not be tolerated by this university.
 - b) Administrative removal from the class, with an automatic and irreversible "F" for the class. The student will not be permitted to take the class again and the student's transcript will indicate that the "F" is the result of an internal judicial process demonstrating academic dishonesty.
 - c) Suspension of the student from the university for at least one full academic semester following the adjudication of the student as academically dishonest.
 - d) Expulsion of the student from university.

The Provost will retain all files relating to faculty discussions of possible student academic dishonesty for a period of at least five years following the student's graduation or dismissal from the university.

The FAIC will consist of three full-time faculty members, selected by the Academic Affairs Committee, and the Provost.

Grading System

McKendree University uses the following grading system:

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

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

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

Student may take courses which require research projects that cannot be completed in a single semester. In those instances a grade of IP (In Progress) may be awarded. If the work is completed in the following semester the grade will be changed to the grade earned. If the work is not completed in the next semester a grade of NC (No Credit) will be assigned, unless an extension is granted. Students receiving a grade of NC must register for that phase of their studies again and pay full fees.

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

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).

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 course can be repeated once.
2. All grades will appear on the permanent record.
3. 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.
4. 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.

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.

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 chair of the appropriate division, 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 chair of the division 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 or Designee, who will attempt to assist the student, the faculty member, administrator, or decision-making unit, and the chair of the division in bringing the problem to a satisfactory conclusion. This step shall be completed within fifteen (15) calendar days following completion of step 1 and/or step 2 as appropriate.
4. If the problem cannot be resolved through action 3, and if the student wishes to proceed further, he or she must submit a written petition to the Faculty Committee on Academic Affairs through its chairperson, the Provost or Designee. The student submitting the petition has a right to appear before the Committee, as does the faculty member, administrator, or decision-making unit. The Faculty Committee on Academic Affairs 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 Faculty Committee on Academic Affairs will constitute a decision. The voting will be by secret ballot. The Dean of the University/or Designee, who serves as Chairperson of the Faculty Committee on Academic Affairs, director of the program, and any member of the Faculty Committee on Academic Affairs 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 Academic Affairs Committee 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 Faculty Committee on Academic Affairs.

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 Faculty Committee on Academic Affairs 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.

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.



MCKENDREE
UNIVERSITY

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

SCHOOL OF BUSINESS

*master of business
administration*

***Sandra S. Lang, Ph.D., C.P.A., C.F.E., Associate Professor of Accounting;
Chair, Division of Business;***
slang@mckendree.edu; (618) 537-6892; Piper Academic Center 102

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

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

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

Christopher K. Dussold, Ph.D., C.F.A., Assistant Professor of Economics/Finance;
ckdussold@mckendree.edu; (618) 537-6988; Piper Academic Center 107

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

Brian Parsons, Ph.D., C.P.A., Associate Professor of Finance;
bparsons@mckendree.edu; (618) 537-6904; Piper Academic Center 106

Glenn Rodriguez, Ph.D., Dean, Kentucky Campuses;
grodriguez@mckendree.edu; (502) 266-6696; Louisville Campus

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

John Watters, Ph.D., Assistant Professor of Economics;
jswatters@mckendree.edu; (618) 537-6406; Royse House

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

Course of Study

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

Foundations of Business Knowledge

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

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.

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.

MBA Curriculum

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

Courses Required for the Master of Business Administration 36 crs.

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

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.

Honorary Society in Business

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

Probation and Suspension

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

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

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

Graduation Requirements

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

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

MBA Program at the Lebanon Campus

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

MBA Program at Rend Lake Market Place

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

MBA Program in the E-Learning Format

The E-Learning MBA is comprised of the same curriculum and governed by the same policies that apply to the MBA generally. In the E-Learning 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 E-Learning format using the Blackboard platform as the organizer of the courses.

MBA Program at Kentucky Campuses

The MBA program is offered at McKendree University Kentucky Campuses in Louisville and Radcliff. The course delivery in Kentucky varies from the Lebanon campus framework. Details are available from the Kentucky campuses. The MBA is also offered with Human Resource Management concentration at the Radcliff campus only.

Human Resource Management Concentration

This program is offered at the Radcliff campus only.

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

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

The MBA in Human Resource Management is pursued with the following 36 hours of curriculum:

36 crs.

MBA 621	ACCOUNTING FOR MANAGERS	3
MBA 622	ECONOMICS OF THE FIRM	3
MBA 623	BUSINESS RESEARCH METHODS AND APPLICATIONS	3
MBA 625	LEGAL ISSUES FOR MANAGERS	3
MBA 628	ORGANIZATIONAL LEADERSHIP AND TRANSITION	3
MBA 631	CORPORATE FINANCE	3
MBA 635	GLOBAL HUMAN RESOURCE DEVELOPMENT	3
MBA 641	ELECTRONIC COMMERCE	3
MBA 652	ORGANIZATIONAL BEHAVIOR	3
MBA 653	STAKEHOLDER MANAGEMENT AND ETHICS	3
MBA 660	MANAGING THE CHANGING WORKFORCE	3
MBA 661	CORPORATE STRATEGY AND LEADERSHIP	3

International Concentration

This program is not currently available.

The International Business Concentration consists of twelve (12) courses that provide students with specialized knowledge and skills focusing on international business issues. A choice of two (2) of the following three (3) courses are added to the basic MBA curriculum to further explore international issues. These courses expand on concepts learned in MBA 643, MBA 651 and MBA 653.

- **MBA 655** **INTERNATIONAL MARKETING MANAGEMENT**
- **MBA 657** **GLOBAL, SOCIAL, POLITICAL AND ECONOMIC ISSUES**
- **MBA 690** **INTERNATIONAL RESEARCH PROJECT**

MBA 690, International Field Research, offers a trip to two (2) international countries where students research a business topic and present their findings at the conclusion of the trip. The host countries represent different international business models that will allow for contrasting and comparison.

The International Business concentration is pursued with the following 36 hours of curriculum:

36 crs.

MBA 621	ACCOUNTING FOR MANAGERS	3
MBA 622	ECONOMICS OF THE FIRM	3
MBA 623	BUSINESS RESEARCH METHODS AND APPLICATIONS	3
MBA 625	LEGAL ISSUES FOR MANAGERS	3
MBA 631	CORPORATE FINANCE	3
MBA 641	ELECTRONIC COMMERCE	3
MBA 651	GLOBAL ORGANIZATIONS AND MANAGEMENT	3
MBA 652	ORGANIZATIONAL BEHAVIOR	3
MBA 653	STAKEHOLDER MANAGEMENT AND ETHICS	3
MBA 655	INTERNATIONAL MARKETING MANAGEMENT	3
MBA 657	GLOBAL, SOCIAL, POLITICAL AND ECONOMIC ISSUES	3
MBA 661	CORPORATE STRATEGY AND LEADERSHIP	3
MBA 690	INTERNATIONAL RESEARCH PROJECT*	3

**May substitute for either MBA 655 or MBA 657*

Prerequisite Courses

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 Courses

MBA 621 ACCOUNTING FOR MANAGERS (3)

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

MBA 622 ECONOMICS OF THE FIRM (3)

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

MBA 623 BUSINESS RESEARCH METHODS AND APPLICATIONS (3)

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

MBA 625 LEGAL ISSUES FOR MANAGERS (3)

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

MBA 631 CORPORATE FINANCE (3)

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

MBA 632 INVESTMENTS AND FINANCIAL MARKETS (3)

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

MBA 641 ELECTRONIC COMMERCE (3)

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

MBA 642 CUSTOMERS AND COMPETITIVE ADVANTAGE (3)

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

MBA 643 MARKETING MANAGEMENT (3)

This course introduces a managerial approach to the study of marketing. Emphasis is placed on the nature and scope of the marketing manager's responsibilities and on marketing decision making. Students apply material from previous marketing courses to make trade-off decisions between variables such as distribution intensity and cost, sales force management, sales forecasting, and the relationships between marketing and the other organizational functions. Prerequisite: MBA 503 or equivalent.

MBA 651 GLOBAL ORGANIZATION AND MANAGEMENT (3)

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

MBA 652 ORGANIZATIONAL BEHAVIOR (3)

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

MBA 653 STAKEHOLDER MANAGEMENT AND ETHICS (3)

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

MBA 661 CORPORATE STRATEGY AND LEADERSHIP (3)

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

MBA 680 READINGS IN BUSINESS TOPICS (3)

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

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

MBA 628 ORGANIZATIONAL LEADERSHIP AND TRANSITION (3)

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

MBA 635 GLOBAL HUMAN RESOURCE DEVELOPMENT (3)

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

MBA 660 MANAGING THE CHANGING WORKFORCE (3)

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

**MBA Courses for the International Concentration
These courses are not currently being offered.****MBA 655 INTERNATIONAL MARKETING MANAGEMENT (3)**

International marketing differences are analyzed within the cultural context of the target market. International pricing, perception, positioning, language, culture, and educational factors are explored for relevancy to corporate marketing strategy. Practicality of domestic marketing practices and tools are explored for applicability. Prerequisite: MBA 643 or equivalent. Kentucky campuses only.

MBA 657 GLOBAL SOCIAL, POLITICAL AND ECONOMIC ISSUES (3)

This course explores current social, political and economic issues that affect the conduct of world trade. Social classes and status and political systems are explored within the context of market selection. International trade agreements are studied in detail within the context of U.S. and nation-states' economic policies. Issues that may affect corporate success are discussed and examined. Prerequisite: MBA 653 or equivalent. Kentucky campuses only.

MBA 690 INTERNATIONAL RESEARCH PROJECT (3)

This course consists of a travel component to two different Latin American countries where a research project will be presented at the conclusion of the trip. The student will formulate a research topic to be explored, analyzed and conducted first hand in a visit to different international business ventures. Prerequisite: MBA 651 or equivalent. Kentucky campuses only.



SCHOOL OF EDUCATION
*master of arts
in education*

- **Teacher Certification**
- **Special Education**
- **Teacher Leadership (Development)**
- **Educational Administration and Leadership**
- **Educational Studies**
- **Educational Studies Emphasis in Reading**
- **Music Education**
- **Transition to Teaching**
- **Special Non-Degree Added Endorsements**
- **Higher Education Administrative Services**

Joseph J. Cipfl, Ph.D., Chair, School of Education;
jjcipfl@mckendree.edu; (618) 537-6462; Wildy Hall 200

James Rosborg, Ed.D., Director of Graduate Education;
jtrosborg@mckendree.edu; (618) 537-6464; Stanton House First Floor

Janet Wicker, Ph.D., Director of Initial Teacher Certification;
Assistant Prof. of Education;
jlwicker@mckendree.edu; (618) 537-6880; Piper Academic Center 208

Rick Acuncius, Ed.D., Coordinator for Transitions to Teaching Alternative Certification Program and NCATE Accrediting Coordinator;
rlacuncius@mckendree.edu; (618) 537-6549; Stanton House Lower Level

Stan Burcham, Ph.D., Assistant Prof. of Education;
spburcham@mckendree.edu; (618) 537-6463; Stanton House Lower Level

Darryn Diuguid, Ph.D., Assistant Professor of Education;
drdiuguid@mckendree.edu; (618) 537-6559; Piper Academic Center 109

Brenda Doll, Ph.D., Assistant Professor of Education;
bbdoll@mckendree.edu; (618) 537-6925; Carnegie 213

Martha Eggers, M.Ed., Assistant Prof. of Education;
meggers@mckendree.edu; (618) 537-6885; Piper Academic Center 206

George Fero, Ed.D., Professor of Education;
gifero@mckendree.edu; (618) 537-6883; Piper Academic Center 202

Darrel Hardt, Ed.D., Assistant Professor of Education/Director of Ed.S./Ed.D. Programs;
dlhardt@mckendree.edu

Bethany Hill-Anderson, Ph.D., Assistant Prof. of Education;
bghill-anderson@mckendree.edu; (618) 537-6953; Clark Hall LL10

Thomas Jewett, Ph.D., Associate Prof. of Education;
tjewett@mckendree.edu; (618) 537-6531; Piper Academic Center 207

Timothy Richards, Ph.D., Associate Prof. of Education;
trichards@mckendree.edu; (618) 537-6887; Piper Academic Center 200

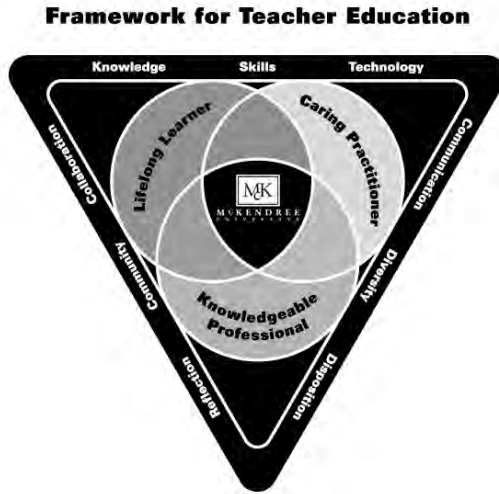
Barbara Thomas, M.S., Instructor, Director of Special Education;
bjthomas@mckendree.edu; (618) 537-6552; Stanton House Lower Level

Phillip Wilhelm, Ph.D., Assistant Prof. of Music Education,
Coordinator of Music Education;
pewilhelm@mckendree.edu; (618) 537-6428; Hettenhausen Center for the Arts 1090

Sandra Richmond, B.M., Certification Officer/Field Experience Coordinator;
skrichmond@mckendree.edu; (618) 537-6453; Piper Academic Center 210

Marianne Hausmann, M.A., Academic Advisor for Teacher Certification;
mrhausmann@mckendree.edu; (618) 537-6498; Holman Library 2nd floor

School of Education Conceptual Framework



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

School of Education Unit Mission, Candidate Dispositions and Vision:

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

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

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

The School of Education Unit believes that educators it prepares:

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

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

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

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

Knowledgeable Professional

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

Caring Practitioner

- Respect cultures, values, beliefs, and talents of all people.
- Understand that self-esteem influences achievement.
- Recognize and address cultural differences in communication.
- Establish communication and productive relationships with students, parents, colleagues, and other community members.

- Exhibit appreciation of the responsibility of educators.
- Apply pedagogical theory to diverse educational settings.
- Use technology as a tool to meet the diverse needs of students.
- Practice professional ethics which are mirrored in McKendree University's tradition of Christian values.

Lifelong Learner

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



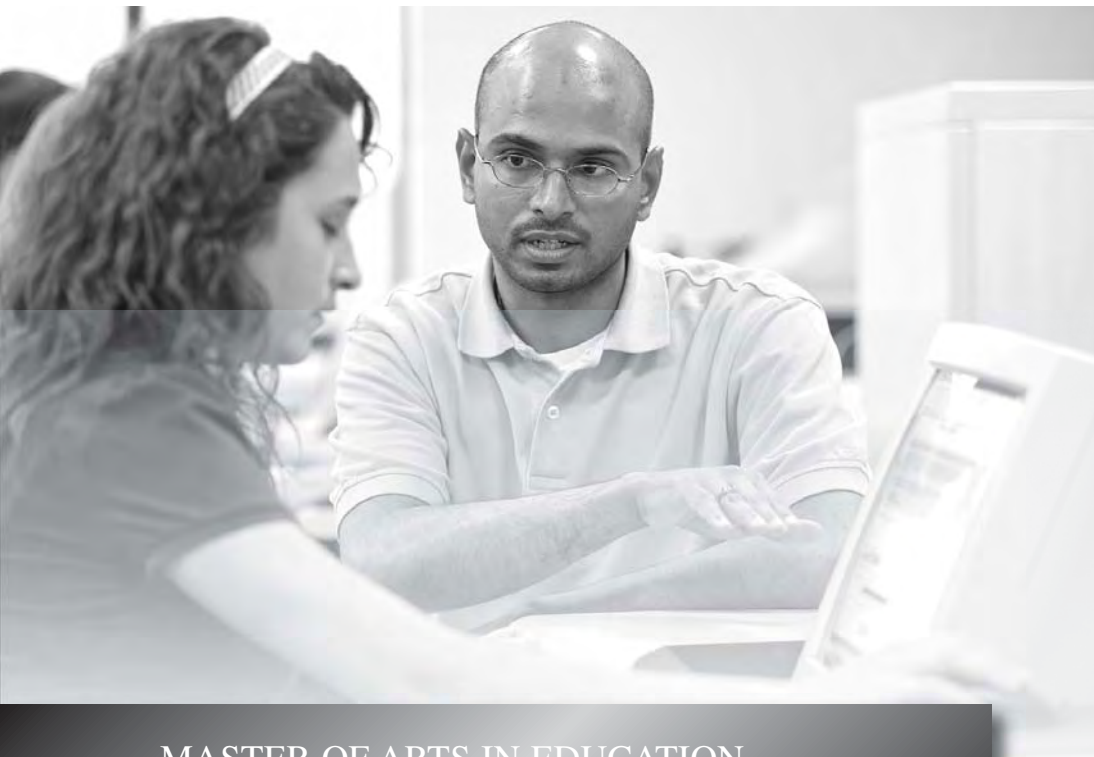
Probation and Suspension

All graduate students must maintain a cumulative GPA of 3.0 or better. Graduate students are limited to no more than one course with a grade of C to be applied to a master degree program.

Students may earn one grade of C in a graduate course and remain in good standing. More than one C will result in the student being 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. Students who are suspended may apply for readmission after a period of one year. If readmitted, the student will enter on academic probation and must achieve an overall GPA of 3.0 in their first semester of graduate studies. Thereafter the same provisions apply.

MAED Graduation Requirements

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



MASTER OF ARTS IN EDUCATION

teaching certification

The graduate program in teacher certification is designed for individuals wishing to seek initial teaching certification 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 teaching certification program develops advanced proficiency in the Illinois Professional Teacher Standards and Content Area Standards. Candidates develop proficiency on the standards in three phases: first, an orientation to and self-assessment of the standards; second, development of the knowledge and predispositions required by the standards; and third, demonstration of performances implementing the standards. Progress on meeting the standards is evaluated throughout the program through a portfolio aligned with the McKendree University Conceptual Framework. Candidates for teaching certification are referred to the undergraduate catalog for policies and procedures related to teacher education.

Teacher Certification – Assessments

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

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

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

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

Gate 1: Admission to the Masters in Education (during first 8 credits)

Candidates formally apply to the degree program during EDU 600 Professional Educator Seminar. The Graduate Admissions Committee and the Chair of the School of Education will review the candidates' qualifications to confirm their eligibility. The EDU 600 Professional Education Seminar provides an orientation to the program including the Conceptual Framework, program standards, policies and portfolio guidelines. It also provides a check on the match of individual professional goals with the program values and standards, as well as a preliminary assessment of readiness on standards. Candidates will also complete a technology competency assessment (CAT1) during the first semester of enrollment. If the results of the technology assessment

identify a deficiency in the use of technology the candidate will be required to successfully complete an undergraduate prerequisite course on technology in education.

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

- A completed graduate admission application. Apply online at www.mckendree.edu (no fee);
- Official transcripts from each college or university attended. Official transcripts are those that are mailed from institution to institution;
- A current vita or resume;
- Three professional references;
- A minimum 3.0 GPA on a four-point scale in undergraduate studies. Applicants with a GPA below this may be conditionally admitted;
- Applicants may be required to participate in a personal interview to assess readiness for graduate studies;
- Completion of CAT1 technology assessment;
- Successfully complete a criminal background check in all states of residence for the past seven years;
- Receive an affirmative vote by the COTE to admit to the program. Candidates may be permitted to continue in selected professional education courses with conditions for one semester;
- Pass Illinois Test of Basic Skills. appropriate Illinois Content Area Examination.

Gate 2: Pre-Student Teaching Requirements

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

- A minimum 3.0 GPA;
- Writing Assessment;
- Oral Communication Assessment;
- Disposition Assessment;
- Complete application for student teaching at least one year in advance (October 1 for the following Fall semester and March 1 for the following Spring semester);
- Approval by COTE to permit or not permit candidate to enroll in student teaching;
- Pass appropriate Illinois Content Area Examination.

Action Research Description

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

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

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

Action Research Policies

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

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

Gate 3: Completion of Student Teaching

Upon completion of student teaching, the teacher candidate will be evaluated by the Cooperating Teacher and/or University Supervisor on teaching skills as required by the Illinois State Board of Education.

Gate 4: Prior to Entitlement for Certification/ Program Completion/Portfolio Review

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

Completion of gate 4 includes:

- A minimum GPA of 3.0 in all coursework;
- Completion of all coursework and requirements;
- Completion of EDU 697 Action Research Project;
- Faculty assessment of portfolio or thesis defense;
- An interview by the School of Education faculty if needed;
- Approval by COTE for entitlement;
- Pass the Illinois Assessment of Professional Teaching Examination.

Professional Performance Portfolio

The portfolio is developed by the candidate throughout the program and is reviewed and assessed at the completion of the program. This type of assessment provides for a sustained reflection of candidates' academic work in a systematic way. The 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 Teaching 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 the candidate and the faculty who are involved in the portfolio assessment process. For 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 the candidate to understand his/her 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 course work 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 setting is strongly encouraged. Such documentation focuses on actual achievements that are viewed directly as what a candidate knows 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. Check to see that at least 3 artifacts are included for each standard. Artifacts may be used to fulfill more than one standard. Do not use an artifact more than 3 times in the entire portfolio. Try to use a variety of artifacts throughout the portfolio.
7. Each portfolio entry should have a rationale paragraph.
 - a) Review the activity and reflect upon the purpose of the work. Connect that purpose to one of the standards.
 - b) Write a rationale by explaining why this work was selected, what was learned by doing it and what competence was gained.
8. After all artifacts are appropriately placed in a standard section and described in the rationale paragraph, the candidate should review the entire portfolio in terms of proficiency in the standards.
9. The instructor from EDU 698 and the candidate's advisor will review the portfolio. An electronic copy of the portfolio will be maintained in electronic exhibits. If there are questions, an interview will be scheduled.

Faculty Review Process

One week following the deadline for application to the student teaching program, a list of graduate candidates seeking admission to the student teaching program shall be distributed to the faculty of the University (full and part-time) for review, comment and challenge. If a candidate's application for student teaching is challenged by three or more members of the faculty, that candidate's application must be reviewed by the sub-committee of the COTE and a recommendation made to the Council on Teacher Education for consideration before that candidate can be admitted. If a candidate receives any challenge, that information shall be included with the materials submitted to the Council on Teacher Education, and the Director of Teacher Education or his/her designee will counsel the candidate on the challenge and the ramifications it may have on the candidate's student teaching experience.

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

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

If a candidate's approval for student teaching is challenged, the Director of Teacher Education will ask each of the faculty members involved to submit supporting documentation or evidence. The sub-committee of the COTE will review the materials submitted, and may ask the candidate and faculty members involved to meet with them to clarify or gather additional information. The committee will then make a recommendation to the Council on Teacher Education to approve with conditions, or to not admit the candidate to the teacher education 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.

Teaching Certificate Requirements

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

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

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

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

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

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

Candidates may wish to elect a minor in coaching which is available to individuals seeking any of the Initial Teaching Certificates offered through the teacher education program. Refer to the section on the coaching minor listed under Physical Education in the Courses of Study section of the Undergraduate catalog.

Initial Elementary Certificate (Type 03)

The Initial Elementary Certificate is valid for teaching in the kindergarten and the lower nine (9) grades in the public schools. The certificate may be issued by entitlement to any graduate of McKendree University with a bachelor's degree who presents certified evidence, accompanied by the Registrar's recommendation of having successfully completed the requirements noted below. All candidates for certification are required to successfully pass state-mandated examinations in basic skills, content area exam and the Assessment of Professional Teaching before certification is granted. It is required that students pass the Illinois Test of Basic Skills prior to admission to the Teacher Education Program, and pass the content area exam before the student teaching semester. It is required that students pass the Assessment of Professional Teaching exam for program completion. Registration information and study guides for the examinations are available on the Illinois Certification Testing System web site (www.icts.nesinc.com).

Initial Secondary Certificate (Type 09) and Initial Special K-12 Certificate (Type 10)

The Initial Secondary Certificate is valid for teaching in grades six (6) through twelve (12) in the public schools. The Initial Special K-12 Certificate is valid for four (4) years of teaching in grades kindergarten through grade twelve (12) in public schools in the designated areas of Art, Music and Physical Education.

The certificates may be issued by entitlement to any teacher education program completer of McKendree University with a bachelor's degree who presents certified evidence, accompanied by the Registrar's recommendation of having successfully completed the requirements listed below. All candidates for certification are required to successfully pass state-mandated examinations in basic skills, content area exam, and the Assessment of Professional Teaching test before certification is granted. It is required that candidates pass the Illinois Test of Basic Skills prior to admission to the

Teacher Education Program, and pass the content area exam before the student teaching semester. It is required that candidates pass the Assessment of Professional Teaching test for program completion. Registration information and study guides for the examinations are available on the Illinois Certification Testing System web site (www.icts.nesinc.com).

Teaching Major

The teaching major must include a minimum of 32 credits and must be from one of the state-approved teaching areas identified below. The 32 credits must be distributed within the selected teaching major area according to the degree requirements for that major stated in the Courses of Study section of the undergraduate catalog. (*Except Special Education*)

1. Business, Marketing and Computing
2. English Language Arts
3. Health Education
4. Mathematics
5. Music
6. Physical Education
7. Science (Biology Emphasis or Chemistry Emphasis)
8. Social Science (History Emphasis, Political Science Emphasis, Psychology Emphasis)
9. Special Education
10. Visual Arts

Initial Special K-12 Certificate (Type 10)

The Initial Special K-12 Certificate is valid for teaching in grades kindergarten through grade twelve (12), or ages 3-21 for Special Education in public schools.

McKendree University has been approved by the Illinois State Board of Education and the Teacher Certification Board to offer courses leading to the Initial Special K-12 Certificates in the areas of Visual Arts, Music, Physical Education and Special Education. This certification entitles individuals to teach in grades kindergarten through grade twelve (12) in their major area of concentration (Visual Arts, Music or Physical Education), and Ages 3-21 for Special Education.

The Initial Special K-12/Special Education Ages 3-21 Certificate may be issued by entitlement to any McKendree University teacher certification program completer with at least a bachelor's degree who presents evidence, accompanied by the Registrar's recommendation, of having completed the requirements for the teaching major as stated in the Course of Study section of this catalog. All candidates for certification are required to successfully pass state-mandated examinations before certification is granted. It is required that candidates pass the basic skills exam prior to admission to the Teacher Education Program, pass the subject matter exam before the student teaching semester, and pass the Assessment of Professional Teaching exam prior to certification. Registration booklets and study guides for the examinations are available on the Illinois State Board of Education web site (www.isbe.net) and in the Field Experience/Certification Office.

Candidates in programs leading to initial teacher certification are referred to the McKendree University undergraduate catalog for all policies, rules and procedures not found in the Graduate Catalog.

Transfer Credit Restriction

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



Courses required for the MAED – Teaching in Secondary/Special P-12 Education		42–44 crs.
EDL 620	SCHOOL LAW	3
EDU 5XX	METHODS OF TEACHING IN CONTENT AREA (co-requisite EDU 614)	3
EDU 506	PSYCHOLOGY OF THE EXCEPTIONAL CHILD	4
EDU 510	FOUNDATIONS OF AMERICAN EDUCATION (24 hours observation)	3
EDU 512	METHODS OF TEACHING READING IN THE CONTENT AREA	3
EDU 600	PROFESSIONAL EDUCATOR SEMINAR	0
EDU 610	HISTORY AND PHILOSOPHY OF EDUCATION	3
<i>or</i>		
EDU 615	CONTEMPORARY ISSUES IN EDUCATION	3
EDU 611	CURRICULUM THEORY AND DESIGN (co-requisite EDU 613)	3
EDU 612	INSTRUCTIONAL AND CURRICULAR DESIGN AND EVALUATION	3
EDU 613	FIELD PRACTICUM II (36 hours field experience – co-requisite EDU 611)	0
EDU 614	FIELD PRACTICUM III (48 hours field experience – co-requisite EDU 5XX)	0
EDU 641	EDUCATIONAL RESEARCH & STATISTICS (co-requisite EDU 645)	3
EDU 645	ACTION RESEARCH PLANNING (co-requisite EDU 641)	2
EDU 650	ADVANCED EDUCATIONAL PSYCHOLOGY	3
EDU 695	ADVANCED STUDENT TEACHING (co-requisite EDU 698)	6
EDU 698	PORTFOLIO REVIEW (co-requisite EDU 695)	1
EDU 697	ACTION RESEARCH PROJECT	2
<i>or</i>		
EDU 699	ACTION RESEARCH THESIS	4

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

Courses required for the MAED –**Teaching in Elementary Education Program****59–61 crs.**

EDL 620	SCHOOL LAW	3
EDU 501	METHODS OF TEACHING FINE ARTS (ELEM)	3
EDU 510	FOUNDATIONS OF AMERICAN EDUCATION (24 hours of observation)	3
EDU 529	CHILDREN'S LITERATURE	3
EDU 530	METHODS OF TEACHING READING (ELEM) (co-requisites EDU 545, 546, 614)	3
EDU 541	METHODS OF TEACHING MATHEMATICS (ELEM) (co-requisite EDU 542)	3
EDU 542	METHODS OF TEACHING SCIENCE (ELEM) (co-requisite EDU 541)	3
EDU 545	METHODS OF TEACHING LANGUAGE ARTS (ELEM) (co-requisites EDU 530, 546, 614)	3
EDU 546	METHODS OF TEACHING SOCIAL SCIENCE (ELEM) (co-requisites EDU 530, 545, 614)	3
EDU 506	PSYCHOLOGY OF THE EXCEPTIONAL CHILD	4
EDU 560	MOVEMENT CONCEPTS FOR ELEMENTARY TEACHERS	2
EDU 600	PROFESSIONAL EDUCATOR SEMINAR	0
EDU 610	HISTORY AND PHILOSOPHY OF EDUCATION	3
	<i>or</i>	
EDU 615	CONTEMPORARY ISSUES IN EDUCATION	3
EDU 611	CURRICULUM THEORY AND DESIGN (co-requisite EDU 613)	3
EDU 612	INSTRUCTIONAL AND CURRICULAR DESIGN AND EVALUATION	3
EDU 613	FIELD PRACTICUM II (co-requisite EDU 611)	0
EDU 614	FIELD PRACTICUM III (co-requisite EDU 530, 545, 546)	0
EDU 641	EDUCATIONAL RESEARCH & STATISTICS (co-requisite EDU 645)	3
EDU 645	ACTION RESEARCH PLANNING (co-requisite EDU 641)	2
EDU 650	ADVANCED EDUCATIONAL PSYCHOLOGY	3
EDU 695	ADVANCED STUDENT TEACHING (co-requisite EDU 698)	6
EDU 698	PORTFOLIO REVIEW (co-requisite EDU 695)	1
EDU 697	ACTION RESEARCH PROJECT	2
	<i>or</i>	
EDU 699	ACTION RESEARCH THESIS	4

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



MASTER OF ARTS IN EDUCATION *special education*

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

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

The Special Education program develops advanced proficiency in the Illinois Professional Teacher Standards and Content Area Standards. Candidates develop proficiency on the standards in three phases: first, an orientation 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 McKendree University Conceptual Framework.

Special Education Professional Educator Model – Assessments

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

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

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

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

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

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

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

Gate 2: Prior to Practicum/Student Teaching

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

Completion of gate 2 includes:

- Minimum 3.0 GPA in EDU 641 and EDU 645;
- Writing Assessment (SPE 689);
- Oral Assessment (SPE 690);
- Dispositions Assessment;
- Ethics Assessment (EDL 620);
- Action Research Planning Assessment (EDU 645);
- School Improvement Assessment (SPE 689);
- Passing score on Learning Behavior Specialist test (LBS1);
- Passing score on Special Education General Curriculum test (SEGC) exempt for elementary certified;
- Portfolio Review;
- COTE Approval.

Gate 3: Internship Completion

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

Action Research Description

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

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

an appropriate research plan for their educational setting. At the conclusion of the course, candidates will construct a detailed paper that includes a rationale for the research project, the review of the literature and the methodology for the research project.

Action Research Policies

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

Completion of gate 3 includes:

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

Gate 4: Program Completion and Portfolio Review

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

Completion of gate 4 includes:

- Minimum GPA of 3.0;
- Completed coursework and requirements;
- Faculty Assessment of Portfolio (EDU 698);
- Dispositions Assessment;
- Passing score on the Illinois Assessment of Professional Teaching Examination (required for those seeking initial certification);
- Interview (if necessary);
- COTE Approval.

Teaching Certification

Please see MAED – Teaching Certificate Requirements within this catalog.

Professional Performance Portfolio

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

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

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

Portfolio Guidelines

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

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

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

Transfer Credit Restriction

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

Courses required for the MAED –

Special Education program (Initial Certification)		48 crs.
EDL 620	SCHOOL LAW	3
EDU 600	PROFESSIONAL EDUCATOR SEMINAR	0
EDU 510	FOUNDATIONS OF AMERICAN EDUCATION	3
EDU 530	METHODS OF TEACHING READING	3
EDU 541	METHODS OF TEACHING MATH	3
EDU 641	EDUCATIONAL RESEARCH & STATISTICS	3
EDU 645	ACTION RESEARCH PLANNING	2
EDU 650	ADVANCED EDUCATIONAL PSYCHOLOGY	3
EDU 698	PORTFOLIO REVIEW	1
SPE 689	FOUNDATIONS OF SPECIAL EDUCATION (1st 8 weeks)	3
SPE 689A	FIELD EXPERIENCE I (30 Observational hours: SPE 689 & 690 – 16 week course. Must be taken concurrently with SPE 689 or SPE 690)	0
SPE 690	CHARACTERISTICS OF STUDENTS WITH DISABILITIES (2nd 8 weeks)	3
SPE 691	ADAPTATIONS AND ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES	3
SPE 691A	FIELD EXPERIENCE II (30 observation hours; 16 weeks)	0
SPE 692	DIAGNOSTIC ASSESSMENT FOR EDUCATIONAL DECISION MAKING	3
SPE 693	LANGUAGE DISORDERS AND INSTRUCTION IN DIVERSE CLASSROOMS	3
SPE 694	METHODS OF TEACHING STUDENTS WITH DISABILITIES	3

SPE 694A	FIELD EXPERIENCE III (30 observation hours; 16 weeks)	0
SPE 697	STUDENT TEACHING – STUDENTS WITH DISABILITIES SPECIAL EDUCATION Elective Hours	6 3

**Courses required for the MAED –
Special Education program (Elementary Certified) 36 crs.**

EDL 620	SCHOOL LAW	3
EDU 600	PROFESSIONAL EDUCATOR SEMINAR	0
EDU 641	EDUCATIONAL RESEARCH AND STATISTICS	3
EDU 645	ACTION RESEARCH AND PLANNING	2
EDU 698	PORTFOLIO REVIEW	1
SPE 689	FOUNDATIONS OF SPECIAL EDUCATION	3
SPE 689A	FIELD EXPERIENCE I (30 observation hours; 16 weeks)	0
SPE 690	CHARACTERISTICS OF STUDENTS WITH DISABILITIES	3
SPE 691	ADAPTATIONS AND ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES	3
SPE 691A	FIELD EXPERIENCE II (30 observation hours; 16 weeks)	0
SPE 692	DIAGNOSTIC ASSESSMENT FOR EDUCATIONAL DECISION MAKING	3
SPE 693	LANGUAGE DISORDERS AND INSTRUCTION IN DIVERSE CLASSROOMS	3
SPE 694	METHODS OF TEACHING STUDENTS WITH DISABILITIES	3
SPE 694A	FIELD EXPERIENCE III (30 observation hours; 16 weeks)	0
SPE 695	PRACTICUM: STUDENTS WITH DISABILITIES Elective Hours	6 3

**Courses required for the MAED –
Special Education program (Secondary/Spec K-12) 42 crs.**

EDL 620	SCHOOL LAW	3
EDU 530	METHODS OF TEACHING READING	3
EDU 541	METHODS OF TEACHING MATH	3
EDU 600	PROFESSIONAL EDUCATOR SEMINAR	0
EDU 641	EDUCATIONAL RESEARCH AND STATISTICS	3
EDU 645	ACTION RESEARCH AND PLANNING	2
EDU 698	PORTFOLIO REVIEW	1
SPE 689	FOUNDATIONS OF SPECIAL EDUCATION	3
SPE 689A	FIELD EXPERIENCE I (30 observation hours; 16 weeks)	0
SPE 690	CHARACTERISTICS OF STUDENTS WITH DISABILITIES	3
SPE 691	ADAPTATIONS AND ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES	3
SPE 691A	FIELD EXPERIENCE II (30 observation hours; 16 weeks)	0

SPE 692	DIAGNOSTIC ASSESSMENT FOR EDUCATIONAL DECISION MAKING	3
SPE 693	LANGUAGE DISORDERS AND INSTRUCTION IN DIVERSE CLASSROOMS	3
SPE 694	METHODS OF TEACHING STUDENTS WITH DISABILITIES	3
SPE 694A	FIELD EXPERIENCE III (30 observation hours; 16 weeks)	0
SPE 695	PRACTICUM: STUDENTS WITH DISABILITIES	6
	Elective Hours	3



MASTER OF ARTS IN EDUCATION *teacher leadership (development)*

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

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

Teacher Leadership Professional Educator Model – Assessments

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

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

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

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

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

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

identify a deficiency in the use of technology, the candidate will be required to successfully complete an undergraduate prerequisite course on technology in education.

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

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

Gate 2: Prior to Practicum in Teacher Development

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

Completion of gate 2 includes:

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

Action Research Description

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

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

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

effective research report or thesis in appropriate format. Candidates completing the thesis option will present and defend the thesis before an assigned thesis committee.

Action Research Policies

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

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

Gate 3: Completion of Practicum Experience

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

Completion of gate 3 includes:

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

Gate 4: Program Completion and Portfolio Review

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

Completion of gate 4 includes:

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

Professional Performance Portfolio

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

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

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

Portfolio Guidelines

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

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

8. After all artifacts are appropriately placed in a standard section and described in the rationale paragraph, the candidate should review the entire portfolio in terms of proficiency in the standards.
9. The instructor from EDU 698 and the candidate's advisor will review the portfolio. An electronic copy of the portfolio will be maintained in electronic exhibits. If there are questions, an interview will be scheduled.

Transfer Credit Restriction

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

Courses Required for the MAED – Teacher Leadership Program

32–33 crs.

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



MASTER OF ARTS IN EDUCATION
*educational
administration
and leadership*

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 Type 75 General Administrative Certificate with a Principal endorsement. Candidates in the program examine current educational theory and practice and explore a variety of viewpoints to reflectively develop their professional competence and leadership style. They explore social issues affecting teachers and students, and expand their awareness of and respect for the unique development of schools, teachers and students. During their course work, they consider effective collaboration and accountability to students, parents, colleagues, and the community. By re-examining the development of values and professional ethics, candidates in this program gain greater intellectual and ethical insight.

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

Educational Administration and Leadership Professional Educator Model – Assessments

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

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

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

All Educational Administration and Leadership candidates are required to successfully pass through all four consecutive assessments that reflect a developmental progression through the program. All assessment expectations and criteria are outlined and presented to all candidates in a program orientation. In order to complete the requirements for the program, all candidates are assigned a graduate faculty advisor who serves as the portfolio advisor and reviewer. A 240 hour internship is imbedded in the program: 80 hours in coursework: EDU 612, EDL 610, EDL 625 and EDL 650, and the other 160 hours are part of EDL 697.

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

1. Facilitating a Vision of Learning
2. School Culture and Instructional Program
3. Management
4. Collaboration with Families and Communities

5. Acting with Integrity, Fairness, and in an Ethical Manner
6. The Political, Social, Economic, Legal and Cultural Context

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

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

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

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

Gate 2: Prior to Principal Internship

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

Completion of gate 2 includes:

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

Action Research Description

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

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

Action Research Policies

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

Gate 3: Internship Completion

The EDL 697 Internship-Principal, 160 hour internship for candidates in the principalship, is completed in a school under the joint supervision of a certified school administrator and the university. This course is designed to provide candidates with practical experience related to principal certification standards. Portfolio artifacts will be developed to show performance activities that meet all School Leadership and Principal certification standards. Practicum hours can be completed before, during and after the school day across a broad array of activities and responsibilities that reflect all aspects of the principal’s role in the school and required Illinois standards.

Completion of gate 3 includes:

- Completion of Internship;
- COTE Approval.

Gate 4: Program Completion/Prior to Entitlement/ Portfolio Review

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

Completion of gate 4 includes:

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

Professional Performance Portfolio

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

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

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

Portfolio Guidelines

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

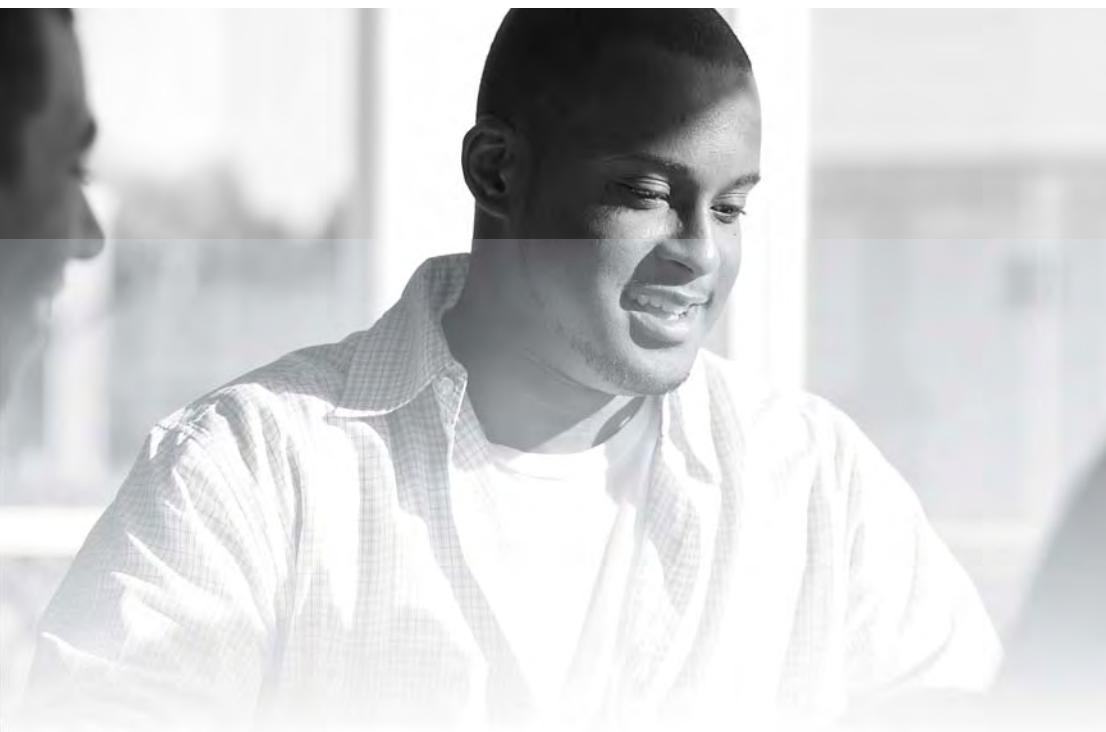
1. The portfolio of professional work typically is presented using the LiveText web-based portfolio development system. The portfolio may subsequently be prepared in hard-copy form and also copied to a CD. A standard portfolio template format will be available through the LiveText web site.
2. Review 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 EDL 699 and the candidate's advisor will review the portfolio. An electronic copy of the portfolio will be maintained in electronic exhibits. If there are questions, an interview will be scheduled.

Transfer Credit Restriction

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

Educational Administration and Leadership (Principal)		39 crs.
EDL 601	TECHNOLOGY APPLICATIONS FOR SCHOOL FOR SCHOOL ADMINISTRATORS	2
EDL 610	SUPERVISION OF INSTRUCTION	3
EDL 620	SCHOOL LAW	3
EDL 625	FINANCE AND FACILITIES FOR PRINCIPALS	3
EDL 630	LEADERSHIP THEORY	3
EDL 640	SCHOOL AND COMMUNITY RELATIONS	3
EDL 650	PRINCIPALSHIP	3
EDL 697	INTERNSHIP – PRINCIPAL	4
EDL 699	PORTFOLIO ASSESSMENT – PRINCIPAL	1
EDU 600	PROFESSIONAL EDUCATOR SEMINAR	0
EDU 610	HISTORY AND PHILOSOPHY OF EDUCATION	
<i>or</i>		
EDU 615	CONTEMPORARY ISSUES IN EDUCATION	3
EDU 611	CURRICULUM THEORY AND DESIGN	3
EDU 612	INSTRUCTIONAL AND CURRICULAR DESIGN AND EVALUATION	3
EDU 641	EDUCATIONAL RESEARCH & STATISTICS	3
EDU 645	ACTION RESEARCH PLANNING	2



MASTER OF ARTS IN EDUCATION *educational studies*

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

Educational Studies Model – Assessments

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

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

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

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

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

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

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

Gate 2: Prior to Internship

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

Completion of gate 2 includes:

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

Action Research Description

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

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

Action Research Policies

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

Gate 3: Internship Completion

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

- Completion of Internship;
- COTE Approval.

Gate 4: Program Completion and Portfolio Review

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

Completion of gate 4 includes:

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

Professional Performance Portfolio

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

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

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

Portfolio Guidelines

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

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

Transfer Credit Restriction

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

MAED in Educational Studies 34 crs.

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

Suggested Elective Courses

EDL 630	LEADERSHIP THEORY	3
EDU 506	PSYCHOLOGY OF THE EXCEPTIONAL CHILD	3
EDU 602	MULTICULTURAL EDUCATION	3
EDU 616	INSTRUCTIONAL METHODS IN EDUCATIONAL STUDIES	3
EDU 650	ADVANCED EDUCATIONAL PSYCHOLOGY	3
EDU 680	CONTEMPORARY TOPICS IN EDUCATION	1-3
PSY 600	COUNSELING THEORY	3
PSY 602	PROFESSIONAL AND ETHICAL ISSUES	3
PSY 606	HUMAN DEVELOPMENT AND LEARNING	3
PSY 610	GROUP COUNSELING	3
MBA 651	GLOBAL ORGANIZATION & MANAGEMENT	3
MBA 653	STAKEHOLDER MANAGEMENT AND ETHICS	3



MASTER OF ARTS IN EDUCATION
*educational studies –
emphasis in reading*

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

Educational Studies – Emphasis in Reading Assessment

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

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

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

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

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

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

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

Gate 2: Prior to Practicum in Reading

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

Completion of gate 2 includes:

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

Action Research Description

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

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

Action Research Policies

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

Gate 3: Completion of Practicum

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

Completion of gate 3 includes:

- Completion of Practicum;
- COTE Approval.

Gate 4: Program Completion and Portfolio Review

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

Completion of gate 4 includes:

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

Professional Performance Portfolio

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

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

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

Portfolio Guidelines

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

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

Transfer Credit Restriction

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

MAED in Educational Studies – Emphasis in Reading 33 crs.

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



MASTER OF ARTS IN EDUCATION *music education*

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

Professional Educator Model – Assessments

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

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

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

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

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

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

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

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

Gate 2: Prior to Practicum in Teacher Leadership

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

Completion of gate 2 includes:

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

Action Research Description

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

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

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

Action Research Policies

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

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

Gate 3: Completion of Practicum Experience

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

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

Gate 4: Program Completion and Portfolio Review

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

Completion of gate 4 includes:

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

Professional Performance Portfolio

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

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

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

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

Portfolio Guidelines

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

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

Transfer Credit Restriction

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

MAED – Music Education		34 crs.
EDL 620	SCHOOL LAW	3
EDU 600	PROFESSIONAL EDUCATOR SEMINAR	0
EDU 612	INSTRUCTIONAL CURRICULAR DESIGN AND EVALUATION	3
EDU 641	EDUCATIONAL RESEARCH AND STATISTICS	3
EDU 645	ACTION RESEARCH PLANNING	2
EDU 694	PRACTICUM IN TEACHER LEADERSHIP	3
EDU 698	PORTFOLIO ASSESSMENT	1
MUS 500	ADVANCED MUSIC TECHNOLOGY	3
MUED 620	MUSIC EDUCATION: CURRICULUM, THEORY & INSTRUCTION	3
MUED 650	ORGANIZATION AND ADMINISTRATION OF THE MUSIC PROGRAM	3
MUED 699	THESIS	4
	ELECTIVES IN EDUCATION OR MUSIC (3 hrs. must be in Music)	6

All 400 level courses in Music and Music Education will be cross listed at the 500 Level with the exception of MUS 464 and MUS 465. Those two courses are specific only to the undergraduate program.



ALTERNATIVE ROUTE TO CERTIFICATION

transition to teaching

The Transition to Teaching: Secondary Education Program is a selective and intensive 39 semester hour program that is completed over a period of 16 months. Admission to this program requires the approval of the Chair of the School of Education and Transitions to Teaching Program Coordinator.

Transition to Teaching Program – 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 dispositions. The Conceptual Framework links course work with 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 pass through the program assessment points that define their progression through the program. Performance indicators are outlined for each assessment point (gate). Candidates work with the TTT Coordinator, who serves as their advisor, while completing coursework and field/clinical experiences. 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 Teacher Education Model.

All candidates are required to complete EDU 600 Professional Educator Seminar (No credit, no fee, meets for 1 ½ hour) during the first semester of the program. Candidates are required to complete an electronic portfolio throughout their program to demonstrate their proficiency on the standards that reflect the McKendree University Conceptual Framework and the Illinois Professional Teaching Standards.

Gate 1: Admission to the Program

The candidate formally applies to the TTT Program by completing a McKendree University Application for Graduate Admission. The TTT Program Coordinator will review the applicant's qualifications to confirm his/her eligibility. As part of the program admissions process, candidates will be required to present their bachelor degree credentials from a regionally accredited institution, pass the Illinois Test of Basic Skills, and pass the appropriate Illinois Content Area Test. In order to be considered for this program, prospective candidates must have the equivalent of a major in one of the following content areas: mathematics, science, language arts or music. Each candidate's academic transcript will be evaluated for course content and appropriate rigor. Candidates must have a minimum of five years of work experience in their field of expertise before they are eligible to qualify for this program.

Candidates must register for EDU 600 Professional Educator Seminar during the first semester of enrollment. The candidate will also complete a technology competency assessment (CAT 1) during the first semester of enrollment. If the results of the technology assessment identify a deficiency in the use of technology, the student will be required to successfully complete an undergraduate prerequisite course on technology in education. In addition, each candidate must meet all of the requirements of the entitling institution as a condition of admission.

These requirements include:

- A cumulative undergraduate GPA of at least 3.0. Candidates may be provisionally accepted with a GPA of 2.75, provided that all other requirements are met.
- An undergraduate cumulative GPA in the major of at least 3.0.
- Official transcripts from all institutions attended.
- A current resume of the candidate's education and work experiences.
- Three letters of reference from individuals able to comment on academic proficiency, personal character, and competence and effectiveness in three (3) professional references.
- Commitment to work in a high needs school district after program completion for the number of years as pre-determined during the admission process.

Applications of eligible candidates will be screened to create a finalist cohort group to be interviewed by the Program Coordinator and Transition to Teaching staff. Finalists will undergo the Haberman Interview as one of the determining factors for inclusion in the program. The final selection of candidates into the cohorts will rest with the Transition to Teaching Facilitation Committee.

Continued Enrollment

Once candidates have been admitted to the program, they must:

- Maintain a minimum cumulative GPA of 3.0.
- Demonstrate appropriate growth toward meeting each of the standards for which they are held accountable.
- Demonstrate the appropriate dispositions toward students, their families, teachers, and their supervisors.
- Demonstrate effectiveness in the classroom with students.
- Secure a one-year paid internship in a high-need school.

Gate 2: Field Experiences

Candidates continue to gather evidences from course work and their professional practice at this assessment point. Candidates will have successfully passed the Illinois Test of Basic Skills and the appropriate Illinois Content Area Test before engaging in student teaching. In the Transition to Teaching Alternative Certification Program, candidates will have required involvement in field experiences in high-need schools from the first set of courses taken. The Educational Psychology and Special Education courses that comprise the Spring 1 term will require field experiences linked to course assignments. During the Summer Session, candidates will complete a minimum of ninety hours of student teaching during six weeks of summer school.

Candidate performance will be assessed by:

- Cooperating teachers within the high-need schools where candidates are placed.
- The University supervisor assigned to the candidate.
- TTT Coordinator.

Candidates will be assessed on assignments submitted for Summer Block courses and lesson plans related to field experiences. There will be a mid-point portfolio check and candidates will apply for provisional certification.

Gate 3: Clinical Experiences

Candidates will seek application for employment (internship) in a high-need school on a provisional alternative teaching certificate (Type 25) for an entire academic year. Candidates will be interviewed and receive a paid internship position in a high need school for one academic year.

During this year, candidates will be mentored and supervised by:

- An onsite supervisor
- A mentor
- A University supervisor

Candidates will be formally assessed using mid- and final-evaluation forms. Candidates will submit reflective journals and a weekly activity report as a means of providing insight into candidates' experiences, challenges and professional growth. Candidates will complete a data collection matrix and a video lesson assessment. Candidate portfolios will be reviewed at the end of the internship experience.

Gate 4: Program Completion

This final gate provides the summative evaluation of candidate performance on program standards. Candidates will submit their portfolio to the TTT Coordinator for final assessment.

Assessments for program completion include:

- A minimum cumulative GPA of 3.0 in all coursework.
- Successful completion of all coursework and requirements.
- The Portfolio Assessment.
- Final Performance Assessment.

Portfolio Process

Candidates in the Transition to Teaching Program will develop a portfolio that will be assessed at three points in their program. Introduction to the portfolio will occur in EDU 600 during the Spring 1 session. Candidates must complete and submit their portfolio for review at the end of the Summer session. The second Portfolio review will occur at the end of the Internship. The final submission of the Portfolio will be due at program completion. All standards must be met as a condition of program completion.

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 that were created by the Unit. 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 program completion. The purpose of the portfolio is to evaluate the achievement of the intended learning standards as established by the School of Education. 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 School of Education's 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 from their original work, produced in their graduate coursework, artifacts 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, representing the candidate's original work, from completed course work.
4. Reread 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. Check to see that at least two artifacts are included for each standard. Artifacts may be used to fulfill more than one standard. Do not use an artifact more than 3 times in the entire portfolio. Try to 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. Share the portfolio with the Transitions to Teaching Program Coordinator as editor.

The following illustrates the schedule of cohort courses, totaling 39 semester hours for the certification and master's degree.

Spring Semester: Late March – Mid May

EDU 650	ADVANCED EDUCATIONAL PSYCHOLOGY	3
EDU 606	TEACHING EXCEPTIONAL CHILDREN	3

Summer Semester – 8 weeks

EDU 607	CURRICULUM, ASSESSMENT MANAGEMENT, AND, CONTENT PEDAGOGICAL METHODS (6 weeks of half-time field experience)	12
---------	---	----

Fall Semester

EDU 670	INTERNSHIP	4
EDU 608	LEARNING AND LITERACY FOR DIVERSE LEARNERS	3

Spring Semester

EDU 670	INTERNSHIP	4
EDU 604	FOUNDATIONS OF EDUCATION	3
EDU 651	ETHICS OF EDUCATIONAL LEADERSHIP	3
EDU 601	INDEPENDENT STUDY	1

Summer Semester

EDU 646	RESEARCH IN EDUCATION	3
---------	-----------------------	---

Courses required for the MAED – Transition to Teaching **39 crs.**

EDU 601	INDEPENDENT STUDY	1
EDU 604	FOUNDATIONS OF EDUCATION	3
EDU 606	TEACHING EXCEPTIONAL CHILDREN	3
EDU 607	CURRICULUM, ASSESSMENT MANAGEMENT, AND CONTENT PEDAGOGICAL METHODS	12
EDU 608	LEARNING AND LITERACY FOR DIVERSE LEARNERS	3
EDU 646	RESEARCH IN EDUCATION	3
EDU 650	ADVANCED EDUCATIONAL PSYCHOLOGY	3
EDU 651	ETHICS OF EDUCATIONAL LEADERSHIP	3
EDU 670	INTERNSHIP	4
EDU 670	INTERNSHIP	4



SPECIAL NON-DEGREE *added endorsements*

Reading Teacher Endorsement

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

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

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

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

Reading Teacher Endorsement courses

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

24 crs.

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

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

Drivers Education Endorsement

In order to receive an endorsement in Driver Education, the following must be met: 1) Current teacher's certification; 2) completion of EDU 417/517, Safety Education/Crash Prevention, EDU 418/518, Introduction to Driver Education, and EDU 419/519, Advanced Driver Education; 3) and 8 semester hours chosen from two or more of the following areas: general safety, including traffic and industrial safety; advanced psychology and sociology; first aid and health education; and instructional materials.

Driver Education Endorsement**20 crs.**

EDU/ PSY 350	EDUCATIONAL PSYCHOLOGY*	
<i>or</i>		
EDU 650	ADVANCED EDUCATIONAL PSYCHOLOGY	3
HPE 158	HEALTH EDUCATION*	3
	A COURSE IN SOCIOLOGY*	3
	A COURSE IN METHODS OF TEACHING*	3
EDU 517	SAFETY EDUCATION/CRASH PREVENTION	3
EDU 518	INTRODUCTION TO DRIVER EDUCATION	3
EDU 519	ADVANCED DRIVER EDUCATION	2

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

Middle School Endorsement

Teachers with either elementary or secondary education certificates who wish to teach in departmentalized grade 5 through grade 8 must complete additional course work in the nature and needs of early adolescents and middle school philosophy, curriculum and instructional methods.

The Minimum Requirements for Teachers of Middle Grades are:

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

In addition:

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

Special Education Endorsement

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

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

1. Current Illinois Teacher’s Certification
2. Passing scores on the ICTS Content Test(s)
3. Completion of any deficiencies in tests or coursework
4. Completion of the following sequence of courses

Special Education Endorsement		12 crs.
SPE 689	Foundations of Special Education	3
SPE 690	Characteristics of Students with Disabilities	3
SPE 692	Diagnostic Assessment for Educational Decision-Making	3
SPE 694	Methods of Teaching Students with Disabilities	3

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

Acceptance of NBCT ACE Transcript for Credit

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

Certificate Program Requirements for Educational Administration & Leadership Certificate Program (Type 75)

This certification option is available only to those candidates who have completed the McKendree – MAED Teacher Leadership or MAED program leading to initial certification. All other McKendree degree programs will be evaluated on an individual basis.

Requirements for Educational Administration & Leadership 22 crs.

EDL 601	TECHNOLOGY APPLICATIONS FOR SCHOOL ADMINISTRATORS	2
EDL 610	SUPERVISION OF INSTRUCTION	3
EDL 625	FINANCE AND FACILITIES FOR PRINCIPALS	3
EDL 630	LEADERSHIP THEORY	3
EDL 640	SCHOOL AND COMMUNITY RELATIONS	3
EDL 650	PRINCIPALSHIP	3
EDL 697	INTERNSHIP – PRINCIPAL	4
EDL 699	PORTFOLIO ASSESSMENT – PRINCIPAL	1



MASTER OF ARTS IN EDUCATION
*higher education
administrative services*

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

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

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

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

Format

The program is offered in a cohort group that meets approximately every third week-end for 18 months at the Field Museum in Chicago.

Transfer Credit Restriction

No transfer credits will be accepted for the MAED in Higher Education Administrative Services as it is designed to be completed in a unified cohort format. In extraordinary circumstances, students may request a waiver of this policy.

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

Course Descriptions**EDL 601 TECHNOLOGY APPLICATIONS
FOR SCHOOL ADMINISTRATORS****(2)**

This course prepares the prospective school administrator in advanced technology standards and applications. Standards to be addressed through structured activities and assignments include the National Educational Technology Standards for Administrators. Instruction in the electronic submission of applications and reports required by state and federal agencies is included. 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 10 hour, one-week field experience component.

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.

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. This course includes 20 hour field experience component.

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.

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 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.

EDL 650 PRINCIPALSHIP**(3)**

Emphasizes instructional leadership and effective school management that promotes positive student achievement, a safe and secure environment, and the efficient use of resources. Curriculum planning, scheduling, school improvement planning, assessment of student progress, school change, and program evaluation will be key topics covered by this course. This course includes a 40 hour field experience component.

EDL 697 INTERNSHIP – PRINCIPAL**(4)**

Internship for candidates in the principal program. Internship in a school under the joint supervision of a certified school administrator and the University. This course is designed to provide candidates with practical experience related to principal certification standards. Portfolio artifacts will be developed to show performance activities that meet certification standards. The internship is a 160 hour, 16 week experience. Prerequisite: EDL 650 or equivalent.

EDL 699 PORTFOLIO ASSESSMENT – PRINCIPAL**(1)**

Candidates complete a K-12 principal competency portfolio. Materials are reviewed in light of required McKendree University and Illinois standards for School Leaders and Principals. Concurrent enrollment: EDL 697.

EDR 601 EMERGENT LITERACY**(3)**

This course is designed as a study of early literacy. The foundations of reading and language acquisition are explored. Students will become familiar with research related to the acquisition of literacy, including the development of oral language and its relation to reading and writing.

EDR 610 ADOLESCENT LITERATURE (3)

This course is designed to provide an overview of young adult literature (for ages 12-18). Reading interests are analyzed from the perspective of readers' development. Guidelines are provided for selection, evaluation, and uses of young adult literature in the classroom.

EDR 621 CLASSROOM DIAGNOSTIC TECHNIQUES AND TESTING PROCEDURES FOR THE TEACHING OF READING I (3)

This course introduces a framework for thinking about reading difficulty and its diagnosis. Students learn how to administer and interpret informal reading inventories and use other diagnostic techniques. They interpret evidence from various diagnostic instruments in order to identify reading levels and areas of instructional focus. The advantages and limitations of standardized reading tests and other assessment devices are also considered as are issues related to diagnostic options within the school. Prerequisite: EDU 430/530 and EDU 412/512.

EDR 622 ADVANCED DIAGNOSTIC TECHNIQUES AND TESTING PROCEDURES FOR THE TEACHING OF READING (3)

This course introduces a theoretical perspective on corrective instruction and teaching techniques to use with remedial readers (grades 1-12). A series of case studies (students at different reading ability levels) are presented and analyzed during the course. Based on initial diagnostic information, a remedial teaching program is planned and hypothetically carried out, with careful attention being given to specific teaching strategies and the sequencing of instruction over time and the development of a strategic, constructive model of learning. Prerequisite: EDU 430/530, EDU 412/512 and EDR 621.

EDR 635 SURVEY OF READING METHODS AND MATERIALS K-12 (3)

This course introduces key issues in reading research and instruction K-12. Students become familiar with materials, develop theoretically sound, research based instructional strategies and the understanding of how these materials are grounded within a developmental framework. Students are also involved in self-reflection and the development of a critical stance with respect to controversial issues in literacy education. Prerequisite: EDU 430/530 and EDU 412/512.

EDR 680 INDEPENDENT STUDY IN READING (1-3)

A variety of courses offered for 1-3 credits on a cyclical basis or as requested. Contemporary Topics courses examine current topics and issues in education, their basis in theory and research, and their significance to public, private and religious education. Students will be expected to develop their own applications of contemporary knowledge to professional practice and/or their own informed positions on the issues. Prerequisite: Completion of at least 15 hours of graduate reading courses and consent of the instructor and/or program director.

EDR 697 PRACTICUM IN READING (3)

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

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

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

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

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

EDU 503 MIDDLE SCHOOL PHILOSOPHY AND PRACTICES (3)

Examines ideas and practices pertaining to middle school teachers. Required course for the Illinois middle school endorsement on elementary and/or secondary certificate. Focuses on middle school philosophy, curriculum and instruction, and current practices. Includes instructional methods for designing and teaching developmentally appropriate content programs in middle schools including content area reading instruction. Examines organization and scheduling procedures as well as team teaching components. Complements knowledge acquired from methods courses and examines their application to middle school ideas and practices or upper elementary grades and junior high schools. Scheduled visits to area middle schools may be included as part of the course activities. Prerequisite: Admission to the Teacher Education Program. Each semester. (NOTE: EDU 503 meets one of the two I.S.B.E. requirements for the Middle School Endorsement.)

EDU 504 EARLY ADOLESCENTS AND SCHOOLING (3)

Focuses on the developmental characteristics of early adolescents, the nature and needs of early adolescents. Includes the advisory role of the middle grade (5-8) teacher in providing appropriate guidance as well as in assessing, coordinating and referring students to health, social services and other related services. Study the development of youth of the middle school grades (5-8) and ages (10-14). Required course for the Illinois middle school endorsement on elementary and/or secondary certificate. Complements the knowledge acquired from Education 350 Educational Psychology and Psychology 406 Psychology of the Exceptional Child. Same as PSY 504. Prerequisite for Education majors: Admission to the Teacher Education Program, PSY 153, and junior standing. Each semester. (NOTE: EDU 504 meets one of the two I.S.B.E. requirements for the Middle School Endorsement.)

EDU 506 PSYCHOLOGY OF THE EXCEPTIONAL CHILD (4)

The identification and characteristics of the various classes of exceptional persons, including those with physical, mental, emotional and social conditions, as well as those of superior ability. Emphasis is placed upon the needs of exceptional persons, and attention is given to the modification of the environment and teaching techniques to meet those needs. The "culturally different" child is also studied. At discretion of instructor, a field study component is required observing exceptional children in the public or parochial schools. Same as PSY 506. Each Semester.

EDU 507 WORKSHOPS (1)

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

EDU 510 FOUNDATIONS OF AMERICAN EDUCATION (3)

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

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

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

EDU 517 SAFETY EDUCATION/CRASH PREVENTION (3)

This course is designed to examine safety issues in modern society. Various safety considerations will be discussed with emphasis given to vehicle safety issues and crash prevention. Summer only as needed.

EDU 518 INTRODUCTION TO DRIVER EDUCATION (3)

Course will present the content for the classroom phase of Driver Education as well as materials and methods for instruction. Prerequisite: Valid driver's license and age 21. Summer only as needed.

EDU 519 ADVANCED DRIVER EDUCATION (2)

Course will have a 15 hour behind-the-wheel (BTW) observation requirement with a qualified driver education instructor. Methods for BTW instruction using dual control vehicle in variety of driver training lessons. Prerequisite: EDU 418/518 Introduction to Driver Education. Summer only as needed.

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.

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

This course is designed to familiarize future teachers with the theoretical background, research base, and practical information needed to provide for a balanced perspective in the teaching of reading. Students will learn and practice the major approaches to reading instruction and assessment. Emergent literacy and content area reading strategies will be included. Methods for adapting instruction for the exceptional, disadvantaged and culturally different child will be included. Concurrent enrollment with EDU 445/545 and EDU 446/546. Prerequisite: Admission to the Teacher Education Program. Each semester.

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

Students will learn and practice the basic techniques of teaching mathematics to children in grades K-6. Diagnostics, remediation, and sequential development of concepts will be stressed. Effective use of instructional materials, including the computer and calculator, will be emphasized. Methods of teaching mathematics to the exceptional, disadvantaged, and culturally different child will be included. Prerequisite: Admission to the Teacher Education Program. Co-requisite: Concurrent enrollment in EDU 542. Each semester.

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

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

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

This course acquaints teacher candidates with the theory and practice of the elementary language arts through exploration of instructional strategies for communication skills: listening, speaking, reading, and writing. An emphasis on developing certain strategies for oral and written language across the curriculum through theme cycles is emphasized. Technology, and multicultural infusion are stressed. Strategies for teaching these subject areas to the exceptional, disadvantaged and culturally different child are included. Prerequisite: Admission to the Teacher Education Program. Co-requisite: Concurrent enrollment in EDU 546. Each Semester.

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

This course is designed to introduce teacher candidates to social science education in the elementary school. Through a variety of models, with an emphasis on the discovery methods, candidates will explore various techniques of teaching social sciences. Candidates will discover strategies for problem solving using guided research, technology, questioning processes, and trial and error methods by exploring a social or community issue. Prerequisite: Admission to the Teacher Education Program. Co-requisite: Concurrent enrollment in EDU 545. 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. This course is to be taken concurrently with EDU 512 Methods of Teaching Reading (SEC), preferably during the semester preceding student teaching. Prerequisite: Admission to the Teacher Education Program. Fall Semester.

EDU 552 METHODS OF TEACHING HEALTH (3)

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

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 certification. A major paper related to the content field and indicative of graduate level work is a requirement of this course.

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

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

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

A review of current teaching methods and strategies of science programs at the secondary level. Emphasis is placed upon inquiry approaches and appropriate curricular and instructional materials. Required of all teaching majors in Science Education. Instructional methods appropriate for the exceptional, disadvantaged, and culturally different learner are included. Does not count toward a major in the sciences or the core curriculum requirement in science. This course is to be taken concurrently with EDU 512 Methods of Teaching Reading (SEC), preferably during the semester preceding student teaching. Prerequisite: Admission to the Teacher Education Program. Fall Semester.

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

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

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

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

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

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

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

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

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

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

EDU 600 PROFESSIONAL EDUCATOR SEMINAR (0)

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

EDU 601 INDEPENDENT STUDY (1-3)

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

EDU 602 MULTICULTURAL EDUCATION (3)

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

EDU 604 FOUNDATIONS OF EDUCATION (3)

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

EDU 606 TEACHING EXCEPTIONAL CHILDREN (3)

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

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

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

EDU 608 LEARNING AND LITERACY FOR DIVERSE LEARNERS (3)

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

EDU 610 HISTORY AND PHILOSOPHY OF EDUCATION (3)

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

EDU 611 CURRICULUM THEORY AND DESIGN (3)

This course will examine the historical, social and political aspects of curriculum design and instruction. Dominant and alternative ways of thinking about curriculum and its evaluation will be presented.

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. 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. Prerequisite: Admission to the Teacher Education Program; Concurrent Enrollment with EDU 612.

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 with EDU 512.

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.

EDU 616 INSTRUCTIONAL METHODS IN EDUCATIONAL STUDIES (3)

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

EDU 621 CHARACTER DEVELOPMENT IN EDUCATION (3)

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

EDU 641 EDUCATIONAL RESEARCH AND STATISTICS (3)

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

EDU 645 ACTION RESEARCH PLANNING (2)

The purpose of this course is to facilitate students' planning of action research and to realize its value to them as educators. After delimiting an action research topic, students conduct a review of pertinent literature related to the topic and design an appropriate research plan for their educational setting. At the conclusion of the course, students will construct a detailed paper which includes a rationale for the research project, the review of literature, and the methodology for the research project, which will be shared with classmates. Must be taken concurrent with EDU 641.

EDU 646 RESEARCH IN EDUCATION (3)

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

EDU 650 ADVANCED EDUCATIONAL PSYCHOLOGY (3)

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

EDU 651 ETHICS OF EDUCATIONAL LEADERSHIP (3)

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

EDU 670 INTERNSHIP (4)

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

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

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

EDU 691 INTERNSHIP IN EDUCATIONAL STUDIES (4)

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

EDU 694 PRACTICUM IN TEACHER LEADERSHIP (3)

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

EDU 695 ADVANCED STUDENT TEACHING (6)

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

EDU 697 ACTION RESEARCH PROJECT (2)

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

EDU 698 PORTFOLIO REVIEW (1)

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

EDU 699 ACTION RESEARCH THESIS (4)

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

The thesis is a complete, accurate and effective research report in appropriate format. The thesis must be presented and defended before the student's thesis committee.

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

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

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

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

HES 610 MANAGEMENT THEORY AND PRACTICE (3)

Designed to introduce students to management theory, this course focuses on both day-to-day administration and planning. The use of budgeting as a planning tool is highlighted. Negotiation and mediation theory is reviewed. Case studies are used to identify best practices in management leadership.

HES 615 STRATEGIES OF FINANCIAL MANAGEMENT (3)

This course provides students with a basic understanding of the role of financial management in higher education. The course examines the financial structures that underpin the various types of higher education institutions. It seeks to identify best practice in both cost- containment and in revenue generation.

HES 620 ISSUES IN STUDENT ACCESS (3)

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

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

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

HES 630 HUMAN RESOURCE MANAGEMENT (3)

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

HES 635 INTEGRATED DATA SERVICES (3)

This course compares integrated data systems at the university, state and federal levels. The course seeks to identify standard of practice, outstanding features, feedback systems, and best practice in current student data systems. Emphasis is placed on the use of data systems to support student services, human resources, and other administrative and educational 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 for recruitment success and on retention strategies. Students will learn to identify outstanding branding success by various universities. The basics of quantitative yield management techniques are also introduced.

HES 645 PRIVATE AND PUBLIC FUNDING (3)

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

HES 650 POWER AND INFLUENCE IN HIGHER EDUCATION (3)

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

HES 695 CAPSTONE BEST PRACTICE INTERVENTION (3)

Working with a mentor, students identify an area of university function to be evaluated for best practices and design a process improvement for that function. Measures for judging the success of the process improvement are developed. As a capstone project, this work is of significant depth so that the knowledge gained throughout the program is demonstrated.

MUED 510 BAND AND CHOIR ORGANIZATION (3)

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

MUED 523 CHORAL CONDUCTING AND SECONDARY METHODS (3)

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



**MUED 524 INSTRUMENTAL CONDUCTING
AND SECONDARY METHODS (3)**

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

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

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

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

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

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

Trends, practices, philosophies and other topics will be discussed. As needed.



MUED 699 THESIS (4)

MUL 515-516 APPLIED PIANO (1-2; 1-2)

515-516 A Piano

515-516 B Jazz Piano

Prerequisite: MUS 316 and consent of instructor. First semester, 515; second semester, 516. Each semester.

MUL 525-526 APPLIED VOICE (1-2; 1-2)

Prerequisite: MUS 326 and consent of instructor. First semester, 525; second semester, 526. Each semester.

MUL 531-532 APPLIED ORGAN (1-2; 1-2)

Prerequisite: MUS 332 and consent of instructor. First semester, 531; second semester, 532. Each semester.

MUL 538-539 APPLIED STRINGS (1-2; 1-2)

538-539A Guitar

538-539B String Bass

538-539C Jazz Guitar

538-539D Jazz String Bass

Prerequisite: MUS 338 and consent of instructor. First semester, 538; second semester, 539. Each semester.

MUL 540-1 APPLIED PERCUSSION (1-2; 1-2)

540-541A Percussion

540-541B Jazz Drum Set

Prerequisite: MUS 341 and consent of instructor. First semester, 540; second semester, 541. Each semester.

MUL 542-543 APPLIED BRASS (1-2; 1-2)

542-543A Trumpet

542-543B French horn

542-543C Trombone

542-543D Tuba/Euphonium

542-543E Jazz Trumpet

542-543F Jazz Trombone

Prerequisite: MUS 343 and consent of instructor. First semester, 542; second semester, 543. Each semester.

MUL 547-548 APPLIED WOODWINDS (1-2; 1-2)

547-548A Flute

547-548B Clarinet

547-548C Oboe

547-548D Bassoon

547-548E Saxophone

547-548F Jazz Saxophone

Prerequisite: MUS 348 and consent of instructor. First semester, 547; second semester, 548. Each semester.

MUL 551-552 APPLIED HARPSICHORD (1-2; 1-2)

Prerequisite: MUS 352 and consent of instructor. First semester, 551; second semester, 552. Each semester.

MUS 500 ADVANCED MUSIC TECHNOLOGY (3)

A computer applications course directed to the musician/composer/teacher. The course will go beyond basic music technology and will include hands-on learning with programs such as Finale, Band in a Box, MIDI and specialized programs for multimedia production.

MUS 522 ADVANCED CHORAL CONDUCTING (2)

A study of advanced choral conducting, including advanced techniques, rehearsal procedures, historical style, performance practices and programming. Prerequisite: MUS 326 and consent of instructor. As needed.

MUS 528 VOCAL PEDAGOGY (3)

This course will cover the theory and technique of healthy voice development for children and youth, as well as use of the adult voice. It will include methods of correcting faulty or insecure singing habits, application of teaching strategies in group and individual lesson settings, and some literature selection. As needed.

MUS 580-89 SPECIAL TOPICS IN MUSIC PERFORMANCE (1-2)

As needed.

MUS 590 SEMINAR IN MUSIC (1-4)**SPE 689 FOUNDATIONS OF SPECIAL EDUCATION (3)**

The study of philosophical, historical and legal foundations of special education. The investigation of the progression of service delivery models from segregation to inclusive settings and the self-determination of persons with disabilities across the lifespan.

SPE 689a FIELD EXPERIENCE I (0)

This course will be taken concurrently with SPE 689 or SPE 690. Students will complete thirty field observation hours in a public school special education program. Students will be assigned to a placement by the University. Field Experience I will be primarily observation; however, teachers may ask pre-teacher candidates to assist students, tutor, grade papers, or assist in teaching lessons. The focus of Field Experience I will be in the areas of Foundations of Special Education and Characteristics of Students with Disabilities. Students will also complete several assignments attached to EDU 541 Methods of Teaching Reading. This is a 16 week course.

SPE 690 CHARACTERISTICS OF STUDENTS WITH DISABILITIES (3)

The study of cognitive, motor, behavioral, and physical development as well as etiologies and medical conditions. Candidates will have experiences with students with disabilities regarding their characteristics, adaptive, equipment, assistive technology, community integration, and vocational options.

SPE 691 ADAPTATIONS AND ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES (3)

The investigation and development of adaptations for communication and interaction with students with disabilities, their families, paraprofessionals, colleagues, community members, and other service agencies. Development of accommodations of multiple curriculum areas across the age range from preschool to 21.

SPE 691a FIELD EXPERIENCE II (0)

This course will be taken concurrently with SPE 691. Students will complete thirty field observation hours in a public school special education program. Students will be assigned to a placement by the University. Field Experience II will be primarily observation; however, teachers may ask pre-teacher candidates to assist students, tutor, grade papers, or assist in teaching lessons. The focus of Field Experience II will be in the areas of Adaptations and Accommodations for Students with Disabilities, Diagnostic Assessment, and Language Disorders in Special Education. This is a 16 week course.

SPE 692 DIAGNOSTIC ASSESSMENT FOR EDUCATIONAL DECISION-MAKING (3)

The intensive theoretical and practical study of the instruments and processes used for nondiscriminatory evaluation of students with disabilities in the areas of academic, social and vocational function. Candidates will study analysis of test construction, considerations of legal and ethical issues in the administration of specified tests and the interpretation of various scores.

SPE 693 LANGUAGE DISORDERS AND INSTRUCTION IN DIVERSE CLASSROOMS (3)

The study of typical and atypical language development, including cultural influences, second language acquisition, and the effects of sensory impairment. Exploration of research-based language intervention strategies and devices/systems across age and skill levels.

SPE 694 METHODS OF TEACHING STUDENTS WITH DISABILITIES (3)

The examination and implementation of research-based effective strategies and materials for teaching students with disabilities in the areas of academic, social and vocational function, with emphasis on transfer and generalization in inclusive settings, including physical and academic prompts and adaptations. Focus on IEP development, responsive to Illinois learning standards and indicative of assessments including Illinois Alternative Assessment.

SPE 694a FIELD EXPERIENCE III (0)

This course will be taken concurrently with SPE 694. Students will complete thirty field observation hours in a public school special education program. Students will be assigned to a placement by the University. Field Experience III will be primarily observation; however, teachers may ask pre-teacher candidates to assist students, tutor, grade papers, or assist in teaching lessons. The focus of Field Experience III will be in the area of Teaching Methods in Special Education. This is a 16 week course.

SPE 695 PRACTICUM: STUDENTS WITH DISABILITIES (6)

Observation of, participation with, and teaching of students with disabilities. Fulfilling responsibilities of practicing special educators, including planning for instruction; using IEPs; Implementing adaptations and accommodations of Illinois learning standards and general education curriculum in academic, social, and vocational areas; assessing student progress employing alternative 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 alternative assessment as appropriate; employing community resources; and collaborating with parents and other professionals.



SCHOOL OF NURSING AND HEALTH PROFESSIONS
*master of arts in
professional counseling*

The graduate program in professional counseling is designed for individuals interested in pursuing careers in a clinical field, such as providing counseling to individuals, groups, couples, and families. The program offers a practitioner-oriented education to individuals interested in becoming licensed as clinical professional counselors. The program faculty is committed to providing a dynamic education that prepares students to promote health and wellness in an ever-changing world. The program emphasizes both professional and personal development, recognizing that well-prepared professionals are those who possess relevant academic training, as well as the self-understanding and awareness needed to facilitate growth, development, and healing among others. Once licensed, graduates will be fully trained to function as therapists in private practice, community mental health settings, social service agencies, healthcare settings, and college counseling centers. Those who desire to do so could also market their skills to organizations as consultants and trainers.

The program curriculum meets Illinois and Missouri state requirements for counseling licensure. Licensure as a clinical professional counselor can be pursued following program completion. Licensure requires two years of post-master's supervised practice in addition to program completion. Attaining the status as a Licensed Clinical Professional Counseling (LCPC) allows individuals to practice independently and receive third-party payment.

James H. Cook, Jr., Ph.D., Assistant Professor of Counseling and Program Director;
jhcook@mckendree.edu; (618) 537-6875; Stanton House 201

Professional Counseling Program Assessments

Professional counseling candidates are required to meet basic screening criteria. Once admitted to the program, each student will pass through five program assessment points. The purpose of the assessment system is to ensure that students are prepared with the requisite theoretical knowledge, clinical skills, and professional attitudes essential to effectively functioning as a professional counselor. Performance indicators are outlined for each assessment level. In order to complete the requirements for each assessment level, each student works with a faculty advisor while completing course work and clinical internship experiences. The following is an explanation of each assessment point.

Assessment One: Admission to the Program

The faculty of the Professional Counseling Program recommends students who present evidence of their potential for scholarly and clinical work.

Such evidence includes:

- A Bachelor's degree from an accredited college or university.
- The successful completion of the equivalent of six undergraduate credit hours in a behavioral science. Of these six credit hours, three hours must be in introduction to psychology. Students lacking these credit hours may be conditionally admitted to the program on the provision that deficiencies are corrected within one semester. Once deficiencies are corrected, students should submit a transcript as proof of meeting this requirement to the Program Director.
- A 3.0 GPA on a four-point scale in undergraduate studies. Strong applicants with a GPA of 2.75-2.9 may be conditionally admitted. Conditional status will be removed provided that students maintain a minimum 3.0 GPA for the first 12 hours of graduate coursework with no grade lower than a B-. Undergraduates will be admitted on the basis of current transcripts – final admission status will be determined after receipt of a final transcript showing the student has graduated.
- Three letters of recommendation from master's or doctoral level professionals who can attest to the applicant's ability to pursue graduate work in a clinical program.
- A three page statement describing interests in counseling as a career, personal strengths and weaknesses, perceived ability to successfully pursue/complete graduate work, and future career goals.

All applicants will not be admitted to the program. Only those who are considered academically qualified for the program are invited for a formal onsite interview with the Program Director or other graduate faculty member. 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.

Assessment Two: Pre-Practicum Experience

Evaluation of students continues as they begin PSY 603. This pre-practicum experience provides students with opportunities to role play and practice the skills learned in the course. Students' clinical skills are regularly evaluated by the course instructor, both through in-class assessment of students' work, as well as evaluation of students' videotapes of their clinical work. Students are required to complete two self-analyses of videotaped sessions, which specifically address personal strengths and areas of

improvement. Students are consistently provided with feedback throughout the course, including skill areas that are strengths and limitations. Students deemed to lack the requisite clinical skills and aptitude do not pass the class (i.e., receive a grade of C+ or lower), are required to repeat PSY 603, and are denied the opportunity to begin PSY 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 PSY 603.

Assessment Three: Counseling Practicum

PSY 635 is an experiential course where students learn to apply theory with entry level counseling skills. Students observe and facilitate a group, as well as offer supportive individual counseling sessions. All sessions are tape recorded for weekly supervision by a faculty member. Students should allow ample time in their schedules to attend class, facilitate group and individual sessions, and attend weekly supervision.

Students are expected to accrue a minimum of 100 clock hours for this experience. Use of a tape recorder is required. In order to be eligible for this class, students must have completed PSY 603 with a B- or better and have a 3.0 GPA. Prerequisites for this course include: PSY 590, 600, 602, 603, 610, & 611.

To successfully complete Assessment three, students must:

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- in PSY 635.

Students who do not meet these criteria will be denied permission to advance to the internship seminars (PSY 637 and 638) and must retake this course.

Assessment Four: Internship Experience

Students must register for six credit hours of internship training and seminar, completing a minimum of 600 hours at their internship sites (approximately 20 hours per week for two semesters). Internship training sites include a range of area agencies, such as college/university counseling centers, community mental health centers and hospitals. In addition to receiving clinical supervision at the training sites, students enroll concurrently in an internship seminar at McKendree where they receive consultation, guidance, and feedback regarding their clinical skills from a faculty member who is a licensed practitioner.

Throughout the internship seminar, students bring in tapes of client sessions (with the agency's permission and client's written consent) and provide formal and informal case presentations in which they discuss case formulation, treatment planning, and other clinical issues related to the therapeutic relationships with clients. Evaluation of students' clinical and professional development focuses on three areas: theoretical knowledge, clinical skills, and professional attitudes. Students regularly receive feedback regarding their clinical strengths and weaknesses from their seminar leader, and are encouraged to make changes where needed. A system of evaluation requiring written feedback from internship supervisors provides needed information concerning students' clinical and professional development, including any areas of concern. Students must receive satisfactory evaluations from both their internship seminar leader and site supervisor each semester in order to pass PSY 637 and PSY 638.

Assessment Five: Exit Requirement

Students choose whether to complete a comprehensive exam or thesis as an exit requirement. Selection of this requirement is generally based on students' individual goals and interests.

Comprehensive Examination

The Comprehensive Examination assesses students' knowledge and ability to apply theoretical constructs learned throughout the program. This in-class exam consists of essay questions that require students to demonstrate mastery of the core content areas as designated by The Council for Accreditation of Counseling and Related Educational Programs (CACREP).

These core areas and corresponding program courses are listed below.

CACREP Core Area	Corresponding Program Course
Professional Orientation and Ethical Practice	PSY 590, PSY 602
Social and Cultural Identify	PSY 601
Human Growth and Development	PSY 606
Career Development	PSY 611, PSY 635
Helping Relationships	PSY 600, 603, 607, & 609
Group Work	PSY 610, PSY 635
Assessment	PSY 604 & 608
Research and Program Evaluation	PSY 605

The comprehensive examination is generally offered twice each academic year in October and March. 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 PSY 697 Comprehensive Examination on WebAdvisor. Failure to adhere to University course registration deadlines will likely delay graduation.

Each essay on the examination is graded on a "Pass/Fail" scale; students must pass each content area question in order to pass the exam. If a student does not pass one or more of the questions, she or he will be required to re-take the full exam. Students who do not pass the exam will be eligible to re-take the examination a maximum of two additional times. The examination may be re-taken during the next scheduled administration; there will not be any "make-up examinations" offered at other times during the academic year. The Program Director provides students with feedback about their performance on the examination, and assistance in determining additional experiences or instruction aimed at assisting them in passing the examination.

Thesis Guidelines

Only students who pass a statistics/research examination will be allowed to pursue the thesis exit requirement. A passing score is considered to be a B or better. Those students who have not successfully met the grade requirement after two attempts will be required to take the Comprehensive Examination. Students who pass the research/statistics examination will be granted permission to enroll in thesis courses.

Thesis courses are in addition to the core and clinical counseling requirements discussed earlier.

These additional thesis courses include:

Course #	Course Title	Credits
EDU 641	Educational Research & Statistics	3
PSY 698	Thesis Seminar I	3
PSY 699	Thesis Seminar II	3

Students who write a thesis work with a designated faculty member on an empirically-based research project. The candidate must select a thesis committee consisting of at least two divisional members and one member from outside the division. Students will design a research project, perform a literature review, and collect, analyze, and interpret data. While the length of each thesis will vary, generally students should expect to have a minimum of 75 pages. This will include the title page, table of contents, tables/figures, acknowledgement page, appendices, and abstract, as well as the body of the paper (i.e., introduction, literature review, method, results, and discussion). During the first semester of thesis credit, work will focus on completion of a research proposal (i.e., introduction, literature review, and methodology). A proposal meeting with the chairperson and two other committee members will be held at the appropriate time in order to secure proposal approval. Students must also secure approval of their proposed research from the Institutional Review Board (IRB) of McKendree University. Students should allow a minimum of one year to complete a thesis project.

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.

Probation and Suspension

See Master of Arts in Professional Counseling Student Handbook.

Degree Requirements

1. Declare intent to graduate by completing a Degree Application online at: http://www.mckendree.edu/academics/ARO_academicForms.aspx the semester prior to the anticipated graduation term. Applications are also available in the Office of Academic Records.
2. Complete a minimum of 48 credit hours with a minimum cumulative grade point average (GPA) of 3.00.
3. Meet all requirements and performance standards for the degree program as contained in the catalogue effective at time of matriculation.
4. Complete all degree requirements within seven (7) years of matriculation.

**Courses Required for Master of Arts
in Professional Counseling**
48-57 crs.

PSY 590	FOUNDATIONS OF PROFESSIONAL COUNSELING	3
PSY 600	COUNSELING THEORY	3
PSY 601	SOCIAL & CULTURAL FOUNDATIONS	3
PSY 602	PROFESSIONAL & ETHICAL ISSUES	3
PSY 603	COUNSELING SKILLS	3
PSY 604	MALADAPTIVE BEHAVIOR & PSYCHOPATHOLOGY	3
PSY 605	RESEARCH & EVALUATION	3
PSY 606	HUMAN DEVELOPMENT & LEARNING	3
PSY 607	SUBSTANCE ABUSE COUNSELING	3
PSY 608	INDIVIDUAL ASSESSMENT	3
PSY 609	COUPLES & FAMILY COUNSELING	3
PSY 610	GROUP COUNSELING	3
PSY 611	CAREER DEVELOPMENT & COUNSELING	3
PSY 635	COUNSELING PRACTICUM	3
PSY 637	INTERNSHIP I	3
PSY 638	INTERNSHIP II	3
PSY 697	COMPREHENSIVE EXAMINATION	0
<i>or</i>		
EDU 641	EDUCATIONAL RESEARCH AND STATISTICS	3
PSY 698	THESIS I	3
PSY 699	THESIS II	3

Course Descriptions
PSY 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.

PSY 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, cognitive-behavioral, and family systems perspectives. 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.

PSY 601 SOCIAL & CULTURAL FOUNDATIONS OF COUNSELING (3)

Provides an overview of counseling approaches and unique therapeutic considerations in working with individuals from various populations. Particular attention will be paid to the ways in which race, ethnicity, social class, gender, sex, sexual orientation, religion, age, disability, and physical difference impact individuals' life experiences and sense of self, as well as their experiences in therapy. Individuals' experiences with privilege and oppression in U.S. society, and the resulting impact on identity development will also be explored. Students will be encouraged to reflect on their own areas of discomfort, as well as their experiences with privilege and oppression.

PSY 602 PROFESSIONAL & ETHICAL ISSUES (3)

Provides an overview of ethical and legal standards, risk management, professional credentialing, and standards for professional counselors. Also examines professional roles and functions, professional goals and objectives, and professional organizations and associations.

PSY 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: PSY 590 and PSY 600.

PSY 604 MALADAPTIVE BEHAVIOR & PSYCHOPATHOLOGY (3)

Provides an introduction to the study of maladaptive behavior. Definition and etiology of disorders in the DSM-IV will be discussed. The course also provides a review of various methods of treatment related to the disorders covered. Prerequisites: PSY 590 and PSY 600. Class enrollment may be limited to students with advanced standing.

PSY 605 RESEARCH & EVALUATION (3)

Provides an understanding of basic statistics, research design and implementation, and research report development. Additional topics reviewed include program evaluation, needs assessment, publication of research findings, and ethical and legal considerations relevant to professional counselors. Prerequisites: PSY 590 and PSY 600.

PSY 606 HUMAN DEVELOPMENT & LEARNING (3)

This course provides a broad understanding of the developmental needs and tasks of individuals during infancy, childhood, adolescence, and adulthood. Major theoretical perspectives of normal and abnormal behavior, personality development, and learning will be reviewed. Cultural differences in development and learning will also be discussed.

PSY 607 SUBSTANCE ABUSE COUNSELING (3)

Provides an overview of the theoretical models for understanding and treating chemically dependent clients. Various screening and assessment tools and interviewing skills will be reviewed to teach students how to assess the severity of addiction and develop an initial treatment plan. Treatment settings and interventions commonly used with chemically dependent clients will also be reviewed. Prerequisites: PSY 590 and PSY 600.

PSY 608 INDIVIDUAL ASSESSMENT (3)

Provides an overview of educational and psychometric theories and approaches. Includes discussion of data and information gathering methods, psychometric statistics, reliability and validity, and the use of assessment in helping relationships. Students will be taught how to administer and interpret tests and inventories designed to measure intelligence, personality, interests, and abilities. Prerequisites: PSY 590 and PSY 600.

PSY 609 COUPLES & FAMILY COUNSELING (3)

Provides a theoretical and practical foundation for intervening with couples and families. Students will learn current approaches to couple and family counseling, with an emphasis on systemic models of family functioning and therapeutic intervention.

PSY 610 GROUP COUNSELING (3)

A broad understanding of group development, group dynamics, and various group counseling theories is provided. Group leadership styles as well as basic and advanced group therapy methods and skills are also discussed. Prerequisites: PSY 590 and PSY 600.

PSY 611 CAREER DEVELOPMENT & COUNSELING (3)

Provides a review of career development theories and decision-making models, as well approaches to providing career counseling. Occupational and educational information sources, as well as career assessment instruments, will also be examined. Prerequisites: PSY 590 and PSY 600.

PSY 635 COUNSELING PRACTICUM (3)

This course is a supervised, pre-internship counseling experience where students learn to apply theory with entry level counseling skills. Students are expected to accrue a minimum of 100 clock hours of client contact. Use of a tape recorder is required. Prerequisites: PSY 590, 600, 602, 603, 610, and 611.

PSY 637 INTERNSHIP I (3)

Provides supervised clinical experience at an approved training site. In addition to the required hours working at the training site (usually 15-20 hours per week), students enrolled in internship also meet weekly in an internship seminar led by a faculty member. Seminars facilitate students' clinical skills such as client conceptualization, application of theory, treatment planning, and intervention. Prerequisite: PSY 635.

PSY 638 INTERNSHIP II (3)

Extension of Internship I. Provides supervised clinical experience at an approved training site. In addition to the required hours working at the training site (usually 15-20 hours per week), students meet weekly in an internship seminar facilitate students' clinical skills such as client conceptualization, application of theory, treatment planning, and intervention. Prerequisites: PSY 637.

PSY 697 COMPREHENSIVE EXAMINATION (0)

This noncredit, pass/fail course serves as an indicator of students' attempts at the program's comprehensive exams. Detailed information about the Professional Counseling Program's comprehensive examination is located in the graduate catalog and the program's student handbook. May be attempted a maximum of three times.

Courses required for Thesis Option:**EDU 641 EDUCATIONAL RESEARCH AND STATISTICS (3)**

This course examines 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.

PSY 698 THESIS I (3)

The student will review relevant research and develop a proposal to collect, organize, and analyze data. A proposal must be approved by the student's thesis committee before research can commence. Prerequisites: PSY 605 and EDU 641.

PSY 699 THESIS II (3)

The student will collect, organize, and analyze data. The thesis must be presented and defended before the student's thesis committee. Prerequisite: PSY 698.

Additional Psychology Courses:**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 certificate. Complements the knowledge acquired from Education 350 Educational Psychology and Psychology 406 Psychology of the Exceptional Child. Same as EDU 504. Prerequisite for Education majors: Admission to the Teacher Education Program, PSY 153, and junior standing. (NOTE: EDU 504 meets one of the two I.S.B.E. requirements for the Middle School Endorsement.)

PSY 506 PSYCHOLOGY OF THE EXCEPTIONAL CHILD (4)

The identification and characteristics of the various classes of exceptional persons, including those with physical, mental, emotional and social conditions, as well as those of superior ability. Emphasis is placed upon the needs of exceptional persons, and attention is given to the modification of the environment and teaching techniques to meet those needs. The "culturally different" child is also studied. At discretion of instructor, a field study component is required observing exceptional children in the public or parochial schools. Same as EDU 506. Each Semester.

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.



SCHOOL OF NURSING AND HEALTH PROFESSIONS

master of science in nursing

- **Nursing Education**
- **Nursing Management/Administration**

The graduate program in nursing is designed for working nurses who are interested in the masters degree to further careers in nursing education or nursing management/administration. The program offers a traditional two-year (five semesters) program for either option after the baccalaureate in nursing degree is completed. An e-learning option is also available. Both options offer specific curricula that prepare the students to function on an advanced level in the nursing profession. The faculty is committed to providing excellent course and clinical experiences for learning. Professional and personal growth is expected to be the outcome, as the masters-prepared nurse needs to have advanced preparation as well as communication and teaching skills. All students take core courses for higher-level practice, such as research and theory, as well as specific coursework for the area of emphasis. All students will complete scholarly project or thesis. This 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; 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. Either option will prepare the graduate to pursue the terminal degree.

The McKendree MSN degree is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120.

*Richelle Rennegarbe, Ph.D., R.N., Associate Professor of Nursing,
Chair of the Division of Nursing;*
rarenegarbe@mckendree.edu; (618) 537-2148; Nursing Office Building

Sharon Beasley, Ph.D., R.N., C.N.E., Associate Professor of Nursing;
skbeasley@mckendree.edu; (618) 537-6841; Nursing Office Building

Sharon Lambert, D.N.S., R.N., Associate Professor of Nursing;
slambert@mckendree.edu; (618) 537-6845; Nursing Office Building

*Martha McDonald, D.N.S., R.N., Associate Professor of Nursing and Southern
Illinois Coordinator;*
mmcdonald@mckendree.edu; (618) 537-6437; Nursing Office Building

Janice Wiegmann, Ph.D., R.N., Associate Professor of Nursing;
jwiegman@mckendree.edu; (618) 537-6842; Nursing Office Building

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.

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 at the end 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 Registered Nurse license;
2. Official transcripts from each university attended, demonstrating graduation from an undergraduate program;
3. Evidence of a 3.0 GPA. (Students with a 2.75 GPA may be conditionally admitted provided a 3.0 GPA is attained by the first 12 credit hours of graduate coursework. Conditional status will be removed after the student attains a 3.0 GPA for the first 12 hours of graduate coursework.);
4. A copy of an updated resume, or curriculum vita;
5. Three professional references. An essay describing personal and professional goals that will be met by the student's completion of the MSN Program;
6. All necessary health requirements;
7. Successful completion of a criminal background check in all states of residence for the past seven years;
8. In addition, a faculty committee interview is required for admission;
9. Completion of a bachelor of nursing program.

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 clinical proficiency of the educator and NSG 612 that prepares the graduate for teaching in the classroom. Each graduate student will be mentored by a masters degree prepared nurse supervisor in the classroom and clinical area, with guidelines and outcomes specified regarding knowledge, clinical skills, delivery of content, professional behavior and abilities. Graduate students in the nursing manager/administrator option will be required to take NSG 605 and NSG 620 that provides concentrated practice experiences. Students who do not meet the performance indicators of any practicum course will be required to repeat the course in which the problem occurred.

Assessment Four: Scholarly Project or Thesis

Students will be required to prepare a scholarly project, based on Boyer's Scholarly Evidence Classifications, or complete a thesis. Students must demonstrate their ability to critically think, be creative, and display professional relevance. The success of the student in displaying, organizing, analyzing data, and completing a project in a scholarly fashion is essential for this graduate degree. The graduate faculty member will be responsible to direct the student in the optimal way to complete the project. Students who choose to complete NSG 614 Thesis will follow the Graduate School Thesis Guidelines.

Master of Science in Nursing Program Continued Enrollment

Students must at all times have on file in the nursing office a copy of current RN license, yearly TB skin test or chest x-ray results, current CPR certification, proof of an approved criminal background check, and proof of required immunizations.

Master of Science in Nursing Degree Requirements

1. Declare intent to graduate by completing a Degree Application online at: http://www.mckendree.edu/academics/ARO_academicForms.aspx the semester prior to the anticipated graduation term. Applications are also available in the Office of Academic Records.
2. To graduate from the nursing program, students are allowed to obtain a 2.0 (C) in only one course. A 3.0 must be maintained in all other courses to remain in, and graduate from the program. Students receiving more than one C will be placed on academic suspension. Students placed on academic suspension must reapply for admission (refer to the MSN handbook for remediation plan).
3. Complete 37-41 credit hours for the Nurse Manager Option and 38-42 credit hours for the Nurse Educator 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.

Required Course of Study 16 crs.

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

NSG 500	RESEARCH INQUIRY AND UTILIZATION IN HEALTHCARE	4
NSG 501	POLICY, ECONOMICS AND ORGANIZATION IN HEALTHCARE DELIVERY SYSTEMS	3
NSG 502	ETHICAL ISSUES	2
NSG 503	HEALTH PROMOTION/ DISEASE PREVENTION	2
NSG 504	CULTURAL DIVERSITY IN HEALTHCARE POPULATIONS	3
NSG 505	PROFESSIONAL ROLE DEVELOPMENT	2

Nursing Education Option 22–26 crs.

NSG 606	ADVANCED HEALTH ASSESSMENT THROUGH THE LIFESPAN	3
NSG 607	ADVANCED PATHOPHYSIOLOGY	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
	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	CLINICAL SYSTEMS MANAGEMENT	2
NSG 605	NURSE MANAGER PRACTICUM AND SEMINAR	2
NSG 620	NURSE MANAGER CLINICAL PRATICUM	3
NSG 613	SCHOLARLY PROJECT	2
<i>or</i>		
NSG 614	THESIS	6
	TOTAL NURSING MANAGEMENT/ ADMINISTRATION DEGREE CREDITS	37–41

Nursing Education Option Recommended Schedule

YEAR ONE

Fall

NSG 500	RESEARCH INQUIRY AND UTILIZATION IN HEALTHCARE	(4)
NSG 502	ETHICAL ISSUES	(2)
NSG 505	PROFESSIONAL ROLE DEVELOPMENT	(2)

Spring

NSG 501	POLICY, ECONOMICS AND ORGANIZATION IN HEALTHCARE DELIVERY	(3)
NSG 503	HEALTH PROMOTION/ DISEASE PREVENTION	(2)
NSG 504	CULTURAL DIVERSITY IN HEALTHCARE POPULATIONS	(3)

Summer

NSG 606	ADVANCED HEALTH ASSESSMENT THROUGH LIFESPAN	(3)
NSG 609	PHILOSOPHICAL AND THEORETICAL FOUNDATIONS OF NURSING EDUCATION	(3)

YEAR TWO

Fall

NSG 611	CLINICAL PRACTICUM	(2)
NSG 607	ADVANCED PATHOPHYSIOLOGY	(3)
NSG 615	EDUCATIONAL METHODS AND STRATEGIES	(3)

Spring

NSG 616	ASSESSMENT AND EVALUATION IN NURSING EDUCATION	(3)
NSG 612	NURSE EDUCATOR SEMINAR AND PRACTICUM	(3)
NSG 613	SCHOLARLY PROJECT	(2)
<i>or</i>		
NSG 614	THESIS	(6)

Nursing Management/Administration Option Recommended Schedule**YEAR ONE****Fall**

NSG 500	RESEARCH INQUIRY AND UTILIZATION IN HEALTHCARE	(4)
NSG 502	ETHICAL ISSUES	(2)
NSG 505	PROFESSIONAL ROLE DEVELOPMENT	(2)

Spring

NSG 501	POLICY, ECONOMICS AND ORGANIZATION IN HEALTHCARE DELIVERY	(3)
NSG 503	HEALTH PROMOTION/ DISEASE PREVENTION	(2)
NSG 504	CULTURAL DIVERSITY IN HEALTHCARE POPULATIONS	(3)

Summer

NSG 601	NURSING INFORMATICS	(3)
NSG 602	HUMAN BEHAVIOR IN ORGANIZATIONS	(3)

YEAR TWO**Fall**

NSG 600	THEORIES AND PRINCIPLES OF NURSING MANAGEMENT	(3)
NSG 603	MANAGEMENT OF FISCAL SYSTEMS	(3)
NSG 605	NURSE MANAGER PRACTICUM AND SEMINAR	(2)

Spring

NSG 604	CLINICAL SYSTEMS MANAGEMENT	(2)
NSG 620	NURSE MANAGER CLINICAL PRACTICUM	(3)
NSG 613	SCHOLARLY PROJECT	(2)
<i>or</i>		
NSG 614	THESIS	(6)

Course Descriptions**NSG 500 RESEARCH INQUIRY AND UTILIZATION IN HEALTHCARE (4)**

This course prepares students to extend their scientific base of knowledge through study of techniques in the research process and review of statistical methods. Building upon their baccalaureate education, graduate students critique and synthesize research studies in nursing and related fields so as to develop evidence based standards. Students will prepare a draft proposal for a research or clinical project.

**NSG 501 POLICY, ECONOMICS & ORGANIZATION
IN HEALTHCARE DELIVERY SYSTEMS (3)**

This course prepares graduate level nurses to participate in the planning and implementation of quality care in a variety of healthcare systems. The focus is on analysis of healthcare policy locally, nationally and internationally. Students develop a health care policy paper exploring the role of the advanced practice nurse in healthcare policy development.

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.

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.

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.

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.

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.

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.

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.

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.

NSG 604 CLINICAL SYSTEMS MANAGEMENT (3)

This course focuses on the management of healthcare delivery systems. Students will develop skills to articulate the advantages of various delivery systems based on client needs, financial implications, stakeholder priorities and nursing skill sets. Students explore challenges facing nursing administration such as bioterrorism preparedness and marketing of healthcare services.

NSG 605 NURSE MANAGER PRACTICUM AND SEMINAR (2)

In this capstone course for the nurse manager option, the student synthesizes previous course content. Students develop competence in the manager role through practice with a preceptor. This is a concentrated practice experience involving 60 hours with a preceptor and supported by conferences with faculty.

**NSG 606 ADVANCED HEALTH ASSESSMENT
THROUGH THE LIFESPAN (3)**

This course provides students the opportunity to apply advanced health assessment techniques, obtain comprehensive histories, and interpret health status data leading to the development of optimum plans of

care. Students explore cultural, ethical, and developmental variations through production of a plan of care for a selected client. This course includes clinical practice of physical examination skills.

NSG 607 ADVANCED PATHOPHYSIOLOGY (3)

This course investigates the biological bases for physiological diseases. Students differentiate normal lifespan changes, benign variations and pathology.

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.

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.

NSG 612 NURSE EDUCATOR PRACTICUM AND SEMINAR (3)

In this capstone course, the student in the nurse educator option synthesizes and applies previous theoretical content. Students develop competence in the nurse educator role through 90 hours of practice with a master teacher/preceptor in the classroom instructional setting. The student is supported with seminars and conferences with faculty. Pre/co-requisites: NSG 611, NSG 615, & NSG 616.

NSG 613 SCHOLARLY PROJECT (2)

This capstone course directs the production of a scholarly project that demonstrates the ability to perform systematic inquiry and analysis. The project displays professional relevance as well as practical and direct application of research principles. Pre/co-requisites: NSG 500, and either NSG 605 or both NSG 611 & NSG 612.

NSG 614 THESIS (6)

This course explores the process of reviewing relevant research and develop a proposal to collect, organize, and analyze data. A proposal must be approved by the student's thesis committee before research can commence. Students must complete the thesis in accordance with the Graduate School Thesis Guidelines. The thesis must be presented and defended before the student's thesis committee. May be taken for variable credit throughout the program until thesis is completed. Pre/co-requisites: NSG 500, and either NSG 605 or both NSG 611 & NSG 612.

NSG 615 EDUCATIONAL METHODS AND STRATEGIES (3)

This course focuses on instructional design and selection of appropriate educational strategies, methods, and materials. Current research will be introduced regarding best practices in distance education, simulation, and instruction in clinical settings.

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.

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.

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.

Board of Trustees 2010–2011

Officers

Chairman

Daniel C. Dobbins '81
Michigan City, MI

Vice Chair

Lucia K. S. Graham
O'Fallon, IL

Secretary

John L. Bailey '76
Mascoutah, IL

Treasurer

Karl D. Dexheimer
O'Fallon, IL

Board Members 2010–2011

Jamie A. Auffenberg Jr.
O'Fallon, IL

Harold G. Belsheim
O'Fallon, IL

Diana L. Binford '74
Crawfordsville, IN

L. Christine Brewer '76
Lebanon, IL

Allen R. Cassens
Edwardsville, IL

Dr. Georgia J. Costello '77
Belleville, IL

Otis Cowan
Edwardsville, IL

Dr. L. Dale Cruse '55
Salt Lake City, UT

Dr. John R. Dosier '55
Belleville, IL

Carl E. Draper '60
Wood River, IL

James A. Eckert
Belleville, IL

Rev. Robert H. Edwards '57
Mascoutah, IL

Dr. Paul S. Funkhouser '70
O'Fallon, IL

Michael F. Gauble '66
Chesterfield, MO

John L. Gilbert
Edwardsville, IL

Thomas E. Holloway
Edwardsville, IL

Jeff C. Lanter '85
Belleville, IL

Dr. Carl W. Lee II
Belleville, IL

Jacquelyn I. Leemon '85
Wellington, FL

Daniel J. Lett '91
St. Louis, MO

Edward R. McGlynn '68
Brielle, NJ

C. Lawrence Meggs '63
Freeburg, IL

Donald L. Metzger
Edwardsville, IL

George W. Obernagel III '78
Waterloo, IL

Bishop Gregory V. Palmer
Springfield, IL

Rev. Dr. Miley E. Palmer '58
Decatur, IL

James P. Poneta
St. Louis, MO

Philip R. Schwab '70
St. Louis, MO

Dr. Valerie L. Thaxton '76
Belleville, IL

Rev. Ralph A. Totten '53
Woodlawn, IL

Rev. Jack D. Travelstead
Springfield, IL

Nicholas I. Tropiano '69
North Wales, PA

Rev. Sylvester Weatherall '88
Springfield, IL

Rev. Edward R. Weston
Belleville, IL

Rev. Gary J. Wilson
Fairview Heights, IL

Scott J. Wilson
St. Louis, MO

Current Honorary and Trustee Emeritus

Edward S. Bott
Trustee Emeritus 1992

Rebecca Giles Brewer '47
Trustee Emeritus 2003

James M. Comer
Trustee Emeritus 1996

Charles Daily
Trustee Emeritus 1996

Constance Grob '53
Trustee Emeritus 1990

Whitney R. Harris
Trustee Emeritus 2007

Fern M. Hettenhausen
Honorary Trustee 2006

Warren G. Jennings
Trustee Emeritus 1992

Jacqueline Joyner-Kersey
Honorary Trustee 1992

Allen A. Kaisor
Trustee Emeritus 1998

Donald L. Lowe '48
Trustee Emeritus 2009

Ray B. Porter '53
Trustee Emeritus 1996

Kenji Tanaka
Honorary Trustee 1995

Alumni Association Alumni Board

McKendree University Alumni Association Board Officers

President

C. Lawrence Meggs '63

First Vice President

Maria (Stallings) Page '89, MAED '06

Second Vice President

Wendy LaBenne '97

Third Vice President

David Philip '70

Secretary/Treasurer

Dana Barnard '00

Alumni Board Members

1950s

Rev. Dr. Miley Palmer '58
Carmett 'Corky' Helms '59

1960s

Carl Draper '60
C. Lawrence Meggs '63

1970s

Dennis Korte '70
David Philip '70
Dr. Constance Rockingham '75
Clyde Brown '76

1980s

Jim Rudy '80
Rev. Victor Long '83
Connie (Holzinger) Elmore '86
Maria (Stallings) Page '89, MAED '06

1990s

Angela Collins '94
Scott Schulz '95
Wendy LaBenne '97
Chris Mitchell '99

2000s

Dana Barnard '00
Zach Haupt '00
Ellen Carey '04
Amy Suydam '05

**University
Administration**

Office of the President

James M. Dennis, Ph.D.
President of the University
and Professor of Education
B.A., Occidental College
Ph.D., University of Southern California

Victoria A. Dowling, M.B.A.
Senior Vice President
B.A., California Lutheran University
M.B.A., California Lutheran University

Joseph J. Cipfl, Ph.D.
Advisor to the President;
Director of Graduate Studies;
Chair, School of Education
B.S. Illinois State University
Ed.S., Southern Illinois University
M.S., Southern Illinois University
Ph.D., St. Louis University

Mary E. Marchal, B.S.
Assistant to the President
B.S., Southern Illinois University
at Edwardsville

Patti J. Daniels
Administrative Assistant

Mary E. Bornheimer, M.S.
Vice President of Research,
Planning, and Technology
B.S., Southern Illinois University
at Carbondale
M.S., University of Phoenix

Peter Palermo
Director of Russel E. and Fern M.
Hettenhausen Center for the Arts

Office of Academic Affairs

Christine M. Bahr, Ph.D.
Provost and Dean of the University
B.A., Fontbonne College
M.S., Southern Illinois University
at Edwardsville
Ph.D., Indiana University

Tami J. Eggleston, Ph.D.
Associate Dean
Professor of Psychology
B.S., Morningside College
M.S., Ph.D., Iowa State University

Marsha G. Goddard M.A.
Assistant to the Provost
B.A., M.A., Southern Illinois University
at Edwardsville

Academic Records

Deborah L. Larson, M.A.
Assistant Dean and Registrar
A.S., Christ for the Nations Institute
M.A., Covenant Theological Seminary

Jennifer R. Miller, M.A.Ed.
Assistant Registrar
B.A., McKendree College
M.A.Ed., McKendree University

Academic Support Center

Clarissa B. Melvin, M.A.
Director of Academic Support Center
B.A., M.A., Hampton University

Center for Public Service

Lyn J. Huxford, Ph.D.
Professor of Sociology
Coordinator, Center for Public Service
B.A., M.A., Ph.D., St. Louis University

Administration, cont.**Instructional Media***John Graham, M.S.*

Instructional Media Director
 B.S., Troy University
 M.S., Florida Institute of Technology

Writing Resource Center*Brenda Boudreau, Ph.D.*

Associate Professor of English
 Director of Gender Studies
 and Ethnic Studies
 Director of the Writing Center
 Chair, Division of Language,
 Literature, and Communication
 B.S., Framingham University
 M.A., West Virginia University
 Ph.D., West Virginia University

**Office of Administration
and Finance***Sally A. Mayhew, M.B.A.*

Vice President for
 Administration and Finance
 B.A., Augustana College
 M.B.A., McKendree College

Melissa Haas, B.S.

Assistant to Vice President of
 Administration and Finance
 B.S., Southern Illinois University
 at Edwardsville

Shirley Rentz, M.S.

Director of Human Resources
 B.S., McKendree College
 M.S., Webster University

Edward M. Willett, B.A.

Director of Operations
 B.A., McKendree College

Paul Zinck, M.B.A.

Accounting Manager
 B.B.A., McKendree University
 M.B.A., McKendree University

Information Technology*George Kriss, M.B.A.*

Director of Information Technology
 B.S., McKendree College
 M.B.A., McKendree University

Jill M. Weil

Assistant Director
 of Information Technology

Safety and Security*Monte C. Lowrey*

Chief, Department of Public Safety

**Office of Admission
and Financial Aid***Chris Hall, B.A.*

Vice President for Admission
 and Financial Aid
 B.A., University of Memphis

Sabrina Storer, M.S.

Director of Graduate Admission
 B.S., M.S., Illinois State University

Kim Eichelberger, B.S.

Director of Nursing Admission
 B.S., Southern Illinois University
 at Edwardsville

Patty Aubel, B.S.

Graduate Admission Counselor
 B.S., Southern Illinois University
 at Carbondale

Brianne Knaus, B.A.

Graduate Admission Counselor
 B.A., Marquette University

Wanda Hunter

Graduate Admission Secretary

Josie Blasdel, B.S.

Director of Undergraduate Admission
 B.S., Murray State University

Leslie Daugherty, M.A.Ed.

Associate Director of
 Admission-Transfer
 B.A., McKendree College
 M.A. Ed., McKendree University

Mike Melinder, B.A.

Assistant Director of Admission
 B.A., Indiana University

Mark Clynes, B.A.

Assistant Director of Admission
 B.A., Tarkio College

Office of Financial Aid*James A Myers, M.B.A.*

Director of Financial Aid
 M.B.A., Southeast Missouri
 State University
 B.B.A., Western Illinois University

Beth Juehne

Assistant Director

Vicki Obermann, B.B.A.

Assistant Director
B.B.A., McKendree College

External Programs

Joseph J. Cipfl, Ph.D.

Advisor to the President;
Director of Graduate Studies;
Chair, School of Education
B.S. Illinois State University
Ed.S., Southern Illinois University
M.S., Southern Illinois University
Ph.D., St. Louis University

Thomas A. Pawlow, M.S.

Associate Dean, McKendree at Scott
B.S., St. Louis University
M.S., North Dakota University

Pamela Chambers, M.A. Ed.

Assistant Director, McKendree at Scott
B.S., Eastern Illinois University
M.A. Ed., McKendree University

James T. Rosborg, Ed.D.

Director of Graduate Education
B.S., Southern Illinois University
at Carbondale
Ed.D., Ed.S., M.S., Southern Illinois
University at Edwardsville

Melissa Meeker, M.A. Ed.

Director of Student Services
for External Programs
B.S. Ed., McKendree College
M.A. Ed., McKendree University

Office of Institutional Advancement

Scott L. Billhartz, M.B.A.

Director of Advancement Services
B.A., McKendree College
M.B.A., Southern Illinois University
at Edwardsville

Jeff R. Campbell, M.P.A.

Director of Alumni Relations
B.A., McKendree College
M.P.A., Southern Illinois University
at Edwardsville

Lauren E. Frizzo, B.A.

Annual Fund Coordinator
B.A., McKendree University

Rev. Dr. B. Timothy Harrison, D.Min.

University Chaplain and
Director of Church Relations
B.A., Bethany College
M.Div., Emory University
D.Min., Wesley Theological Seminary

Kentucky Campuses

Glenn Rodriguez, Ph.D.

Dean, Kentucky Campuses
B.S.I.E., University of Puerto Rico
M.B.A., Marshall University
Ph.D., University of Louisville

Karen Gerstner, M.B.A.

Director of Louisville Campus
B.S., Southern Illinois University
at Carbondale
MBA, McKendree University

Media, Marketing, and Communications

Krysti Connelly, M.A.

Executive Director
of Communications and Marketing
B.S., M.A., Southern Illinois University
at Edwardsville

Michele Erschen, M.A.

Director of Community Relations
and Marketing
B.A., Eastern Illinois University
M.A., Webster University

Lisa Brandon, B.A.

Director of Media Relations
B.A., Millikin University

Rachel Doyle, B.A.

Director of E-Communications
B.A., Southern Illinois University
at Edwardsville

Office of Student Affairs

Todd A. Reynolds, Ph.D.

Vice President for Student Affairs
and Associate Professor of History
B.A., M.A., Eastern Kentucky
University
Ph.D., Ohio State University

Administration, cont.*Joni J. Bastian, M.A.*

Assistant Vice President
for Student Affairs and
Director of Student Success
B.S., Illinois State University
M.A., Webster University

Margaret A. White, M.A.

Director of Student Support Services
B.S., Southern Illinois University
at Carbondale
M.A., St. Louis University

Brent Reeves, B.A.

Director of Multicultural Affairs
B.A., Washington University

Craig Robertson, B.F.A.

Director of Campus Activities
B.F.A., Millikin University

Roger Mitch Nasser, Jr., M.S.

Director of Residence Life
B.A., St. Louis University
M.S., Western Illinois University

Athletics*Harry Statham, M.S.*

Director of Athletics
and Men's Basketball Coach
Assistant Professor of Education
B.A., McKendree College
M.S., University of Illinois

Kim Smallheer, M.S.

Assistant Director of Athletics
Director of Student Recreation Programs
B.S., Rutgers University
M.S., University of Southern California

Scott Cummings, B.S.

Sports Information Director
B.S., Union College

Eric Buck, B.A.

Assistant Sports Information Director
B.A., Western Illinois University

Career Services*Jennifer Pickerell, M.A.*

Director of Career Services
B. A., McKendree College
M.A., Webster University

Student Health Services*Mary Frances Daylor, R.N.*

Director of Health Services

Robert Clipper, Ph.D., LMFT

University Psychologist
B.A., Southern Illinois University
at Edwardsville
M.A., University of Missouri
at Kansas City
Ph.D., St. Louis University

**Current Emeriti
Administrators
and Faculty***David Ahola, Ph.D.*

Professor Emeritus
of Political Science 2003
B.S., Mansfield State University
M.A.T., Brown University
Ph.D., Syracuse University

Ted Anderson, Ph.D.

Professor Emeritus of Biology 2004
B.A., University of Kansas
Ph.D., Saint Louis University

Ronald J. Black, Ph.D.

James M. Hamill Professor Emeritus
of English 2004
B.A., M.A., Ph.D.,
Wayne State University

Donald L. Holst, Ed.D.

Professor Emeritus of Education 1991
B.S., Emporia State University
M.S., University of Missouri
Ed.D., Montana State University
Ed.Spec., Southern Illinois University
at Edwardsville

K. Jean Kirts, Ph.D.

Professor Emeritus of Health
and Human Performance 2007
B.S., Lindenwood College
M.S., Indiana University
Ph.D., Southern Illinois University
at Carbondale

Philip W. Neale, Ph.D.

Professor Emeritus of Philosophy 2006
B.A., College of Wooster
B.D., Union Theological
Seminary, NYC
M.A., Ph.D., Vanderbilt University

Roland Rice, Ph.D.

Professor Emeritus of Religion
and Philosophy 1970
A.B., Hamline University
S.T.B., Harvard Divinity School
Ph.D., Boston University

Curtis L. Trainer, Ed.D.

Professor Emeritus of Education
and Psychology 1977
B.S., Southern Illinois University
M.S., University of Illinois
Ed.D., Washington University

Jane V. Weingartner, M.A.

Director of Gift Planning 2004
B.A., M.A., University of Wisconsin

Grace R. Welch, M.S.

Associate Professor Emeritus of
Speech Communication
and English 1976
A.B., McKendree College
M.S., Northwestern University

Faculty

(Year of hiring in parentheses)

Eric Abrams, Ph.D. (2006)

Associate Professor of
Economics/Finance
B.S., Carnegie Mellon University
Ph. D., University of Iowa

Rick Acuncius, Ed.D. (2005)

Coordinator for Transitions
to Teaching Alternative
Certification Program and
NCATE Accrediting Coordinator
B.M., M.M., Ed.D., Southern Illinois
University at Edwardsville

Alan Alewine, Ph.D. (2002)

Associate Professor of Mathematics
B.S., Furman University
M.S., Ph. D., Vanderbilt University

Melissa Barfield, Ph.D. (2006)

Assistant Professor of Sociology
B.A., Truman State University
M.S., Ph.D., Mississippi
State University

Sharon K. Beasley, Ph.D., R.N. (2006)

Associate Professor of Nursing,
B.S.N., Southern Illinois
University at Edwardsville
M.S.N., Southern Illinois
University at Edwardsville
Ph.D., Southern Illinois
University at Carbondale

Joe Blasdel, M.A. (2005)

Instructor of Political Science
Debate and Individual Events Coach
B.A., McKendree College
M.A., Syracuse University

David G. Boggs, M.A. (1999)

Instructor of Music, Director of Bands
B.A., Tennessee Technological
University
M.A., Indiana University

Sara S. Bolten, M.S., R.N., (1997)

Instructor of Nursing
B.S.N., Harding University
M.S.N., University of Cincinnati

Rick Bonsall, D.Mgt. (2008)

Assistant Professor of Marketing
A.A.S., Community College
of the Air Force
B.S., Southern Illinois University
at Carbondale
M.S., Troy State University
M.A., D. Mgt., Webster University

Murella A. Bosse, Ph.D. (1973)

Professor of Psychology
B.S., Indiana University
M.S., Southern Illinois University
at Edwardsville
Ph.D., Washington University, St. Louis

Brenda Boudreau, Ph.D. (1998)

Associate Professor of English
Director of Gender Studies
and Ethnic Studies
Director of the Writing Center
Chair, Division of Language,
Literature, and Communication
B.S., Framingham University
M.A., West Virginia University
Ph.D., West Virginia University

Stanley Burcham, Ph.D. (2006)

Assistant Professor of
Educational Leadership
B.S., M.S., Eastern Illinois University
Ph.D., Southern Illinois University
at Carbondale

Faculty, cont.

- Ann V. Collins, Ph.D. (2007)*
Assistant Professor of Political Science
B.A., Texas State University –
San Marcos
M.A., Louisiana State University
M.A., Ph.D., Washington University
- James H. Cook, Jr., Ph.D. (2006)*
Assistant Professor of Counseling
Director of Master of Arts
in Professional Counseling
B.A., M.A., Marshall University
Ph.D., Southern Illinois University
at Carbondale
- Nichole B. DeWall, Ph.D. (2008)*
Assistant Professor of English
B.A., St. Olaf College
M.A., University of Nebraska
Ph.D., Northeastern University
- Darryn Diuguid, Ph.D. (2008)*
Assistant Professor of Education
B.A., Western Kentucky University
B.S., M.A., Eastern Kentucky University
Ph.D., Saint Louis University
- Brenda Bennett Doll, Ph.D. (2009)*
Assistant Professor of Education
B.S., Illinois State University
M.A., College of William and Mary
Ph.D., Saint Louis University
- James R. Drake, M.F.A. (1975)*
Professor of Art
B.F.A., University of Cincinnati
M.F.A., Southern Illinois University
at Edwardsville
- Christopher Dussold, Ph.D. (2005)*
Assistant Professor
of Economics/ Finance
B.S.B.A., M.S., Southern Illinois
University at Edwardsville
Ph.D., University of Missouri
- Heather Dye, Ph.D. (2007)*
Assistant Professor of Mathematics
B.S., B.A., State University
of New York at Buffalo
M.S., University of Texas
Ph. D., University of Illinois at Chicago
- Martha M. Eggers, M.Ed. (1984)*
Assistant Professor of Education
B.S., University of Illinois
M.Ed., Wright State University
- Tami J. Eggleston, Ph.D. (1996)*
Professor of Psychology
Associate Dean
B.S., Morningside College
M.S., Ph.D., Iowa State University
- James D. Feher, Ph.D. (2001)*
Associate Professor of Computing
B.S., University of Illinois
M.S., Ph.D., University of Missouri
at Rolla
- George J. Fero, Ed.D. (2001)*
Professor of Education
B.M., Youngstown State University
M.A., Ohio State University
Ed.D., Northern Arizona University
- Patrick A. Folk, Ph.D. (1978)*
Professor of History
Occupant: The Samuel Hedding
Deneen and Charles Samuel
Deneen Memorial Professorship
of Early American History
B.A., Tulane University
M.A., Ph.D., University of Toledo
- Brian K. Frederking, Ph.D. (1998)*
Associate Professor of Political Science,
Chair, Division of Social Science
B.A., McKendree College
M.A., Ph.D., Syracuse University
- Katy Gayford, M.S., ATC, LAT(2007)*
Instructor of Athletic Training
B.S., Western Illinois University
M.S., Indiana State University
- Meseret Gebremichael, M.L.S. (2007)*
Public Services Librarian
Instructor
B.A., Free University of
Berlin, Germany
M.L.S., Louisiana State University
- Betsy Gordon, Ph.D. (1990)*
Professor of Speech Communication,
B.A., Huntingdon College
M.A., University of North Carolina
Ph.D., Louisiana State University
- John R. Greenfield, Ph.D. (1984)*
Professor of English
Director, Honors Program
Director, Writing
Proficiency Examination
B.A., M.A., Ph.D., Indiana University

Irwin Halfond, Ph.D. (1988)

Professor of History
B.A., New York University
M.A., Ph.D., Temple University

Dawn Michele Hankins,

Ph.D., ATC, LAT (1997)
Associate Professor of Athletic Training
Chair, Division of Health Professions
B.A., Coe College
M.S., Southern Illinois University
at Carbondale
Ph.D., St. Louis University

William Harroff, M.L.S. (1997)

Reference and Information
Technologies Librarian
Assistant Professor
B.A., Purdue University
M.L.S., Indiana University
Post-graduate diploma,
Internationale Sommerakademie
für Bildende Kunst

Darrel L. Hardt, Ed.D. (2010)

Assistant Professor of Education/
Director of Ed.S./Ed. D. Programs
B.S., Illinois State University
M.S., Southern Illinois University
Ed.S., Southern Illinois University
Ed.D., St. Louis University

William A. Haskins, Ph.D. (1985)

Professor of Speech Communication
A.A., Suffolk County
Community College
B.A., State University of New York,
College at New Paltz
M.A., Colorado State University
Ph.D., University of Oregon

Bethany Hill-Anderson, Ph.D. (2008)

Assistant Professor of Education
B.A., Ohio Wesleyan University
M.A., University of South Florida
Ph.D., Saint Louis University

Linda Hoffman, Ph.D. (2006)

Assistant Professor of Psychology
B.S., M.A., Southern Illinois
University at Edwardsville
Ph.D., Saint Louis University

Deborah Houk, M.L.S. (1996)

Technical Services Librarian
Assistant Professor
A.A., Belleville Area College
B.A., McKendree College
M.L.S., University of Missouri –
Columbia

Lyn J. Huxford, Ph.D. (1978)

Professor of Sociology
Coordinator, Center for Public Service
B.A., M.A., Ph.D., St. Louis University

Thomas O. Jewett, Ph.D. (2001)

Associate Professor of Education
B.S., M.S., Southern Illinois University
at Edwardsville
Ph.D., St. Louis University

Terese Kasson, M.S.B.A., C.P.A. (2004)

Instructor of Accounting
B.S., University of Notre Dame
M.S.B.A., Washington University

J. L. Kemp, Psy.D. (2000)

Associate Professor of Psychology
A.A., Belleville Area College
B.A., McKendree College
Psy.D., Indiana State University

Brelinda Kern, M.S.N., R.N. (2006)

Instructor of Nursing
B.S.N., University of West Florida
M.S.N., Southern Illinois
University at Edwardsville

Sharon L. Lambert, R.N., D.N.S. (1998)

Associate Professor of Nursing
B.S.N., Incarnate Word College
M.S.N., D.N.S., University of
California, San Francisco

Sandra S. Lang, Ph.D., C.P.A., (1999)

Associate Professor of Accounting
Chair, School of Business
B.S., Greenville College
M.A., Ph.D., Southern Illinois
University at Carbondale

Michelle Magnusson, M.F.A. (2006)

Assistant Professor of Theater
B.A., Carthage College
M.F.A., University of Louisville

Martha McDonald, D.N.S., R.N.,

C.C.N.S. (1993)
Associate Professor of Nursing,
Coordinator of Nursing Programs, So. IL.
A.A.S., Kaskaskia College
B.S.N., M.S.N., University of Evansville
D.N.S., Indiana University

Faculty, cont.*Mostafa G. Mostafa, Ph.D. (2009)*

Assistant Professor of Computing
B.S., Cairo University
M.S., University of Louisville
Ph.D., University of Louisville

Jenny Mueller, Ph.D. (2002)

Associate Professor of English
B.A., M.A., University of Chicago
M.F.A., University of Iowa
Ph.D., University of Utah

Duane Olson, Ph.D. (2000)

Associate Professor of Religion
B.A., Trinity College
M.Div., Princeton Theological Seminary
Ph.D., University of Iowa

Karan L. Onstott, Rh.D. (2006)

Assistant Professor of Health
Promotion/Wellness
B.S., M.S., Southern Illinois
University at Edwardsville
Rh.D., Southern Illinois University
at Carbondale

David L. Ottinger, M.F.A. (1978)

Professor of Art
B.F.A., Kansas City Art Institute,
Kansas City, MO
M.F.A., Washington University,
St. Louis, MO

Feza Ozturk, Ph.D. (1988)

Associate Professor of Chemistry
B.S., M.S., Ege University,
Izmir, Turkey
Ph.D., University of Florida

Brian Parsons, Ph.D., C.P.A., (2001)

Associate Professor of Finance
B.A., University of Bristol
M.B.A, Ph.D., University of Chicago

Martha Patterson, Ph.D. (2004)

Associate Professor of English
B.A., Carleton College
M.A., Ph.D., University of Iowa

Kian L. Pokorny, Ph.D. (2002)

Associate Professor of Computing
Chair, Division of Computing
B.S., M.S., Central Missouri
State University
Ph.D., Louisiana Tech University

Neil Quisenberry, Ph.D. (2003)

Associate Professor of Sociology
B.A., Western Kentucky University
M.A., University of South Florida
Ph.D., University of Kentucky

Myron C. Reese, Ph.D. (1968)

Professor of Chemistry
B.S., California State University
at Long Beach
Ph.D., University of Notre Dame

Richelle A. Rennegarbe,

Ph.D., R.N. (2009)
Associate Professor of Nursing
Chair, Division of Nursing
Director of MSN
A.D.N., Kaskaskia College
B.S.N., McKendree University
M.S.N., Southern Illinois University
Edwardsville
Ph.D., Southern Illinois University
Carbondale

Timothy J. Richards, Ph.D. (1997)

Associate Professor of Education
B.A., St. Mary's University of Texas
M.Ed., University of Illinois
M.S., Southern Illinois University
at Edwardsville
Ph.D., Southern Illinois University
at Carbondale

Deanne Riess, Ph.D. (2002)

Associate Professor of Health
Promotion/Wellness and
Physical Education
B.S., Eastern Illinois University
M.S., Ph.D., Indiana State University

Dennis Ryan, Ph.D. (1991)

Professor of Mathematics
B.S., M.S., Ph.D.,
University of Illinois at Chicago

Jean Sampson, D.Mgt. (2005)

Assistant Professor of
Management/Marketing
B.B.A., McKendree College
M.A., D.Mgt., Webster University

Michele Schutzenhofer, Ph.D. (2007)

Assistant Professor of Biology
B.S., McKendree College
Ph.D., Saint Louis University

- Gabriel Shapiro, M.A. (2002)*
Instructor of Journalism and English
B.A., State University of New York
at Binghamton
M.A., University of Missouri
at Columbia
- Roger D. Smalley, D.B.A. (1997)*
Associate Professor of Marketing
B.A., M.B.A., Southern Illinois
University at Edwardsville
D.B.A., Southern Illinois University
at Carbondale
- Frank Spreng, Ph.D., J.D. (1987)*
Professor of Economics
Director of the MBA Program
B.S., M.B.A., Duquesne University
M.S., Ph.D., University of Pittsburgh
J.D., St. Louis University
- Michèle Stacey-Doyle, Ph.D. (1986)*
Professor of English
B.A., M.A., DePaul University
Ph.D., Southern Illinois University
at Carbondale
- Harry M. Statham, M.S. (1966)*
Assistant Professor
of Physical Education
Director of Athletics
Men's Basketball Coach
B.A., McKendree College
M.S., University of Illinois
- Barbara J. Thomas, M.S. (2006)*
Instructor of Special Education
B.S., Southern Illinois University
at Edwardsville
M.S., Southern Illinois University
at Edwardsville
- Fred W. Underwood, M.S. (1986)*
Assistant Professor of Computing
B.A., Northwestern University
M.S., Kent State University
- Robb Douglas VanPutte, Ph.D. (1999)*
Associate Professor of Biology
Chair, Division of Science
and Mathematics
B.A., Wittenberg University
Ph.D., Texas A&M University
- Robert L. Von Kanel,
M.S.N., R.N. (2008)*
Instructor of Nursing
B.S.N., Spalding University
M.S.N., Bellarmine University
- John Watters, Ph.D. (2008)*
Assistant Professor of Economics
B.A., Central Methodist College
M.A., Ph. D., University
of Missouri-Columbia
- Nathan A. White, M.S., M.B.A. (2008)*
Instructor of Computing
B.S., University of Maryland
M.B.A., St. Mary's University
M.S., Southern Illinois University
- Janet Wicker, Ph.D. (2004)*
Assistant Professor of Education
Director of Initial Teacher Certification
B.A., Concordia University
M.S.Ed., Ph.D., Southern Illinois
University at Carbondale
- Janice M. Wiegmann, Ph.D., R.N. (1982)*
Professor of Nursing
B.S.N., St. Xavier College
M.S.N., Ph.D., St. Louis University
- Phillip E. Wilhelm, Ph.D. (2005)*
Assistant Professor of Music Education
Coordinator of Music Education
B.Mus.Ed., M.M., Southern Illinois
University at Edwardsville
Ph.D., Northcentral University
- Peter Will, Ph.D. (2002)*
Associate Professor of Management
B.S., Northwest Missouri State
B.S., Thomas Edison State College
M.B.A., University of Phoenix
M.A., Farleigh Dickinson University
Ph.D., University of Missouri
- Nancy S. Ypma, D.Mus. (1988)*
Professor of Music
Director of Music
Chair, Division of Humanities
B.A., University of California
at Los Angeles
M.Mus., D. Mus.,
Northwestern University
- Kevin Zanelotti, Ph.D., (2006)*
Assistant Professor of Philosophy
B.A., Goucher College
M.A., University of Kentucky
Ph.D., University of Kentucky

index

A.

Academic Calendar, 2, 3, 22
Academic Honesty, 24
Academic Programs and Policies, 21
Accreditations and Memberships, i
Admission Requirements to Graduate
Studies (MBA, MAED, MAPC, MSN), 9
Advising, 17
Alumni Association, officers, 138
Alumni Board, 138

B.

Board of Trustees, 137
Board Members, 137
Honorary Trustees, 138

C.

Career Services, 17
Challenges to Academic Decisions, 26
Check Policy, 14
Course Load, 23
Counseling Services, 18

D.

Deficiencies, 26
Degrees Offered, 22
Directed Study, 22

E.

Email, 21
Emeriti Administrators and Faculty, 142

F.

Faculty, 143
Family Educational Rights and Privacy, 28
Fees, 13
Financial Aid, 14
Financial Information, 13

G.

Grade Changes, 26
Grading System, 25
Graduation Dates, 22
Graduation Requirements
MBA, 33
MAED, 44
MAPC, 125
MSN, 132

H.

Health Services, 18
 Honorary Societies, 19

I.

Independent Study, 22
 Intercollegiate Athletics, 20
 International Student Admissions, 11
 International Students, 19
 Intramural Athletics, 20

M.

Master of Arts in Education Degree
 (MAED), 39
 MAED – Course Descriptions, 107
 MAED – Educational Administration
 & Leadership, 71
 MAED – Educational Studies, 77
 MAED – Educational Studies –
 Emphasis in Reading, 83
 MAED – Higher Education
 Administrative Services, 105
 MAED – Music Education, 89
 MAED – Special Education, 57
 MAED – Special Non-Degree
 Added Endorsements, 101
 MAED – Teacher Leadership
 (Development), 65
 MAED – Teaching Certificate
 Requirements, 51
 MAED – Teaching Certification, 45
 MAED – Transitions to Teaching, 95
 Master of Arts in Professional Counseling
 (MAPC), 121
 MAPC Course Descriptions, 126
 Master of Business Administration
 (MBA), 29
 MBA Course Description, 35
 MBA Programs at Kentucky Campuses, 34
 MBA Program at the Lebanon Campus, 33
 MBA Program at Rend Lake
 Market Place, 33
 MBA Program in the
 E-Learning Format, 33
 Master of Science in Nursing (MSN), 129
 MSN Course Description, 134
 Multicultural Life, 18

N.

Non-Degree Seeking Admission, 11
 Nursing Education Option
 Recommended Schedule, 133
 Nursing Management/Administration
 Option Recommended Schedule, 134

P.

Payment of Financial Obligations, 14
 Probation and Suspension
 MBA, 32
 MAED, 44
 MAPC, 125
 MSN, 132

R.

Religious Life Activities, 18
 Repeat/Delete, 26
 Residence Requirements, 21

S.

Services for Students with Disabilities, 18
 Severe Weather Policy, 23

T.

Tuition, 13
 Tuition Refund, 16

U.

Undergraduate Students Enrolled
 in Graduate Level Credit, 23
 University Administration, 139

V.

VA Policy on Class Attendance, 23

W.

Withdrawals and Refunds, 16

McKendree University - McKendree University


http://www.mckendree.edu/

SEARCH

MCKENDREE UNIVERSITY

PROSPECTIVE STUDENTS CURRENT STUDENTS FACULTY & STAFF ALUMNI PARENTS & VISITORS MCKENDREE QUICK LINKS

[About McKendree](#)
[Academics](#)
[Student Life](#)
[Holman Library](#)
[Campus Ministry](#)
[Athletics](#)
[The Hett](#)
[Employment](#)
[Giving](#)
[Directories](#)
[Log In](#)



MCKENDREE LIFE

Are you interested in the McKendree University experience? Apply online!

[Read Now](#)

Follow McKendree Online

[Read Now](#)

NEWS & NOTEWORTHY

2/25/2010
McKendree On President's Community Service Honor Roll Once Again

2/25/2010
Student Delegates Represent China At Model UN

2/25/2010
New Endowed Professorship Supports the Study of Science

1/20/2010
2010-2011 Free Application for Federal Student Aid (FAFSA) Reminder

[VIEW ALL](#)

STUDENT PROFILE

The one-on-one attention you receive from the professors is beneficial.

Matt Lancot '12
[Full Profile](#)

UPCOMING CALENDAR OF EVENTS

March 8
 Spring Break

March 15
 Performance Series - Symphony Mondays


March 15
 2nd-half semester classes begin

March 16
 Film Series - Water

[VIEW FULL CALENDAR](#)

CAMPUS PHOTO ALBUM
[VIEW NOW](#)

SHOP AT THE BOOKSTORE


 McKendree University
 701 College Road
 Lebanon, Illinois 62254

(618) 537-4481
 1-800-BEARCAT
 www.mckendree.edu

Visit us on the web
 www.mckendree.edu

McKendree University
 701 College Road
 Lebanon, IL 62254
 618-537-4481
 1-800-BEARCAT



MCKENDREE
UNIVERSITY

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

