

Table of Contents

Accreditations and Memberships	3
Academic Calendar	4
Residence Requirements	4
Faculty Advising	4
Career Services.....	4
Services for Students with Disabilities.....	4
Admission to Graduate Degree Programs	4
Admission Requirements to Graduate Studies (MAPC, MBA, MSN)	5
Education Program Admission Requirements.....	6
International Student Admissions.....	6
Financial Information	7
Tuition	7
Fees.....	8
Payment of Financial Obligations	8
Check Policy	9
Financial Aid	9
Withdrawals and Refunds	10
Religious Life Activities	11
Health Services.....	11
Counseling Services	11
Multicultural Life	11
International Students.....	12
Honorary Societies	12
Intercollegiate Athletics	12
Intramural Athletics.....	12
Academic Programs and Policies	13
Degrees Offered	13
Graduation Dates.....	13
Degree Requirements	13
Transfer of Credit.....	13
Academic Honesty	13
Grading System.....	14
Deficiencies.....	15
Repeat/Delete.....	15
Grade Changes	15
Probation/Suspension/Dismissal	15
Challenges to Academic Decisions	16
VA Policy on Class Attendance.....	17
Severe Weather Policy	17
Family Educational Rights and Privacy	17
Course of Study	18
Master of Arts in Education Degree (MAED)	19
MAED–Teaching Certification.....	20
MAED–Teaching Certificate Requirements.....	27
MAED–Special Education.....	32
MAED–Teacher Leadership (Development)	39

MAED–Educational Administration & Leadership (Principal).....	46
MAED–Educational Studies.....	53
Master of Arts in Education Degree (MAED) Continued	
MAED–Educational Studies–Emphasis in Reading	59
MAED–Educational Studies—Emphasis in American History	65
MAED–Music Education.....	71
MAED–Transitions to Teaching.....	78
MAED–Special Non-Degree Added Endorsements	83
NBCT Credit & Certificate Program for EAL Program	85
MAED–Course Descriptions.....	86
Master of Arts in Professional Counseling (MAPC).....	104
MAPC Course Descriptions	109
Master of Business Administration (MBA)	112
MBA Program at Rend Lake Market Place	115
MBA Program in the E-Learning Format	115
MBA Programs at Louisville and Radcliff Kentucky	115
MBA Course Descriptions	117
Master of Science in Nursing (MSN).....	121
Nursing Education Option Recommended Schedule	125
Nursing Management/Administration Option Recommended Schedule	126
MSN Course Descriptions.....	127
Index.....	130

The McKendree University Graduate Catalog 2008-2009 describes programs of study that lead to graduate degrees and establishes policies that are unique to those programs.

Accreditations

- The North Central Association of Colleges and Secondary Schools North Central Association Commission on Institutions of Higher Education, 30 North LaSalle St., Suite 2400, Chicago, IL 60602, Ph. 1-800-621-7440
- Illinois State Board of Education (accredited teacher education programs)
- National Council for Accreditation of Teacher Education (NCATE)
- Commission on Collegiate Nursing Education (CCNE), (accreditation pending)
- Illinois and Kentucky State Approving Agencies (veterans' education benefits)
- International Assembly of Collegiate Business Education (IACBE)

Memberships

- The National Association of Schools and Colleges of the United Methodist Church
- The Council of Independent Colleges
- The Association of American Colleges and Universities
- The Associated Colleges of Illinois
- Servicemembers' Opportunity Colleges
- Illinois Campus Compact
- Association to Advance Collegiate Schools of Business (AACSB)
- American Association of Colleges of Teacher Education (AACTE)

McKendree University is an affirmative action/equal opportunity employer and admits students of any sex, race, color, national and ethnic origin, sexual orientation, 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, sexual orientation, 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 their supervisor or the Director of Human Resources at the university's address or telephone (618) 537-4481. 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.

Academic Calendar

See Office of Academic Records (<http://www.mckendree.edu/academics/registrar.aspx>)

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.

Faculty Advising

Students are assigned a faculty advisor to provide guidance in developing a course plan that meets curriculum requirements and is compatible with the students' 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.

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.

Admission to Graduate Degree Programs

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. Three professional references (MAPC students please see specific requirements listed below).
6. Applicants may be required to participate in a personal interview to assess readiness for graduate studies (MAPC students please see specific requirements listed below).

Master of Arts in Professional Counseling (MAPC)

1. A 2-4 page personal statement describing the students' interests in pursuing a degree in counseling, relevant experience, strengths and weaknesses, and future career goals.
2. Letters of recommendation from three professional associates who can comment on the quality of the applicants' communication skills and ability to be successful in graduate study. (See admissions counselor for form.)
3. Participate in an interview to assess readiness and appropriateness for graduate level clinical training.
4. The successful completion of the equivalent of six undergraduate credit hours in a behavioral science. Of these six credit hours, three hours must be in introduction to psychology. Students lacking these credit hours may be conditionally admitted to the program on the provision that deficiencies are corrected within one year. Once deficiencies are corrected, students should submit a transcript as proof of meeting this requirement to the Program Director.

Master of Business Administration (MBA)

An essay describing the personal and professional goals that will be met by the student's completion of the MBA graduate program.

Master of Science in Nursing (MSN)

1. Valid Professional Registered Nurse license.
2. All necessary health requirements.
3. An essay describing the personal and professional goals that will be met by the student's completion of the MSN Program.

Education Program Admission Requirements

Master of Arts in Education (MAED)

Admission into McKendree University Graduate Studies does not admit the student into the MAED program. The following is needed to be admitted into the MAED program:

1. Completion of Gate 1 requirements during the first eight (8) hours of enrollment. (See courses of study on page 16 for specific requirements.)

Enrolling for Classes

To enroll for classes, a 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 Graduate School.

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

International Student Admissions

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 the students have 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.
7. Institutional Financial Aid Forms (optional). Students who wish to apply for financial assistance must print out and return the financial aid form. Incomplete forms will not be processed.

Financial Information

Tuition (Per credit hour)

Graduate Programs

MAED	\$350.00
MSN	330.00
MBA	350.00
MAPC	350.00
Alternative Route to Certification Program—Lebanon	500.00
Educator Tuition Rate (fall 2008)	250.00
(spring 2009)	275.00

Fees

Fees are itemized separately from tuition.

Audit fee (per credit hour)	50% of tuition rate
Bad check fee (non-refundable, cash only)	25.00
New student tuition deposit (non-refundable)	100.00
Thesis Fee	200.00
Student Teaching Fee	200.00
Student Teaching Fee (25-50 miles)	675.00
Student Teaching Fee (51-100 miles)	1,175.00
Graduation fee (non-refundable)	125.00
Replacement of I.D. card fee	25.00
Replacement of parking permit fee	5.00
Technology fee for E-Learning—per credit hour	
MSN	25.00
MBA	50.00
MAED	50.00

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. Federal Subsidized Stafford Loans and Federal Unsubsidized Stafford Loans may be applied, provided the students have submitted the completed loan application before registration. 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. Payment may be spread over the length of the program. The enrollment fee is \$60. Contact the Business Office for further information.

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 last day of registration, 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 Federal Stafford Loans and requires at least half-time enrollment (5.0 graduate hours). Students who are enrolled in nine (9) graduate hours or more in a semester (Fall, Spring or Summer) are considered full-time. Students who are enrolled in less than nine (9) graduate hours but more than five (5) graduate hours will be considered half-time. The 5.0 hours must be graduate level courses that count toward 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 either by paper (applications are available in the Office of Financial Aid) or online at www.fafsa.ed.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.

Federal Stafford Loan (Subsidized and Unsubsidized)

This loan program allows a student to borrow for his or her educational costs. The student must file his or her Free Application for Federal Student Aid (FAFSA) annually to determine eligibility. As of July 1, 2006, the Stafford Loan 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 (4.5 graduate hours)

Unsubsidized

- Non-need based
- Availability to independent students only
- 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 (4.5 graduate hours)

Satisfactory Academic Progress Financial Aid 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'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 the Add/Drop Form 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

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.

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 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 a psychologist who is on campus weekly in Clark Hall. Confidential counseling may be obtained for a wide range of concerns such as difficulties in relating to others, lack of motivation, stress, depression, lack of self-confidence, and personal conflicts. In addition, referrals can be made to outside agencies. Appointments with the psychologist may be made through the Director of Health Services.

Counseling Services

Students with vocational, social, or personal problems are encouraged to seek the aid of the Student Affairs or Health Services staff, who will help them through counseling or referral. Psychological counseling is available through the Student Health Services, as discussed above. For academic matters, the student's academic advisor, the staff of the Learning Resource Center, the staff of the Writing Center, the Registrar, and the Dean of the University are often in the best position to help.

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, which serves as the counseling and information center for students from foreign countries.

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 of the Mid-States Conference. 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, wrestling and hockey. Women's teams also compete in softball and volleyball. A mascot, a cheerleading squad, a dance team, a pep band and a marching band serve to promote school spirit at athletic events.

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 and Policies

Degrees Offered

McKendree University awards the following masters 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

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.

Degree Requirements

See individual programs of study.

Transfer of Credit

See individual programs of study.

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 specific acts of academic dishonesty are detailed in course syllabi and in the McKendree University Campus Regulations and Judicial Procedures Document which is available in the Student Handbook online at: (<http://www.mckendree.edu/media/File/2006%20student%20handbook.doc>). Instances of academic dishonesty may result in a student's dismissal from graduate studies.

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+		2.3 quality points per credit hr.
C		2 quality points per credit hr.
C-		1.7 quality points per credit hr.
D		1 quality point 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.
W	Withdrawal	0 quality points per credit hr.
WP	Withdrawal while passing	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 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, WP, or WF depending upon the circumstances and timing of the withdrawal. Grades of W and WP are 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.

Probation, Suspension, Dismissal

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 Masters 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.

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 Dean of the University/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 Dean of the University/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 Catalog.

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.

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.

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).

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

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.

COURSES OF STUDY

Master of Arts in Education

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

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

Joseph Cipfl, Ph.D., Advisor to the President, Interim Chair of the School of Education, Administrative Director of Graduate Studies, Administrative Director of External Programs, Administrative Director of e-Learning; jjcipfl@mckendree.edu; Wildy Hall 200; (618) 537-6462

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

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

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

James Rosborg, Ed.D., Director of Graduate Education; jtrosborg@mckendree.edu; Stanton House, 1st Floor; (618) 537-6464

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

Yancey von Yeast, Ph.D., Assistant Professor of Special Education yvonyeast@mckendree.edu; Stanton House, Lower Level; (618) 537-6457

Master of Arts in Education Degree— Teaching Certification

The graduate program in teacher certification is designed for individuals wishing to seek initial teaching certification through a graduate studies program. 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 teaching certification program develops advanced proficiency in the Illinois Professional Teacher Standards and Content Area 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 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—Gates

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 teacher education model.

All students 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 student is required to successfully pass through all four consecutive assessments (gates) that reflect a developmental progression through the program. All assessment expectations and criteria are outlined and presented to all students in EDU 600 Professional Educator Seminar. In order to complete the requirements for the program, each student is assigned a graduate studies advisor who serves as the portfolio advisor and reviewer. 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 student completes the portfolio requirements. Students assess their own proficiency on the program standards and then submit the final portfolio for faculty review. The program standards are imbedded in each student's individual portfolio.

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.

Please note: There are some minor differences between gate requirements of undergraduate teacher certification and graduate teacher certification because of prior coursework and differences in the admission process – i.e. undergraduates have already been admitted to the University while graduates have just recently completed the graduate admissions application.

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

Students 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 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. Students will also complete a technology competency assessment (CAT1) during the first semester of enrollment. If the results of the technology assessment identify a deficiency in the use of technology the student will be required to successfully complete an undergraduate prerequisite course on technology in education.

The following documentation is required for admission to the Master of Arts in Education degree program 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;
- Approval by COTE to permit or not permit candidate to enroll in student teaching;
- Pass appropriate Illinois Content Area Examination.

Action Research Description

Graduate students 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. Students are to conduct the research during the academic year in the context of a classroom.

Action Research Planning (EDU 645) facilitates students planning action research and the realization of its value to them as educators. After defining 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 that includes a rationale for the research project, the review of the literature and the methodology for the research project that will be shared with classmates.

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. Students 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. Students completing the thesis option will present and defend the thesis before an assigned thesis committee.

Action Research Policies

Students 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 student 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 student performance on the program standards. Prior to recommendation of entitlement, the student, 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 student throughout the program and is reviewed and assessed at the completion of the program. This type of assessment provides for a sustained reflection of students' 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 student's progress towards proficiency on established standards throughout the graduate program, learners have an integral and conscious part in the learning process. Graduate students are given individual responsibility and ownership in the process through the creation of the portfolio. Students are interactive partners with professors in shaping the learning process.

All students in the 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 student and the faculty who are involved in the portfolio assessment process. For students, 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 student 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 students' 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. Students may select evidences from course work in the graduate program to be included in their final portfolio. Students are encouraged to include their best work that exemplifies standards. The evidence can represent a range of accomplishments by the students. Another source of evidence could come from the students' own professional practice or practicum experiences. The application of theory in the world of the students' educational setting is strongly encouraged. Such documentation focuses on actual achievements that are viewed directly as what a student knows and can do.

Portfolio Guidelines

The purpose of the portfolio is to evaluate the students' achievements of intended learning outcomes by assessing their proficiency on the program standards. Students and faculty will review the students' 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 student should review the entire portfolio in terms of proficiency in the standards.
 9. The instructor from EDU 698 and the student'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 Teacher 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 students 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, and Special K-12 (Art, Music and Physical Education).

Teacher education students 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. Initial certificates shall be endorsed according to the approved program completed, the coursework presented, and/or the applicable examination(s) passed.

All Initial (Elementary, Secondary and Special K-12) Certificates shall be valid for four (4) years of teaching and are nonrenewable. 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.")

Students 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.

Initial Elementary Certificate (Type 03)

The Initial Elementary Certificate is valid for four (4) years of teaching in the kindergarten and the lower nine (9) grades in the public schools and is nonrenewable. The certificate may be issued by entitlement to any completer of a McKendree University teacher education program with a bachelors degree who presents certified evidence, accompanied by the Registrar's recommendation of having successfully completed the requirements for certification. All candidates for certification are required to successfully pass state-mandated examinations in basic skills, subject matter specialty 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 subject matter exam before the student teaching semester. It is required that students pass the Assessment of Professional Teaching exam for program completion. Registration booklets and study guides for the examinations are available on the Illinois State Board of Education web site (www.isbe.net).

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

The Initial Secondary Certificate is valid for four (4) years of teaching in grades six (6) through twelve (12) in the public schools and is nonrenewable. 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 and is nonrenewable.

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 following requirements. All candidates for certification are required to successfully pass state-mandated examinations in basic skills, subject area specialty, and the Assessment of Professional Teaching test before certification is granted. It is required that students pass the basic skills exam prior to admission to the Teacher Education Program, and pass the subject matter exam before the student teaching

semester. It is required that students pass the Assessment of Professional Teaching test for program completion. Registration booklets and study guides for the examinations are available on the Illinois State Board of Education web site (www.isbe.net).

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 four (4) years of teaching in grades kindergarten through grade twelve (12), or ages 3-21 for Special Education in public schools and is nonrenewable.

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. Physical Education majors have the option of completing the program requirements for both the Initial Secondary Certificate (Type 09) and the Initial Special K-12 Certificate (Type 10). Physical Education majors are encouraged to complete the requirements for both certificates because it may broaden their public school employment opportunities.

The Initial Special K-12 (Ages 3-21) Certificate may be issued by entitlement to any teacher certification program completer McKendree University with 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 students pass the basic skills exam prior to admission to the Teacher Education Program, and pass the subject matter exam before the student teaching semester. 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.

All other policies, rules and procedures related to teaching certification are listed in the McKendree University undergraduate catalog. Graduate students 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.

Master of Arts in Education 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 (available in the Office of Academic Records) the semester prior to the anticipated graduation term.

*Courses required for the MAED—
Teaching in Secondary/Special P-12 Education*

EDL 620	School Law	3
EDU 5xx	Methods of Teaching in Content Area	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 (co requisite EDU 614)	3
EDU 600	Professional Educator Seminar	0
EDU 610	History and Philosophy of Education	3
EDU 611	Curriculum Theory and Design (co requisite EDU 613)	3
EDU 612	Instructional and Curriculum Design and Evaluation	3
EDU 613	Field Practicum II (36 hours field experience)	0
EDU 614	Field Practicum III (48 hours field experience—co requisite EDU 512)	0
EDU 641	Educational Research & Statistics	3
EDU 645	Action Research Planning	2
EDU 650	Advanced Educational Psychology	3
EDU 695	Advanced Student Teaching	6
EDU 697	Action Research Project and	2
EDU 698	Portfolio Review	1
Or		
EDU 699	Action Research Thesis	4
	Portfolio Assessment	0
	Total credits	42-43

*Courses required for the MAED—
Teaching in Elementary Education program*

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 530	Methods of Teaching Reading (ELEM)	3
EDU 541	Methods of Teaching Mathematics (ELEM)	3
EDU 542	Methods of Teaching Science (ELEM)	3
EDU 545	Methods of Teaching Language Arts (ELEM)	3
EDU 546	Methods of Teaching Social Science (ELEM)	3
EDU 506	Psychology of the Exceptional Child	4
EDU 600	Professional Educator Seminar	0
EDU 609	Field Practicum I	1
EDU 610	History and Philosophy of Education	3
EDU 611	Curriculum Theory and Design (Co-requisite EDU 613)	3
EDU 612	Instructional and Curriculum 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	3
EDU 645	Action Research Planning	2
EDU 650	Advanced Educational Psychology	3
EDU 695	Advanced Student Teaching	6
EDU 697	Action Research Project and	2
EDU 698	Portfolio Review	1
Or		
EDU 699	Action Research Thesis	4
	Portfolio Assessment	0
	Total credits	57-58

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

Master of Arts in Education Degree— Special Education

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

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 and accountability to students, parents, colleagues, and the community. By re-examining the development of values and professional ethics, students gain greater intellectual and ethical insight.

The Special Education program develops advanced proficiency in the Illinois Professional Teacher Standards and Content Area 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 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 teacher education model.

All students 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 students and programs.

Each student is required to successfully pass through all four consecutive assessments (gates) that reflect a developmental progression through the program. All assessment expectations and criteria are outlined and presented to all students in EDU 600 Professional Educator Seminar. In order to complete the requirements for the program, each student is assigned a graduate studies advisor who serves as the portfolio advisor and reviewer. 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 student completes the portfolio requirements. Students assess their own proficiency on the program standards and then submit the final portfolio for faculty review. The program standards are imbedded in each student's individual portfolio.

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

Students 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. Students will also complete a technology competency assessment (CAT1) during the first semester of enrollment. If the results of the technology assessment identify a deficiency in the use of technology the student will be required to successfully complete an undergraduate prerequisite course on technology in education.

The following documentation is required for admission to the Master of Arts in Education degree program 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;
- A copy of current teaching certificate (if applicable);
- Pass Illinois Test of Basic Skills and appropriate Illinois Content Area Examination (certification seeking only).
- Completion of CAT1 technology assessment;
- 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. Completion of gate 2 includes:

- A minimum GPA of 3.0 on a 4 point scale in all coursework;
- GPA of 3.0 in EDU 641 Educational Research;
- Portfolio assessment;
- Writing assessment;
- Oral Communication assessment;
- Dispositions Assessment;
- Faculty Review;
- Approval by COTE.

Gate 3: Internship Completion

The SPE 695 Practicum or SPE 697 Student Teaching Practicum 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. Completion of gate 3 includes:

- Completion of SPE 695 practicum or SPE 697 student teaching experience;
- Passing score on the Learning Behavior Specialist I Test.

Gate 4: Program Completion and Portfolio Review

The final gate provides the summative evaluation of student performance on the program standards. Completion of gate 4 includes:

- A minimum GPA of 3.0 in all coursework;
- Completion of all coursework and requirements;
- Self-assessment of portfolio;
- Faculty assessment of portfolio;
- An interview by the School of Education faculty if needed;
- Approval by COTE
- Pass the Illinois Assessment of Professional Teaching Examination (certification seeking only).

*Courses required for the MAED—
Special Education program*

EDU 600	Professional Educator	0
EDU 510	Foundations of American Education	3
EDU 530	Methods of Teaching Reading	3
EDU 541	Methods of Teaching Math	3
EDU 620	School Law	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 (1 st 8 weeks)	3
SPE 689a	Field Experience (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 (2 nd 8 weeks)	3
SPE 691	Adaptations and Accommodations for Students with Disabilities	3
SPE 691a	Field Experience #2 (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	6
SPE 694a	Field Experience #3 (30 observation hours; 16 weeks)	0
SPE 695	Practicum—Students with Disabilities	6
SPE 697	Student Teaching—Students with Disabilities	6
Initial Certification Total Hours		54

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

EDU 600	Professional Educator	0
EDU 620	School Law	3
EDU 641	Educational Research and Statistics	3
EDU 645	Action Research and Planning	2
EDU 689	Foundations of Special Education	3
EDU 698	Portfolio Review	1
SPE 689a	Field Experience 1 (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 2 (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	6
SPE 694a	Field Experience 3 (30 observation hours; 16 weeks)	0
SPE 695	Practicum	6
	Total Credit Hours	36

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

EDU 530	Methods of Teaching Reading	3
EDU 541	Methods of Teaching Math	3
EDU 600	Professional Educators	0
EDU 604	Foundations of Education	3
EDU 620	School Law	3
EDU 641	Educational Research and Statistics	3
EDU 645	Action Research and Planning	2
EDU 698	Portfolio Review	1
SPE 689a	Field Experience 1 (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 2 (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	6
SPE 694a	Field Experience 3 (30 observation hours; 16 weeks)	0
SPE 695	Practicum	6
	Total Credit Hours	45

Teaching Certification

Please see page 25 in this catalog for information regarding initial teaching certification.

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.

Master of Arts in Education 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 (available in the Office of Academic Records) the semester prior to the anticipated graduation term.

Master of Arts in Education Degree— 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. Reexamining the development of values and professional ethics, students 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. 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 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 teacher education model.

All students 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 students and programs.

Each student is required to successfully pass through all four consecutive assessments (gates) that reflect a developmental progression through the program. All assessment expectations and criteria are outlined and presented to all students in EDU 600 Professional Educator Seminar. In order to complete the requirements for the program, each student is assigned a graduate studies advisor who serves as the portfolio advisor and reviewer. 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 student completes the portfolio requirements. Students assess their own proficiency on the program standards and then submit the final portfolio for faculty review. The program standards are imbedded in each student's individual portfolio.

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)

Students 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. Students will also complete a technology competency assessment (CAT1) during the first semester of enrollment. If the results of the technology assessment identify a deficiency in the use of technology the student will be required to successfully complete an undergraduate prerequisite course on technology in education.

The following documentation is required for admission to the Master of Arts in Education degree program 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;
- A copy of current teaching certificate;
- Completion of CAT1 technology assessment to ensure a minimum level of technology competency.
- Approval by the Council on Teacher Education (COTE).

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:

- A minimum GPA of 3.0 on a 4 point scale in all coursework;
- GPA of 3.0 in EDU 641 Educational Research & Statistics and EDU 645 Action Research Planning;
- Portfolio assessment;
- Writing assessment;
- Oral Communication assessment;
- Dispositions Assessment;
- Faculty Review;
- Approval by COTE.

Action Research Description

Graduate students 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. Students are to conduct the research during the academic year in the context of a classroom.

Action Research Planning (EDU 645) facilitates students planning action research and the realization of its value to them as educators. After defining 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 that includes a rationale for the research project, the review of the literature and the methodology for the research project that will be shared with classmates.

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. Students 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. Students completing the thesis option will present and defend the thesis before an assigned thesis committee.

Action Research Policies

Students 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 student 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 graduate student will be evaluated by the instructor.

Gate 4: Program Completion and Portfolio Review

The final gate provides the summative evaluation of student performance on the program standards. The student, 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, or EDU 699 Action Research Thesis;
- Self-assessment of portfolio;
- Faculty assessment of portfolio or thesis defense;
- An interview by the School of Education faculty if needed;
- Approval by COTE.

Professional Performance Portfolio

The portfolio is developed by the students throughout the program and is reviewed and assessed at the completion of the program. This type of assessment provides for a sustained reflection of students' 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 student's progress towards proficiency on established standards throughout the graduate program, learners have an integral and conscious part in the learning process. Graduate students are given individual responsibility and ownership in the process through the creation of the portfolio. Students are interactive partners with professors in shaping the learning process.

All students in the program are to complete a portfolio as 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 students and faculty who are involved in the portfolio assessment process. For the students, 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 students 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 students' 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. Students may select evidences from coursework in the graduate program to be included in their final portfolio. Students are encouraged to include their best work that exemplifies standards. The evidence can represent a range of accomplishments by the students. Another source of evidence could come from the students' own professional practice or practicum experiences. The application of theory in the world of the students' educational settings is strongly encouraged. Such documentation focuses on actual achievements that are viewed directly as what students know and can do.

Portfolio Guidelines

The purpose of the portfolio is to evaluate the students' achievements of intended learning outcomes by assessing their proficiency on the program standards. Students and faculty will review the students' 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 student should review the entire portfolio in terms of proficiency in the standards.
9. The instructor from EDU 698 and the student'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.

Master of Arts in Education 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 (available in the Office of Academic Records) the semester prior to the anticipated graduation term.

*Courses Required for the MAED—
Teacher Leadership Program*

EDL 620	School Law	3
EDU 600	Professional Educator Seminar	0
EDU 602	Multicultural Education	3
EDU 610	History and Philosophy of Education	3
Or		
EDU 615	Contemporary Issues in Education	3
EDU 611	Curriculum Theory and Design	3
EDU 612	Instructional and Curriculum 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
And		
EDU 698	Portfolio Review	1
Or		
EDU 699	Action Research Thesis	4
	Portfolio Assessment	0
Total credits		32-33

Master of Arts in Education Degree Educational Administration and Leadership (Principal)

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. Graduate students 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 teacher education model.

All students 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 students and programs.

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

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

All Educational Administration and Leadership students 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 students in a program orientation. In order to complete the requirements for the program, all students 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)

Students 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. Students will also complete a technology competency assessment (CAT1) during the first semester of enrollment. If the results of the technology assessment identify a deficiency in the use of technology the student will be required to successfully complete an undergraduate prerequisite course on technology in education.

The following documentation is required for admission to the Master of Arts in Education degree program 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;
- Verification of two years teaching experience as a certified/licensed teacher;
- 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;
- A copy of current teaching certificate;
- Completion of CAT1 technology assessment;
- Approval by the Council on Teacher Education (COTE).

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:

- A minimum GPA of 3.0 on a 4 point scale in all coursework;
- GPA of 3.0 in EDU 641 Educational Research & Statistics and EDU 645 Action Research Planning;
- Portfolio assessment;
- Writing assessment;
- Oral Communication assessment;
- Dispositions Assessment;
- Faculty Review;
- Approval by COTE.

Action Research Description

Graduate students 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. Students are to conduct the research during the academic year in the context of a classroom.

Action Research Planning (EDU 645) facilitates students planning action research and the realization of its value to them as educators. After defining 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 that includes a rationale for the research project, the review of the literature and the methodology for the research project that will be shared with classmates.

Action Research Policies

Students 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 student 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 EDL 697 Internship-Principal 160 hour Internship (log signed by cooperating administrator);
- Portfolio assessment;
- Completion of Pathwise Framework for School Leaders evaluation by university supervisor and cooperating administrator;
- Approval by COTE.

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

The final gate provides the summative evaluation of candidate performance on the program standards. The student, 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 GPA of 3.0 in all coursework;
- Completion of all coursework and requirements;
- Completion of EDL 699 Portfolio Assessment;
- Self-assessment portfolio;
- Faculty assessment of portfolio;
- Disposition Assessment;
- An interview by the School of Education faculty, if needed;
- Approval by COTE;
- Passing Score on Illinois General Administrative (Principal) Test.

Professional Performance Portfolio

The portfolio is developed by the students throughout the program and is reviewed and assessed at the completion of the program. This type of assessment provides for a sustained reflection of students' 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 student's progress towards proficiency on established standards throughout the graduate program, learners have an integral and conscious part in the learning process. Graduate students are given individual responsibility and ownership in the process through the creation of the portfolio. Students are interactive partners with professors in shaping the learning process.

All students in the program are to complete a portfolio as 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 students and faculty who are involved in the portfolio assessment process. For the students, 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 students 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 students' 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. Students may select evidences from coursework in the graduate program to be included in their final portfolio. Students are encouraged to include their best work that exemplifies standards. The evidence can represent a range of accomplishments by the students. Another source of evidence could come from the students' own professional practice or practicum experiences. The application of theory in the world of the students' educational settings is strongly encouraged. Such documentation focuses on actual achievements that are viewed directly as what students know and can do.

Portfolio Guidelines

The purpose of the portfolio is to evaluate the students' achievements of intended learning outcomes by assessing their proficiency on the program standards. Students and faculty will review the students' 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 student should review the entire portfolio in terms of proficiency in the standards.
9. The instructor from EDL 699 and the student'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.

Master of Arts in Education 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 (available in the Office of Academic Records) the semester prior to the anticipated graduation term.

*Educational Administration and Leadership
(Principal)*

EDL 601	Technology Applications 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	
	Or	
EDU 615	Contemporary Issues in Education	3
EDU 611	Curriculum Theory and Design	3
EDU 612	Instructional and Curriculum Design and Evaluation	3
EDU 641	Educational Research & Statistics	3
EDU 645	Action Research Planning	2
	Total credits	39

Master of Arts in Education Degree – 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 masters degree may be desirable or required. Graduate students 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 teacher education model.

All students 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 students and programs.

Each student is required to successfully pass through all four consecutive assessments (gates) that reflect a developmental progression through the program. All assessment expectations and criteria are outlined and presented to all students in EDU 600 Professional Educator Seminar. In order to complete the requirements for the program, each student is assigned a graduate studies advisor who serves as the portfolio advisor and reviewer. 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 student completes the portfolio requirements. Students assess their own proficiency on the program standards and then submit the final portfolio for faculty review. The program standards are imbedded in each student's individual portfolio.

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

Students 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. Students 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 student will be required to successfully complete an undergraduate prerequisite course on technology in education.

The following documentation is required for admission to the Master of Arts in Education degree program 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;
- Approval by the Council on Teacher Education (COTE).

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:

- A minimum GPA of 3.0 on a 4 point scale in all coursework;
- GPA of 3.0 in EDU 641 Educational Research & Statistics and EDU 645 Action Research Planning;
- Portfolio assessment;
- Writing assessment;
- Oral Communication assessment;
- Dispositions Assessment;
- Faculty Review;
- Approval by COTE.

Action Research Description

Graduate students 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. Students are to conduct the research during the academic year in the context of a classroom.

Action Research Planning (EDU 645) facilitates students planning action research and the realization of its value to them as educators. After defining 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 that includes a rationale for the research project, the review of the literature and the methodology for the research project that will be shared with classmates.

Action Research Policies

Students 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 student 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 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 students 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 individual's role and required standards.

Gate 4: Program Completion and Portfolio Review

The final gate provides the summative evaluation of student performance on the program standards. The student, 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;
- Self-assessment of portfolio;
- Faculty assessment of portfolio;
- An interview by the School of Education faculty if needed;
- Approval by COTE.

Professional Performance Portfolio

The portfolio is developed by the students throughout the program and is reviewed and assessed at the completion of the program. This type of assessment provides for a sustained reflection of students' 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 student's progress towards proficiency on established standards throughout the graduate program, learners

have an integral and conscious part in the learning process. Graduate students are given individual responsibility and ownership in the process through the creation of the portfolio. Students are interactive partners with professors in shaping the learning process.

All students in the program are to complete a portfolio as 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 students and faculty who are involved in the portfolio assessment process. For the students, 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 students 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 students' 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. Students may select evidences from coursework in the graduate program to be included in their final portfolio. Students are encouraged to include their best work that exemplifies standards. The evidence can represent a range of accomplishments by the students. Another source of evidence could come from the students' own professional practice or practicum experiences. The application of theory in the world of the students' educational settings is strongly encouraged. Such documentation focuses on actual achievements that are viewed directly as what students know and can do.

Portfolio Guidelines

The purpose of the portfolio is to evaluate the students' achievements of intended learning outcomes by assessing their proficiency on the program standards. Students and faculty will review the students' 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 student should review the entire portfolio in terms of proficiency in the standards.
9. The instructor from EDU 698 and the student'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.

Master of Arts in Education 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 (available in the Office of Academic Records) the semester prior to the anticipated graduation term.

MAED in Educational Studies

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 or	
EDU 615	Contemporary Issues in Education	3
EDU 611	Curriculum Theory and Design	3
EDU 612	Instructional and Curriculum Design and Evaluation	3
EDU 641	Educational Research & Statistics	3
EDU 645	Action Research Planning	2
EDU 691	Internship in Educational Studies	4
EDU 698	Portfolio Assessment	1
	Electives	9
	Total credits	34

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 Degree

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 (page 68) 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 teacher education model.

All students 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 students and programs.

Each student is required to successfully pass through all four consecutive assessments (gates) that reflect a developmental progression through the program. All assessment expectations and criteria are outlined and presented to all students in EDU 600 Professional Educator Seminar. In order to complete the requirements for the program, each student is assigned a graduate studies advisor who serves as the portfolio advisor and reviewer. 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 student completes the portfolio requirements. Students assess their own proficiency on the program standards and then submit the final portfolio for faculty review. The program standards are imbedded in each student's individual portfolio.

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)

Students 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. Students will also complete a technology competency assessment (CAT1) during the first semester of enrollment. If the results of the technology assessment identify a

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

The following documentation is required for admission to the Master of Arts in Education degree program 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;
- A copy of current teaching certificate;
- Completion of CAT1 technology assessment;
- Approval by the Council on Teacher Education (COTE).

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:

- A minimum GPA of 3.0 on a 4 point scale in all coursework;
- GPA of 3.0 in EDU 641 Educational Research & Statistics and EDU 645 Action Research Planning;
- Portfolio assessment;
- Writing assessment;
- Oral Communication assessment;
- Dispositions Assessment;
- Faculty Review;
- Approval by COTE.

Action Research Description

Graduate students 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. Students are to conduct the research during the academic year in the context of a classroom.

Action Research Planning (EDU 645) facilitates students planning action research and the realization of its value to them as educators. After defining 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 that includes a rationale for the research project, the review of the literature and the methodology for the research project that will be shared with classmates.

Action Research Policies

Students 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 student 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.

Gate 4: Program Completion and Portfolio Review

The final gate provides the summative evaluation of student performance on the program standards. The student, 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;
- Self-assessment of portfolio;
- Faculty assessment of portfolio;
- An interview by the School of Education faculty if needed;
- Approval by COTE.

Professional Performance Portfolio

The portfolio is developed by the students throughout the program and is reviewed and assessed at the completion of the program. This type of assessment provides for a sustained reflection of students' 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 student's progress towards proficiency on established standards throughout the graduate program, learners have an integral and conscious part in the learning process. Graduate students are given individual responsibility and ownership in the process through the creation of the portfolio. Students are interactive partners with professors in shaping the learning process.

All students in the program are to complete a portfolio as 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 students and faculty who are involved in the portfolio assessment process. For the students, 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 students 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 students' 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. Students may select evidences from coursework in the graduate program to be included in their final portfolio. Students are encouraged to include their best work that exemplifies standards. The evidence can represent a range of accomplishments by the students. Another source of evidence could come from the students' own professional practice or practicum experiences. The application of theory in the world of the students' educational settings is strongly encouraged. Such documentation focuses on actual achievements that are viewed directly as what students know and can do.

Portfolio Guidelines

The purpose of the portfolio is to evaluate the students' achievements of intended learning outcomes by assessing their proficiency on the program standards. Students and faculty will review the students' 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 student should review the entire portfolio in terms of proficiency in the standards.
9. The instructor from EDU 698 and the student'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.

Master of Arts in Education 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 (available in the Office of Academic Records) the semester prior to the anticipated graduation term.

MAED in Educational Studies
Emphasis in Reading

EDL 620	School Law	3
EDR 601	Emergent Literacy	
	or	
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	
	or	
EDU 615	Contemporary Issues in Education	3
EDU 611	Curriculum Theory and Design	3
EDU 612	Instructional and Curriculum Design	
	and Evaluation	3
EDU 641	Educational Research & Statistics	3
EDU 645	Action Research Planning	2
EDU 698	Portfolio Assessment	1
Total credits		33

Master of Arts in Education Degree

Educational Studies — Emphasis in American History

The Educational Studies with an Emphasis in American History program is designed for those certified teachers who wish to concentrate on components of American History while meeting the required graduate standards at McKendree University. This degree was set up as a special grant opportunity in conjunction with the St. Clair County Regional Office of Education.

Educational Studies — Emphasis in American History 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 teacher education model.

All students 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 students and programs.

Each student is required to successfully pass through all four consecutive assessments (gates) that reflect a developmental progression through the program. All assessment expectations and criteria are outlined and presented to all students in EDU 600 Professional Educator Seminar. In order to complete the requirements for the program, each student is assigned a graduate studies advisor who serves as the portfolio advisor and reviewer. 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 student completes the portfolio requirements. Students assess their own proficiency on the program standards and then submit the final portfolio for faculty review. The program standards are imbedded in each student's individual portfolio.

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)

Students 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. Students will also complete a technology competency assessment (CAT1) during the first semester of enrollment. If the results of the technology assessment identify a deficiency in the use of technology the student will be required to successfully complete an undergraduate prerequisite course on technology in education.

The following documentation is required for admission to the Master of Arts in Education degree program 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;
- A copy of current teaching certificate;
- Completion of CAT1 technology assessment;
- Approval by the Council on Teacher Education (COTE).

Gate 2: Prior to Portfolio Review

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 component of the degree program. Completion of gate 2 includes:

- A minimum GPA of 3.0 on a 4 point scale in all coursework;
- GPA of 3.0 in EDU 641 Educational Research & Statistics and EDU 645 Action Research Planning;
- Portfolio assessment;
- Writing assessment;
- Oral Communication assessment;
- Dispositions Assessment;
- Faculty Review;
- Approval by COTE.

Action Research Description

Graduate students 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. Students are to conduct the research during the academic year in the context of a classroom.

Action Research Planning (EDU 645) facilitates students planning action research and the realization of its value to them as educators. After defining 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 that includes a rationale for the research project, the review of the literature and the methodology for the research project that will be shared with classmates.

Action Research Policies

Students 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 student 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 American History Courses

Upon completion of the American History courses (20 credit hours), the graduate student will be evaluated by the instructor.

Gate 4: Program Completion and Portfolio Review

The final gate provides the summative evaluation of student performance on the program standards. The student, 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;
- Self-assessment of portfolio;
- Faculty assessment of portfolio or thesis defense;
- An interview by the School of Education faculty if needed;
- Approval by COTE.

Professional Performance Portfolio

The portfolio is developed by the students throughout the program and is reviewed and assessed at the completion of the program. This type of assessment provides for a sustained reflection of students' 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 student's progress towards proficiency on established standards throughout the graduate program, learners have an integral and conscious part in the learning process. Graduate students are given individual responsibility and ownership in the process through the creation of the portfolio. Students are interactive partners with professors in shaping the learning process.

All students in the program are to complete a portfolio as 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 students and faculty who are involved in the portfolio assessment process. For the students, 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 students 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 students' 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.

Students may select evidences from coursework in the graduate program to be included in their final portfolio. Students are encouraged to include their best work that exemplifies standards. The evidence can represent a range of accomplishments by the students. Another source of evidence could come from the students' own professional practice or practicum experiences. The application of theory in the world of the students' educational settings is strongly encouraged. Such documentation focuses on actual achievements that are viewed directly as what students know and can do.

Portfolio Guidelines

The purpose of the portfolio is to evaluate the students' achievements of intended learning outcomes by assessing their proficiency on the program standards. Students and faculty will review the students' 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 student should review the entire portfolio in terms of proficiency in the standards.
9. The instructor from EDU 698 and the student'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.

Master of Arts in Education 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 (available in the Office of Academic Records) the semester prior to the anticipated graduation term.

*MAED in Educational Studies
Emphasis in American History*

*EDU 580/EDH 651	Historical Thinking	1
*EDU 581/EDH 652	The American Revolution Through Primary Sources	2
*EDU 582/EDH 653	The Founding Generation	2
*EDU 583/EDH 654	Issues of a New Nation	2
*EDH 655	Applying Lincoln	1
*EDH 656	The New America	2
*EDH 657	Living History	2
*EDH 658	The Era of WWI	2
*EDH 659	WWII and The American Homefront	1
*EDH 660	Cold War Expectations at Home	2
*EDH 661	American Identity	3
*EDH 622	American History Philosophy and Field Experience	0
EDU 600	Professional Educator Seminar	0
EDU 611	Curriculum Theory and Design	3
EDU 612	Instructional and Curriculum Design and Evaluation	3
EDL 620	School Law	3
EDU 641	Educational Research & Statistics	3
EDU 645	Action Research Planning	2
EDU 694	Practicum in Teacher Leadership	3
EDU 698	Portfolio Assessment	1
Total credits		38

* Eligibility for these courses is determined by acceptance in the St. Clair Regional Office grant program.

Master of Arts in Education Degree – Music Education

The graduate program in Music Education 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. 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 teacher education model.

All students 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 students and programs.

Each student is required to successfully pass through all four consecutive assessments (gates) that reflect a developmental progression through the program. All assessment expectations and criteria are outlined and presented to all students in EDU 600 Professional Educator Seminar. In order to complete the requirements for the program, each student is assigned a graduate studies advisor who serves as the portfolio advisor and reviewer. 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 student completes the portfolio requirements. Students assess their own proficiency on the program standards and then submit the final portfolio for faculty review. The program standards are imbedded in each student's individual portfolio.

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)

Students 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. Students will also complete a technology competency assessment (CAT1) during the first semester of enrollment. If the results of the technology assessment identify a

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

The following documentation is required for admission to the Master of Arts in Education degree program 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;
- A copy of current teaching certificate;
- Completion of CAT1 technology assessment;
- Approval by the Council on Teacher Education (COTE).

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:

- A minimum GPA of 3.0 on a 4 point scale in all coursework;
- GPA of 3.0 in EDU 641 Educational Research & Statistics and EDU 645 Action Research Planning;
- Portfolio assessment;
- Writing assessment;
- Oral Communication assessment;
- Dispositions Assessment;
- Faculty Review;
- Approval by COTE.

Action Research Description

Graduate students 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. Students are to conduct the research during the academic year in the context of a classroom.

Action Research Planning (EDU 645) facilitates students planning action research and the realization of its value to them as educators. After defining 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 that includes a rationale for the research project, the review of the literature and the methodology for the research project that will be shared with classmates.

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. Students 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. Students completing the thesis option will present and defend the thesis before an assigned thesis committee.

Action Research Policies

Students 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 student 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 graduate student will be evaluated by the instructor.

Gate 4: Program Completion and Portfolio Review

The final gate provides the summative evaluation of student performance on the program standards. The student, 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 gate4 includes:

- A minimum GPA of 3.0 in all coursework;
- Completion of all coursework and requirements;
- Completion of MUED 699 Thesis;
- Self-assessment of portfolio;
- Thesis defense;
- An interview by the School of Education faculty if needed;
- Approval by COTE.

Professional Performance Portfolio

The portfolio is developed by the students throughout the program and is reviewed and assessed at the completion of the program. This type of assessment provides for a sustained reflection of students' 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 student's progress towards proficiency on established standards throughout the graduate program, learners have an integral and conscious part in the learning process. Graduate students are given individual responsibility and ownership in the process through the creation of the portfolio. Students are interactive partners with professors in shaping the learning process.

All students in the program are to complete a portfolio as 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 students and faculty who are involved in the portfolio assessment process. For the students, 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 students 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 students' 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. Students may select evidences from coursework in the graduate program to be included in their final portfolio. Students are encouraged to include their best work that exemplifies standards. The evidence can represent a range of accomplishments by the students. Another source of evidence could come from the students' own professional practice or practicum experiences. The application of theory in the world of the students' educational settings is strongly encouraged. Such documentation focuses on actual achievements that are viewed directly as what students know and can do.

Portfolio Guidelines

The purpose of the portfolio is to evaluate the students' achievements of intended learning outcomes by assessing their proficiency on the program standards. Students and faculty will review the students' 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 student should review the entire portfolio in terms of proficiency in the standards.
9. The instructor from EDU 698 and the student'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.

Master of Arts in Education 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 (available in the Office of Academic Records) the semester prior to the anticipated graduation term.

MAED-Music Education

EDU 600	Professional Educator Seminar	0
EDU 612	Instructional Curriculum Design and Evaluation	3
EDL 620	School Law	3
EDU 641	Educational Research and Statistics	3
EDU 645	Action Research Planning	2
EDU 694	Practicum in Teacher Development	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
Total		34

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) Leading to an MAED in Teaching

The **Transition to Teaching: Secondary Education Program** is a selective and intensive 36 semester hour program that is completed over a period of 14 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 students 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 students throughout the program and is reviewed and assessed at the completion of the program. This type of assessment provides for a sustained reflection of students' 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 student's progress towards proficiency on established standards throughout the graduate program, learners have an integral and conscious part in the learning process. Graduate students are given individual responsibility and ownership in the process through the creation of the portfolio. Students are interactive partners with professors in shaping the learning process.

All students in the program are to complete a portfolio as 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 students and faculty who are involved in the portfolio assessment process. For the students, 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 students 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 students' 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. Students may select from their original work, produced in their graduate coursework, artifacts to be included in their final portfolio. Students are encouraged to include their best work that exemplifies standards. The evidence can represent a range of accomplishments by the students. Another source of evidence could come from the students' own professional practice or practicum experiences. The application of theory in the world of the students' educational settings is strongly encouraged. Such documentation focuses on actual achievements that are viewed directly as what students know and can do.

Portfolio Guidelines

The purpose of the portfolio is to evaluate the students' achievements of intended learning outcomes by assessing their proficiency on the program standards. Students and faculty will review the students' 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 student 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.

Master of Arts in Education Option

Upon successful completion of the alternative certification program, candidates can elect to complete an additional course on educational research methods and be awarded a Master of Arts in Teaching degree from McKendree University.

The following table illustrates the schedule of cohort courses, totaling 36 semester hours for the certification of the program and 39 for award of the master’s degree.

Semester	Credit hours
Spring I: Late March- Late May Course: EDU 650 Advanced Educational Psychology Course: EDU 606 Teaching Exceptional Children Focus on professional standards Induction seminar, introduction to portfolio, educational technology	6
Summer: Mid June – Mid August Block course: EDU 607 Curriculum, assessment, management, and content pedagogical methods. 6 weeks of half-time field experience. Mid-July: Portfolio checkpoint and provisional certification application	12
Fall: Internship Course: EDU 608 Learning and Literacy for Diverse Learners End of semester: Portfolio checkpoint.	4 3
Spring 2: Internship Course: EDU 604 Foundations of Education Course: EDU 651 Ethics of Educational Leadership End of semester: EDU 601 Sp Top: Portfolio submission, defense, and evaluation; recommendation for initial alternative teaching certification.	4 3 3 1
Summer 2: Optional course leading to Master of Arts in Education: EDU 646 Research in Education	3

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)*

EDU 329	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
	OR	
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
	Total Credits	24

*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.

EDU/PSY 350	Educational Psychology*	
	Or	
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
	Total Credits	20

*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)

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 eight (8) 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

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
	Total Credits	22

COURSE DESCRIPTIONS

EDH 655 APPLYING LINCOLN (1)

Students will explore the Lincoln Presidential Library and Museum while developing teaching techniques for the Civil War era. Experts will help students develop methodology to improve classroom instruction.

EDH 656 THE NEW AMERICA (2)

This course will explore the changing face of American democracy through a study of Reconstruction and the Spanish American War. Lectures from national experts and pedagogical workshops will enhance student knowledge of the period.

EDH 657 LIVING HISTORY (2)

This course will include trips to Gettysburg College and a tour of Civil War battlefields in the Virginia area. Students will study these historical landmarks while developing methodology centered on bringing history to life for middle and high school students.

EDH 658 THE ERA OF WWI (2)

Lectures from national experts and pedagogical workshops will enhance student knowledge of the era of WWI. Discussions and readings will focus on the shift in political systems in Europe and their effect on American democracy.

EDH 659 WWII AND THE AMERICAN HOMEFRONT (1)

Historical lecture and discussion will focus on the impact of WWII on the American homefront. Students will explore lesson design techniques to enhance classroom effectiveness.

EDH 660 COLD WAR EXPECTATIONS AT HOME (2)

Students will study the effects of the Cold War in the United States. The evolution of American democracy will be explored through discussions of reform movements for women and African Americans.

EDH 661 AMERICAN IDENTITY (3)

Students will explore the effects of the Korean War, Vietnam War, and the War on Terror on American democracy. This course will utilize visits to the Truman and Eisenhower Presidential Libraries and the Brown v Board of Education Historic Site, as well as nationally renowned historians, to explore the development of America's identity.

EDH 662 AMERICAN HISTORY PHILOSOPHY AND FIELD EXPERIENCE (0)

Develop a philosophy of Education; develop teaching techniques surrounding the Civil War from visits to the Lincoln Presidential Library and Museum, Gettysburg College, and Civil War battlefields, develop teaching techniques surrounding the 1940's and 1950's from visits to the Truman and Eisenhower Presidential Libraries and the Brown v. Board of Education National Historic Site. This course includes a 20 hour field experience component.

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 435/530, 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 420/520 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: EDR 412, EDR 530, EDR 601, EDR 610, EDR 621, EDR 622, EDR 635 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 404. 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. 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).

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. Corequisite: 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 413/513 Introduction to Driver Education. Summer only as needed.

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. Corequisite: 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. Corequisite: 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. Corequisite: 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. Corequisite: 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 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 580/EDH 651 HISTORICAL THINKING (1)

After completing this three-year teaching American History program students will have gained detailed knowledge of the relationship between war and democracy. This first session will establish foundations for the entire course of study. Students will examine historical thinking and the conceptual definition of democracy and reform based on Eric Foner's *The Story of Freedom*.

EDU 581/EDH 652 THE AMERICAN REVOLUTION THROUGH PRIMARY SOURCES (2)

This two-hour course will explore the causes and effects of the American Revolution. Lectures from national experts and pedagogical workshops will enhance student knowledge of the period.

EDU 582/EDH 653 THE FOUNDING GENERATION (2)

This course will cover the period of the War of 1812 through the Mexican War by examining the contributions of individuals as well as groups of citizens. Gilder-Lehrman Institute will conduct a 3-day seminar to facilitate content and pedagogical development.

EDU 583/EDH 654 ISSUES OF A NEW NATION (2)

This course will discuss the major issues and obstacles that faced the newly established United States. Nationally renowned historians will lead students through a study of the struggles of democracy and the reform of government.

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 an 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 609 FIELD PRACTICUM I (1)

Field experience meets 3 hours per week for 4 weeks each in an elementary and secondary school. The pre-candidate may be assigned to one or more teachers in each school setting. This field experience is primarily observational in nature, though the school may ask pre-teacher candidates to tutor, grade papers, or other non-teaching tasks. Evaluation of the experience is conducted through the school administrator. Prerequisite: Admission to the Teacher Education Program; Concurrent Enrollment with EDU 611.

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 (1)

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 (1)

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.

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. Reports will be exchanged and reviewed by seminar cohorts.

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.

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 611 INTRODUCTION TO GRADUATE STUDY IN MUSIC EDUCATION (3)

Students will cover inquiry, formatting, and methodologies involved with research in Music Education.

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 640 SURVEY OF RESEARCH IN MUSIC EDUCATION (3)

Students use their research and writing skills as well as their understanding of music education to formulate, implement, and assess music educational research.

Prerequisite: MUED 611

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. Every summer.

MUED 699 THESIS (4)

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 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.

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

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

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

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

MUS 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.

MUS 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.

MUS 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.

MUS 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.

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

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

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

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

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 (6)

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

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.

Master of Arts, Professional Counseling Program

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

Tami Eggleston, Ph.D., Associate Professor of Psychology;
teggelst@mckendree.edu; Carnegie Hall, 202; (618) 537-6859

Program Overview

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 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.

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 year. 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 3-4 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 career psychoeducational group, as well as offer supportive individual counseling sessions that involve interpretation of assessment instruments. All sessions are tape recorded for weekly supervision by a doctorally prepared mental health professional. 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 3, 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 semester in which students intend to take these exams, they complete a Comprehensive Examination Registration Form and submit it to the Counseling Program Director at least *one month* prior to the exam.

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 Number	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.

Degree Requirements

1. Students must declare their intent to graduate by completing a Degree Application (available in the Office of Academic Records) the semester prior to the anticipated graduation term;
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.

COURSE DESCRIPTIONS

Required Courses (48 hours)

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.

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.

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 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.

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.

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.

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.

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.

Additional Classes Required for Thesis Exit Requirement

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.

Master of Business Administration

Eric Abrams, Ph.D., Assistant Professor of Economics;
ebabrams@mckendree.edu; 618-537-6553; Eisenmayer Hall 208

W. Richard Bonsall, Ph.D., Assistant Professor of Marketing;
wrbonsall@mckendree.edu; 618-537-2143, Pearsons Hall 205

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

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

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

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

Jean Sampson, Ph.D., Assistant Professor of Management;
jsampson@mckendree.edu; (618) 537-6884; Piper Academic Center 104

**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

John Watters, Ph.D., Assistant Professor of Economics;
jswatters@mckendree.edu; 618-537-6406; Eisenmayer Hall 208

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

Program Overview

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. All MBA courses incorporate individual and group work, written assignments, and oral presentations.

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. Classes are scheduled during the evening hours with an online component. Students may enroll in one or more courses per semester. The program can be completed in as little as 18 months.

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 business may acquire the necessary knowledge as part of their MBA studies at McKendree University. A set of four foundation courses provide students with broad introductory knowledge in key subject areas of business:

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

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 643	Marketing Management	3
MBA 651	Global Organizations and Management	3
MBA 653	Stakeholder Management and Ethics	3
MBA 661	Corporate Strategy and Leadership	3
	Total Credits	36

Admission Requirements

Applicants for the MBA must have earned a bachelor's degree or equivalent from a regionally accredited institution of higher education. Those whose bachelors degrees are in a business field will be assumed to have the prerequisite knowledge to begin graduate study in business. Those with degrees in other fields may be required to complete foundation course work or demonstrate their knowledge in appropriate ways.

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 graduate 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. Three references from professional associates who could comment on the quality of the applicant's communication skills and the ability to succeed in graduate study;
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.

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 their intent to graduate by completing a Degree Application (available in the Office of Academic Records) the semester prior to the anticipated graduation term.

MBA Program at Rend Lake Market Place

The MBA Program is offered in Mt. Vernon, Illinois at the Rend Lake Community College Facility at Market Place. The program offered at Rend Lake is comprised of the same curriculum and governed by the same policies that apply to the MBA generally. The main difference is that at Rend Lake, 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. Students are expected to attend a Saturday session each semester. This session focuses on topics, presentations, cases, and speakers related to courses being offered that term. Students are provided with CD's of speakers from the face-to-face classes on the Lebanon campus and Rend Lake campus. The MBA Program is offered in an E-Learning format using the Blackboard platform as the organizer of the courses.

MBA Programs at Louisville and Radcliff Kentucky

The MBA Program is offered at two locations in conjunction with the Kentucky Campuses of McKendree University. The format of offering in Kentucky varies from the Lebanon framework. Details are available from any of the Kentucky campuses. The MBA, a variation with an International concentration and a variation with a Human Resources Management concentration are offered.

International Concentration

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 curriculum:

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 643	Marketing Management	(3)
MBA 651	Global Organizations and Management	(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)
	Total Credits	(36)

*May substitute for either MBA 655 or MBA 657

Note: This program is offered at the Louisville and Radcliff, KY campuses only.

Human Resource Management Concentration

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

- MBA 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:

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 643	Marketing Management	(3)
MBA 653	Stakeholder Management and Ethics	(3)
MBA 660	Managing the Changing Workforce	(3)
MBA 661	Corporate Strategy and Leadership	(3)

Note: This program is offered at the Radcliff, KY campus only.

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 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 the leader-manager dichotomy, charismatic and transformational leadership, groupthink, and the cult of personality will be explored from potential links with leadership style and organizational performance. Students will apply the strategic management process and entrepreneurial approaches for business financing in preparing a business plan and presenting this plan to external reviewers. 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 INTERNATIONAL CONCENTRATION LOUISVILLE AND RADCLIFF, KY CAMPUSES ONLY

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.

MBA COURSES FOR THE HUMAN RESOURCES MANAGEMENT CONCENTRATION RADCLIFF, KENTUCKY CAMPUS ONLY

MBA 628 Organizational Leadership and Transition (3)

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

MBA 635 Global Human Resource Development (3)

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

MBA 660 Managing the Changing Workforce (3)

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

Master of Science in Nursing Program Nursing Education and Nursing Management/Administration

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

Carolyn Hoffman, M.S.N., C.P.N.P., R.N., Assistant Professor of Nursing; cahoffman@mckendree.edu; Kentucky Campus; (502) 266-6696

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

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

Mary Ann Thompson, DrPH., M.S.N., R.N., Associate Professor of Nursing; mathompson@mckendree.edu; Kentucky Campus; (502) 266-6696

Susan Cramer Winters, Ph.D., R.N., Assistant Professor of Nursing; scwinters@mckendree.edu; Nursing Office Building; (618) 537-6437

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

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 degree is completed. An e-learning option is also available for the nurse educator track. 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 are expected to be the outcomes, 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 program is accredited by the Commission on Collegiate Nursing Education (CCNE).

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, unless otherwise specified. 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.

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, which focuses on the clinical proficiency of the educator and NSG 612, which 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. Students must receive satisfactory evaluations from their nurse supervisors during NSG 611 and 612 to pass these courses. Students who do not meet the performance indicators of a 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. Students must declare their intent to graduate by completing a Degree Application (available in the Office of Academic Records) the semester prior to the anticipated graduation term;
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;
3. Complete 34-38 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 above, in the Option declared by the student;
5. Complete all degree requirements within 7 years of matriculation.

Required Course of Study 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
	Total	16

Nursing Education Option

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
	Or	
NSG 614	Thesis	6
NSG 615	Educational Methods and Strategies	3
NSG 616	Assessment and Evaluation in Nursing Education	3
	Total credits	22-26

Total Nursing Education Degree credits 38-42

Nursing Management/Administration Option

NSG 600	Theories and Principles of Nursing Management	3
NSG 601	Nursing Informatics	3
NSG 602	Human Behavior in Organizations	3
NSG 603	Management of Fiscal Systems	3
NSG 604	Clinical Systems Management	2
NSG 605	Nurse Manager Practicum and Seminar	2
NSG 613	Scholarly Project	2
	or	
NSG 614	Thesis	6
	Total credits	18-22

Total Nursing Management/Administration Degree credits 34-38

Nursing Education Option Recommended Schedule

YEAR ONE

Fall

NSG 500	Research Inquiry and Utilization in Healthcare (3)
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)
	or
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 504	Cultural Diversity in Healthcare Populations (3)

Spring

NSG 501	Policy, Economics and Organization in Healthcare Delivery (3)
NSG 503	Health Promotion/ Disease Prevention (2)
NSG 505	Professional Role Development (2)

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 System (3)
NSG 604	Clinical Systems Management (2)

Spring

NSG 605	Nurse Manager Practicum and Seminar (2)
NSG 613	Scholarly Project (2)
	or
NSG 614	Thesis (6)

COURSE DESCRIPTIONS

NSG 500 RESEARCH INQUIRY AND UTILIZATION IN HEALTHCARE (4)

Graduate level nurses are prepared to extend their scientific base of knowledge through the acquisition of statistical methods and techniques of the research process. Learners select and analyze research studies in nursing and related fields, building upon their baccalaureate education. Graduate students critique, synthesize and develop evidence-based practice standards.

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

This course prepares graduate level nurses to participate in implementation of quality care in a variety of healthcare systems. Learner understanding of healthcare policy locally, nationally and internationally is enhanced by an introduction to healthcare policy, economics, and organization as defined by governmental entities.

NSG 502 ETHICAL ISSUES (2)

Students examine fundamental ethical principles and philosophies. The students analyze ethical dilemmas encountered in healthcare and explore the decision-making process and the implications of decisions.

NSG 503 HEALTH PROMOTION/DISEASE PREVENTION (2)

Students analyze health promotion, education and prevention strategies based upon the health concerns and preventive needs of different groups. 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)

Students develop 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)

Students examine advanced practice roles in the healthcare environment and differentiate 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)

Students examine the theoretical foundations of management and its application to nursing practice at all levels. Students will critically examine the process of nursing management in healthcare institutions.

NSG 601 NURSING INFORMATICS (3)

Students are introduced to 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 will be 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 health care environment. Students will apply this knowledge in preparation of a budget.

NSG 604 CLINICAL SYSTEMS MANAGEMENT (3)

This course focuses on the way that healthcare is delivered, and the management of those delivery systems. Graduate student nurse managers will explore different types of delivery systems in clinical settings.

NSG 605 NURSE MANAGER PRACTICUM AND SEMINAR (2)

In this capstone to 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)

Students are provided 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. This course includes clinical practice of physical examination skills.

NSG 607 ADVANCED PATHOPHYSIOLOGY (3)

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

NSG 608 ADVANCED PHARMACOLOGY (3)

Students explore principles of clinical pharmacology with an introduction to pharmacotherapeutics necessary to manage patients across the lifespan. Essential course components include drug regimens and patient education.

NSG 609 PHILOSOPHICAL AND THEORETICAL FOUNDATION FOR NURSING EDUCATION (3)

Students analyze 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 610 CURRICULUM, INSTRUCTIONAL METHODS AND EVALUATION (4)

This course focuses on curricular design and evaluation. Students examine instructional design, methods and materials. Various types of evaluation are studied including student, faculty, and program.

NSG 611 CLINICAL PRACTICUM (2)

This course provides the student with an opportunity to develop skills as a nurse educator in a clinical practical setting. Students will engage in patient 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 to the nurse educator option, the student synthesizes previous course content. Students develop competence in the educator role through practice with a preceptor in the classroom instructional setting. This is a concentrated practice experience involving 90 hours with a preceptor and supported by conferences with faculty. Pre/co-requisites: NSG 610 & NSG 611.

NSG 613 SCHOLARLY PROJECT (2)

In this capstone course, students create 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 610, NSG 611 & NSG 612.

NSG 614 THESIS (6)

Students 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. 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.

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 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 the selected readings. Prerequisite: Approval of the Nursing Division Chair.

Index

Academic Calendar	4
Academic Honesty	13
Academic Programs and Policies	13
Accreditations and Memberships	3
Admission Requirements to Graduate Studies (MAPC, MBA, MSN)	5
Admission to Graduate Degree Programs	4
Career Services.....	4
Challenges to Academic Decisions	16
Check Policy	9
Counseling Services	11
Course of Study	18
Deficiencies	15
Degree Requirements	13
Degrees Offered	13
Education Program Admission Requirements.....	6
Faculty Advising	4
Family Educational Rights and Privacy	17
Fees.....	8
Financial Aid	9
Financial Information	7
Grade Changes	15
Grading System	14
Graduation Dates.....	13
Health Services.....	11
Honorary Societies	12
Intercollegiate Athletics	12
International Student Admissions.....	6
International Students.....	12
Intramural Athletics.....	12
MAED–Course Descriptions.....	86
MAED–Educational Administration & Leadership (Principal)	46
MAED–Educational Studies	53
MAED–Educational Studies–Emphasis in Reading.....	59
MAED—Educational Studies—Emphasis in American History	65
MAED–Music Education	71
MAED–Special Education	32
MAED–Special Non-Degree Added Endorsements.....	83
MAED–Teacher Leadership (Development)	39
MAED–Teaching Certificate Requirements	27
MAED–Teaching Certification	20
MAED–Transitions to Teaching	78
MAPC Course Descriptions	109
Master of Arts in Education Degree (MAED)	19
Master of Arts in Professional Counseling (MAPC).....	104
Master of Business Administration (MBA)	112

Master of Science in Nursing (MSN)	121
MBA Course Description	117
MBA Programs at Louisville and Radcliff Kentucky	115
MBA Program at Rend Lake Market Place.....	115
MBA Program in the E-Learning Format	115
MSN Course Description	127
Multicultural Life	11
Nursing Education Option Recommended Schedule	125
Nursing Management/Administration Option Recommended Schedule	126
Payment of Financial Obligations	8
Probation/Suspension/Dismissal	15
Religious Life Activities	11
Repeat/Delete	15
Residence Requirements	4
Services for Students with Disabilities.....	4
Severe Weather Policy	17
Transfer of Credit	13
Tuition	7
VA Policy on Class Attendance	17
Withdrawals and Refunds	10