



Catalog

Graduate Programs

2005-2007

Last Updated 2/28/06

The McKendree College Graduate Catalog 2005-2007 describes programs of study that lead to graduate degrees and establishes policies that are unique to those programs.

Accreditations and Memberships

- 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)
- Committee of Nurse Examiners of the Illinois Department of Registration and Education (approved nursing program)
- National League for Nursing Accrediting Commission (approved nursing program), 61 Broadway, New York, New York 10006, (800-669-1656)
- Illinois Department of Professional Regulation (approved athletic training program)
- Illinois and Kentucky State Approving Agencies (veterans' education benefits)
- 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
- International Assembly of Collegiate Business Education (IACBE)
- Association to Advance Collegiate Schools of Business (AACSB)
- American Association of Colleges of Teacher Education (AACTE)

McKendree College is an affirmative action/equal opportunity employer and admits students of any sex, race, color, national and ethnic origin and age with all rights, privileges, programs, and activities generally accorded its students. In conformance with state and federal regulations, McKendree College does not discriminate on the basis of sex, race, color, religion, disability, national and ethnic origin, or age in the administration of its educational policies, admission policies, scholarship and loan programs, athletic, and other school administered programs. Students, employees, and faculty who believe they may have been discriminated against may contact the Compliance Officer at the College'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 College. McKendree College 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 (www.mckendree.edu)

Residence Requirement

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

Faculty Advising

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

Career Services

The Office of Career Services provides a variety of services to acquaint students with career options. Individual career counseling, interest and personality assessment, and career exploration workshops offer students the opportunity to examine possible majors and careers. The Career Services Resource Center provides access to computer-based information, as well as books, magazines and brochures dealing with career planning, job search and interview skills. Workshops and individual counseling also provide assistance with resume preparation, job search correspondence, and interview skills. There are career information days and job fairs to introduce students to available fields of work and to prospective employers. The Bearcat Job Finder, the McKendree College job bulletin, provides employment information and is published biweekly. In addition, job bulletins from employers and from other colleges are available. Students may also establish placement files and arrange for their credentials to be sent to prospective employers.

Services for Students with Disabilities

The College 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 College 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, 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/Admissions (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 G.P.A. on a four-point scale in undergraduate studies. Applicants with a G.P.A. 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 student's interest 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 applicant's communication skills and ability to be successful in graduate study.
3. Participate in an interview to assess readiness and appropriateness for graduate level clinical training.

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.

Education Program Admission Requirements

Master of Arts in Education (MAED)

Admission into McKendree College 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.

Enrolling for Classes

To enroll for classes, a student must:

1. Be admitted to the College;
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 College 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.

International Student Admissions

McKendree College 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.

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

1. A completed graduate admission application. Apply online at www.mckendree.edu/Admissions (no fee).
2. Supplemental Application for proper issuance for I-20 documents. A completed medical form, including immunizations.
3. All postsecondary transcripts. If the student has attended any college or university after completing secondary school education, all postsecondary transcripts are required. All transcripts must be translated into the English language. Postsecondary transcripts from institutions within the United States will be evaluated for credit by McKendree College. All postsecondary transcripts from international institutions must be evaluated by a credential evaluation agency, in order for the admissions process to be completed. Please contact Educational Credential Evaluators, Inc. at www.ece.org or (414) 289-3400 or World Education Services at www.wes.org or (800) 937-3895 for more information. Fees may range from \$0 - \$200 for a complete credential evaluation. Please allow three to six weeks for the evaluation.
4. An official 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 applicant and his/her medical doctor. Required information is needed from the student's 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	\$325.00
Alternative Route to Certification Program—Lebanon	500.00
Educator's Tuition Rate	250.00

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
Action Research Project Fee	50.00
Student Teaching Fee	200.00
Graduation fee (non-refundable)	125.00
Replacement of I.D. card fee	25.00
Replacement of parking permit fee	5.00
Transcript fee/official (cash/check payment)	5.00
Transcript fee/unofficial (cash/check payment)	4.00

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 College students must pay all tuition and fees. No student with an unpaid account will be permitted to enroll until the account is 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. Grants and scholarship awards may also be applied toward payment of financial obligations. Federal Subsidized Stafford Loans and Federal Unsubsidized Stafford Loans may be applied, provided the student has submitted the completed loan application before registration. Students expecting Veterans Administration (VA) benefits or Military Tuition Assistance (TA) should consult

with the adviser for military assistance programs to make necessary financial arrangements for enrollment.

McKendree College cooperates fully with banks and other financial institutions that provide student financing. In addition, the College 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 \$55. 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 the student has registered.

If payment is not made by the last day of registration, the College 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, residence halls, the dining hall, and examinations until such payment is made. Furthermore, the College 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 College 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 College for all interest charges, late payment fees, collection fees and court costs resulting from any delinquency.

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

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

Check Policy

Any check negotiated with the College 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 College.

Financial Aid

McKendree College offers financial aid in the form of Federal Stafford Loans loans and Federal Work-Study.

Applying for Financial Aid

An application for financial aid cannot be considered until a student is admitted to the College 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) with the federal student aid program. This form is available from the McKendree Office of Financial Aid. When the FAFSA has been processed, the student will receive a Student Aid Report (SAR). McKendree College (Title IV code number 001722) will receive the SAR electronically if McKendree College is listed as one of the schools on the FAFSA. Once the Office of Financial Aid receives this information, the student will then be notified of aid eligibility.

A student may be selected for verification by the federal government. This requires that the student submit additional documentation. 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 and/or Federal Work-Study funds earned.

Federal Work-Study

This federally funded program provides part-time campus employment to students who have financial need. A variety of jobs are available on the campus. Students must complete the FAFSA to determine eligibility. All Federal Work-Study awards are based upon the financial need of the student and the availability of funds. Students earn minimum wage and are paid twice a month. Students are expected to find their own jobs.

Loans

Federal Stafford Loan (Subsidized and Unsubsidized)

This loan is made available by lending institutions that participate in the program. Students must complete the FAFSA annually to determine eligibility. Loans are only offered to those enrolled at least half-time. The interest rate is variable, but will not exceed 8.25%.

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 his/her 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 first bachelor's degree within a reasonable time frame. A student who does not meet these standards is not eligible to receive federally and/or state 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.

Copies of McKendree's satisfactory academic progress policy are available in the Office of Financial Aid, the Award Wrap, and the Financial Aid Handbook.

Withdrawals and Refunds

No student who is suspended or dismissed from the College by College 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 a 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 Affairs. 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 a student seek counsel from an academic adviser 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 college Chaplain. The Chaplain, as an ordained member of the United Methodist clergy, provides a link from the college to the United Methodist denomination.

Health Services

McKendree College 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. (Students are covered for accidents through their student insurance policy only as a second pay policy.)

The College 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 adviser, the staff of the Learning Resource Center, the staff of the Writing Center, the Registrar, and the Dean of the College are often in the best position to help.

Multicultural Life

The McKendree College 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 College belongs to the NAIA and is a member of the American Midwest Conference and of the Mid-States Conference. The College 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 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 at McK program 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 College 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

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 College, 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 College Campus Regulations and Judicial Procedures Document. Instances of academic dishonesty may result in a student's dismissal from graduate studies.

Grading System

McKendree College 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 without attempted credit	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.
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. 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 College may be repeated at McKendree College. No course may be taken under the repeat/delete provisions except at McKendree College. Refer to the section on 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 one time.
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. For the purpose of determining a student's status related to academic suspension, the original grade earned in a course will be utilized.
5. If a course has dropped in credit level (for instance from 4 to 3 hours), the residue credit not covered by the repeat will be reflected on the transcript at the grade originally awarded and will be computed in the grade point average, unless extended credit is earned and awarded.

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 College/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 College/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 adviser, 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 College 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 College/or Designee, who serves as Chairperson of the Faculty Committee on Academic Affairs, chair of the division, 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 College. 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, College 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 television (Ch. 4).

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

Family Educational Rights and Privacy

McKendree College accords all the rights under law to students. The College 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 College, the Registrar, academic advisers, the Vice President for Financial Affairs, the Dean of Students, the Director of Admissions, the Coordinator of Financial Aid, the Director of Multicultural Affairs, and scholarship committees with a need to know.

Unless specifically requested otherwise in writing to the Registrar, the College 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

**George Fero, Ed.D., Professor of Education;
Chair, Division of Education, Health, and Human Performance;**
gjfero@mckendree.edu; Piper Academic Center, 202; (618) 537-6883

Dawn Hankins, Ph.D., Associate Professor of Health and Human Performance;
dhankins@mckendree.edu; MPCC 1st Floor; (618) 537-6917

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

Jean Kirts, Ph.D., Professor of Health and Human Performance;
jkirts@mckendree.edu; MPCC 1st Floor; (618) 537-6871

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

Deanne Riess, Ph.D., Assistant Professor of Health and Human Performance;
driess@mckendree.edu; Clark Hall, 202B; (618) 537-6983

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

Master of Arts in Education Degree— Teacher Development Emphasis

The graduate program in Teacher Development 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 Development Program develops advanced proficiency in the Illinois 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 Development Professional Educator Model—Assessments

The McKendree College Teacher Education Unit created a standards-based curriculum and assessment system for all programs. The programs incorporate standards that reflect the integration of content, pedagogy and professional studies. The unit's Conceptual Framework links course work and the assessment system. A portfolio evaluation system was created as a systematic way of monitoring a candidate's progression through the programs. A screening step takes place as candidates apply to the program. Candidates are required to meet screening criteria successfully and subsequently 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 adviser while completing course work or field experiences. The candidate is then required to complete a final assessment based on program standards created by the unit. 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 College 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 for Teacher Development Programs (No credit, no fee, meets for 1 ½ hour) 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 College Framework for Teacher Education Model and the National Board of Professional Teaching Standards.

Each student is 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, each student is assigned an approved graduate studies adviser who serves as the portfolio adviser and reviewer. Action research reports are completed under the guidance of an Education, Health and Human Performance Division 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 eleven program standards and then submit the final portfolio for faculty review.

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

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

The student formally applies to the degree program prior to enrolling in the Professional Educator Seminar. The Graduate Admissions Committee and the Chair of the Educational, Health and Human Performance Division will review the applicant's qualifications to confirm his/her eligibility. Students must register for the course EDU 600 Professional Educator Seminar for Teacher Development Programs (No credit, no fee, meets for 1 ½ hour) during the first semester of enrollment. This seminar is provided each semester in various locations and is given by a graduate faculty member. This seminar provides an orientation to the program including the Framework for Teacher Education, program standards, policies and portfolio guidelines. It also provides a check on the match of individual professional goals with the program values and standards, a preliminary assessment of readiness on standards. The student also will complete a technology competency assessment (CAT1) administered by the college 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 Assessment:

1. A completed graduate admission application. Apply online at www.mckendree.edu/Admissions (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 this may be conditionally admitted;
5. Applicants may be required to participate in a personal interview to assess readiness for graduate studies;
6. A copy of current teaching certificate for the Teacher Development Emphasis;
7. Completion of CAT1 technology assessment to ensure a minimum level of technology competency.

Gate 2: Completion of Action Research

Students 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. Students will continue to have their GPA progress monitored by their advisor and the graduate office. Students 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. Students must obtain a signature of the Action Research instructor, submit the proposal for review to the institutional review board and complete the Action Research Portfolio form at the end of their research project. This form should be submitted in the portfolio. Completion of Assessment 2 includes:

1. A minimum GPA of 3.0 on a 4 point scale in all coursework;
2. GPA of 3.0 in EDU 641 Educational Research & Statistics and EDU 645 Action Research Planning;
3. Completion of Action Research Report and report presentation in seminar.

Action Research Description

Every graduate student enrolled in the Master of Arts in Education degree program is 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. Students must take EDU 641 Educational Research & Statistics prior to taking EDU 645 Action Research Planning.

Action Research Planning (EDU 645) facilitates student planning of 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. Reports will be exchanged and reviewed by action research seminar members. Students completing the Thesis option will present and defend the thesis before an appointed committee of graduate faculty members.

Action Research Policies

The Action Research requirement for the master's degree completion is successful completion of EDU 645 Action Research Planning and EDU 697 Action Research Project or EDU 699 Action Research Thesis.

EDU 641 Educational Research and Statistics must be taken prior to EDU 645 Action Research Planning.

Upon completion of the Action Research Project or Thesis, the student and the instructor complete the Action Research Portfolio form that is placed in the Portfolio.

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 Education, Health and Human Performance Division.

Clinical fees will be charged for EDU 645 Action Research Planning, 697 Action Research Project, and EDU 699 Action Research Thesis. These fees cover 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 the practicum, the teacher candidate will be evaluated by the cooperating teacher and/or college supervisor on teaching skills.

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 adviser and a qualified practitioner reviews the portfolio. Students submit the portfolio to the graduate office for review by their faculty advisers. An interview may be required if the faculty members need further clarification about the portfolio. Completion of Assessment 4 includes:

1. A minimum GPA of 3.0 in all coursework;
2. Completion of all coursework and requirements;
3. Completion of Action Research;
4. Self-assessment of portfolio;
5. Faculty assessment of portfolio or thesis defense;
6. An interview by unit faculty if needed.

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 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 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 the student, the portfolio is a method of assessment that allows the student 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 College 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 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 student's achievement of intended learning outcomes by assessing their proficiency on the program standards. Students and faculty will review the student's 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. 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 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. Share the portfolio with the Chair of the Education, Health and Human Performance Division and the assigned adviser as editors.

Portfolio Due Dates:

November 1 for December degree completion

April 1 for May degree completion

July 1 for August degree completion

10. A faculty member and a practitioner will review the portfolio and transmit the results back to the candidate. 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 8 semester credits will be accepted in transfer. Transfer credit must be submitted for approval during the first semester of enrollment. Transfer coursework cannot be more than eight (8) years old at program completion.

Master of Arts in Education Graduation Requirements

1. Satisfactorily complete the appropriate degree and program requirements with a minimum cumulative grade- point average (GPA) of 3.00.
2. Meet all requirements and performance standards for the degree program as contained in the catalog effective at 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 their 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 Development Program*

EDU 600	Professional Educator Seminar	0
EDU 602	Multicultural Education	3
EDU 610	History and Philosophy of 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 631	School Law for Teachers	3
EDU 641	Educational Research & Statistics	3
EDU 645	Action Research Planning	2
EDU 650	Advanced Educational Psychology	3
EDU 694	Practicum in Teacher Development	3
EDU 697	Action Research Project and	2
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— Teaching Emphasis

The graduate program in Teaching 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 College Conceptual Framework. Candidates for teaching certification are referred to the undergraduate catalog for policies and procedures related to teacher education.

Teacher Certification—Assessments

The McKendree College Teacher Education Unit created a standards-based curriculum and assessment system for all programs. The programs incorporate standards that reflect the integration of content, pedagogy and professional studies. The unit's Conceptual Framework links course work and the assessment system. A portfolio evaluation system was created as a systematic way of monitoring a candidate's progression through the programs. A screening step takes place as candidates apply to the program. Candidates are required to meet screening criteria successfully and subsequently 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 adviser while completing course work or field experiences. The candidate is then required to complete a final assessment based on program standards created by the unit. 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 College 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 their program and to complete a portfolio at the end of their program to demonstrate their proficiency on the standards that reflect the McKendree College Framework for Teacher Education Model and the National Board of Professional Teaching Standards.

Each student is 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, each student is assigned an approved graduate studies adviser who serves as the portfolio adviser and reviewer. Action research reports are completed under the guidance of an Education, Health and Human Performance Division 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 eleven program standards and then submit the final portfolio for faculty review.

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

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

The student formally applies to the degree program prior to enrolling in the Professional Educator Seminar. The Graduate Admissions Committee and the Chair of the Educational, Health and Human Performance Division will review the applicant's qualifications to confirm his/her eligibility. Students must register for the course EDU 600 Professional Educator Seminar for Teacher Development Programs (No credit, no fee, meets for 1 ½ hour) during the first semester of enrollment. This seminar is provided each semester in various locations and is given by a graduate faculty member. This seminar provides an orientation to the program including the Framework for Teacher Education, program standards, policies and portfolio guidelines. It also provides a check on the match of individual professional goals with the program values and standards, a preliminary assessment of readiness on standards. The student also will complete a technology competency assessment (CAT1) administered by the college 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 Assessment:

1. A completed graduate admission application. Apply online at www.mckendree.edu/Admissions (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 this may be conditionally admitted;
5. Applicants may be required to participate in a personal interview to assess readiness for graduate studies;
6. A copy of current teaching certificate for the Teacher Development Emphasis. For the Teaching Emphasis, passing scores on the Illinois Test of Basic Skills and appropriate Illinois Content Area Examination in lieu of a teaching certificate;
7. Completion of CAT1 technology assessment to ensure a minimum level of technology competency.

Gate 2: Completion of Action Research

Students 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. Students will continue to have their GPA progress monitored by their advisor and the graduate office. Students 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. Students must obtain a signature of the Action Research instructor, submit the proposal for review to the institutional review board and complete the Action Research Portfolio form at the end of their research project. This form should be submitted in the portfolio. Completion of Assessment 2 includes:

1. A minimum GPA of 3.0 on a 4 point scale in all coursework;
2. GPA of 3.0 in EDU 641 Educational Research & Statistics and EDU 645 Action Research Planning;
3. Completion of Action Research Report and report presentation in seminar.

Action Research Description

Every graduate student enrolled in the Master of Arts in Education degree program is 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. Students must take EDU 641 Educational Research & Statistics prior to taking EDU 645 Action Research Planning.

Action Research Planning (EDU 645) facilitates student planning of 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. Reports will be exchanged and reviewed by action research seminar members. Students completing the Thesis option will present and defend the thesis before an appointed committee of graduate faculty members.

Action Research Policies

The Action Research requirement for the master's degree completion is successful completion of EDU 645 Action Research Planning and EDU 697 Action Research Project or EDU 699 Action Research Thesis.

EDU 641 Educational Research and Statistics must be taken prior to EDU 645 Action Research Planning.

Upon completion of the Action Research Project or Thesis, the student and the instructor complete the Action Research Portfolio form that is placed in the Portfolio.

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 Education, Health and Human Performance Division.

Clinical fees will be charged for EDU 645 Action Research Planning, 697 Action Research Project, and EDU 699 Action Research Thesis. These fees cover 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 college supervisor on teaching skills.

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 adviser and a qualified practitioner reviews the portfolio. Students submit the portfolio to the graduate office for review by their faculty advisers. An interview may be required if

the faculty members need further clarification about the portfolio. Completion of Assessment 4 includes:

1. A minimum GPA of 3.0 in all coursework;
2. Completion of all coursework and requirements;
3. Completion of Action Research;
4. Self-assessment of portfolio;
5. Faculty assessment of portfolio or thesis defense;
6. An interview by unit faculty if needed.

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 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 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 the student, the portfolio is a method of assessment that allows the student 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 College 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 setting is strongly encouraged. Such documentation focuses on actual achievements that are viewed directly as what a student knows and can do.

Teaching Program Portfolio Guidelines

The purpose of the portfolio is to evaluate the student's achievement of intended learning outcomes by assessing their proficiency on the program standards. Students and faculty will review the student's 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. Reread each standard carefully looking for key works 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. Share the portfolio with the Chair of the Education, Health and Human Performance Division and the assigned adviser as editors.

Portfolio Due Dates:

November 1 for December degree completion

April 1 for May degree completion

July 1 for August degree completion

10. A faculty member and a practitioner will review the portfolio and transmit the results back to the candidate. An electronic copy of the portfolio will be maintained in electronic exhibits. If there are questions, an interview will be scheduled.

Admission to Teacher Education

Students enrolled in the Teaching Certification Program seeking initial certification as a teacher also must be admitted to the Teacher Education program. In addition to meeting the requirements for admission to the MAED degree, students seeking initial certification also must:

1. Successfully complete an Illinois criminal background check and submit results of a TB/TINE Test;
2. Successfully complete the faculty review process;
3. Complete application for admission found in LiveText forms.

Teaching Certificate Requirements

McKendree College 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 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.

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

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 College 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 College with a bachelor's degree who presents certified evidence, accompanied by the Registrar's recommendation of having successfully completed the requirements listed below. All candidates for certification are required to successfully pass state-mandated examinations in basic skills, 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 College 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 College 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 College undergraduate catalog. Graduate students in programs leading to initial teacher certification are referred to the McKendree College undergraduate catalog for all policies, rules and procedures not found in the Graduate Catalog.

Transfer Credit Restriction

No more than 8 semester credits will be accepted in transfer. Transfer credit must be submitted for approval during the first semester of enrollment. Transfer coursework cannot be more than eight (8) years old at program completion.

Master of Arts in Education Graduation Requirements

1. Satisfactorily complete the appropriate degree and program requirements with a minimum cumulative grade- point average (GPA) of 3.00.
2. Meet all requirements and performance standards for the degree program as contained in the catalog effective at 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 their 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*

EDU 5xx	Methods of Teaching in Content Area	3
EDU 506	Psychology of the Exceptional Child	4
EDU 512	Methods of Teaching Reading in the Content Area	3
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	3
EDU 612	Instructional and Curriculum Design and Evaluation	3
EDU 613	Field Practicum II	1
EDU 614	Field Practicum III	1
EDU 631	School Law for Teachers	3
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*

EDU 501	Methods of Teaching Fine Arts (ELEM)	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	3
EDU 612	Instructional and Curriculum Design and Evaluation	3
EDU 613	Field Practicum II	1
EDU 614	Field Practicum III	1
EDU 631	School Law for Teachers	3
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

Alternative Route to Certification 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 Education, Health and Human Performance Division.

Schedule of courses

Spring One – 6 semester hours

Teacher candidates will begin the program in late March or Early April with a program induction workshop/ seminar that will focus on program orientation, including uses of educational technology and development of the standards-based portfolio. During this initial eight-week spring semester, candidates will take two three-credit courses, Advanced Educational Psychology and Teaching Exceptional Children, become familiar with professional standards, and complete four to five days of field observations with teachers who are mentors and alternative-certification program graduates. These observations will focus on applications of course content and exposure to classroom teaching situations in advance of the program's summer field experiences in the schools. In late May, at the end of the opening semester, candidates will participate in an evaluative workshop to integrate the Spring courses with school observations and applications and review progress on their program portfolios.

Summer One – 12 semester hours

The eight-week summer term will begin the third week of June. Candidates will complete an integrated block of classroom and field experiences. They will be instructed using a team approach that will address a block of subjects including curriculum, assessment, management, and methods of teaching subject areas in secondary schools. The block of subjects will focus on Illinois goals and content area standards. After an intensive week of classroom preparation, in Week 2 candidates will be placed in summer schools for six weeks of half-time field observation and teaching experiences from 9:00 am until noon Monday through Thursday.

During Weeks 2-7 after observing and teaching in the mornings, candidates will meet with their mentors in the afternoon and meet three (3) nights per week with a team of professors for formal course work after the mentor meetings. Each instructor will be responsible for on-site school candidate observation visits as well as providing instruction in the block. This approach is designed to assure that instructors have first-hand awareness of candidate experiences and needs. By structuring the curriculum to link theory and practice directly, interns will benefit from the mentorship of the course instructor as well as the mentor. In this model, courses will be held in a high school that has a partnership agreement with the lead college in order to reinforce the school-based and intern character of the program. On Fridays, candidates will meet in the mornings with their mentors. The proposed schedule for Weeks 2 – 7 is:

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 – 12:00	Classroom	Classroom	Classroom	Classroom	With mentor
12:00 – 2:00	With mentor		With mentor		Open
2:00 – 5:30		Coursework		Coursework	Open
4:00 – 7:30	Coursework				Open

In mid-July teacher candidates will prepare for a portfolio checkpoint as a prelude to application for a provisional alternative teaching certificate, necessary for the school year internship. The final week of the summer term, following the six-week summer classroom teaching experience, will be used to synthesize learning in the classroom and field, address specific intern needs, complete the summer portion of the portfolio, and complete interviews with school officials for school-year intern employment at a beginning teacher salary.

Fall One – 7 semester hours

At this time candidates will begin their school internship year as full-time first-year teachers. For the internship year, candidates will earn a total of eight semester hours, four each semester. During the first year of this program, interns will assume the responsibilities of a math or science teacher under the close supervision of an onsite school supervisor, with the mentorship of a “master teacher” mentor, and the supervision of the lead-college faculty program coordinator. The latter two will each observe the intern at least twice-monthly. The mentor will spend a fourth to half of a day in observation during each visit, coupled with extensive consultation with the intern.

Throughout the first year, the school districts will work closely with the collaborating colleges and the Associated Colleges of Illinois (ACI) to identify high need schools where the interns will be able to learn effectively and to complete program requirements. During the prior summer, candidates will have applied for intern positions in the high schools participating in the project. In teaching the content area of their specialization under the mentorship of mentors and supervision of the program coordinator, a schedule of observations and meetings with the mentor and the college supervisor will be developed that will accommodate each intern’s responsibilities and schedule.

During the Fall semester the candidates will take just one course, Learning and Literacy for Diverse Learners, beginning in October in order to enable the interns’ focus to be on a successful beginning as a classroom teacher. This course will emphasize standards related to diversity, literacy, ethnicity, class, and other topics associated with the academic needs of diverse learners. Candidates will meet one evening a week for four hours beginning in October for this course. There will be four sessions in October, three sessions in November, and two sessions in December.

There will be another portfolio checkpoint in early December near the end of the Fall semester.

Spring Two – 11 semester hours

Teacher candidates will continue their internship as a full-time beginning teacher, earning four semester hours for the Spring. The regular schedule of observations and meetings with the mentor and college program supervisor will continue as in the Fall, as well as several contacts with the on-site supervisor each week. During this semester, the teacher candidate will take two courses two nights each week. The two courses will include a course in Foundations of Education (three semester hours) and Ethics in Educational Leadership (also three semester hours). These courses are designed to meet designated Illinois certification standards, and the curriculum as a whole has been constructed to satisfy all of the standards.

The portfolio will be submitted and defended near the end of the Spring semester for evaluation by the program faculty committee. Recommendation for standard certification will depend on

satisfactory completion and defense of the portfolio. Teacher candidates will earn one semester hour for the development of the portfolio.

Teacher candidates seeking to earn a master’s degree in education may choose to complete a three-credit course in Educational Research Methods from the entitling institution during the Summer following Spring completion of the internship, successful portfolio evaluation, and recommendation for initial statewide alternative teaching certificate.

The following table illustrates the schedule of cohort courses, totaling 36 semester hours for the certification portion 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 650 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 MA: EDU 646 Research in Education	3

Field Experiences

Field experiences are integrated throughout the Spring I and Summer portions of this alternative certification program. In Spring I, the educational psychology course and the special education course will require 4 – 5 days of field experiences that focus on the application of the content in these courses. During the Summer session, candidates will work under the direct supervision of a classroom teacher for four (4) hours per day, four (4) days per week for six (6) weeks, resulting in a total of 90+ hours of closely supervised field experiences.

Clinical Experiences

Candidates in the Transitions to Teaching program will be hired as classroom teachers on a provisional alternative teaching certificate (Type 39) for an entire academic year. Depending upon the preferred process by a district, candidates will be placed into intern sites through one of two processes. The first process that may be used is for the district to select the appropriate internship sites with site supervisors and assign candidates to these schools. The second route for candidates to secure an internship site is through a job fair. The school districts not directly assigning candidates to a classroom and participating in this program will host a job fair. Candidates will be interviewed and receive a guaranteed paid internship position in a high need school for one academic year. During this year, they will be mentored and supervised by:

1. An onsite supervisor
2. A mentor
3. A college supervisor

Entry into the Alternative Certification Route Leading to an MAED Program

Transition to Teaching candidates will be educated in cohorts of twenty to twenty-five candidates. As part of the program admissions process, teacher 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 the area of teaching. For the initial cohort, all candidates must have an equivalent of a major in math or an area of science since these are the subject matter foci of the program at this time. Each candidate's academic transcript shall be evaluated for course content and appropriate rigor. Further, candidates who will be working in the Chicago Public Schools are not required to have work experience in their area of expertise. Candidates who will be employed by high-need districts and schools outside of the Chicago Public School District must have a minimum of five (5) years of work experience in their field of expertise before they are eligible to qualify for this program.

In addition, each candidate must meet all of the requirements of the entitling institution as a condition of admission. These requirements include:

1. An undergraduate GPA of at least 3.0. Candidates may be provisionally accepted with a GPA of 2.85, provided that all other requirements are met.
2. An undergraduate GPA in the major of at least 3.0.
3. Submission of two letters of recommendation from individuals able to comment on academic proficiency, personal character, and competence and effectiveness in professional work.
4. Commitment to work for the partner school district after program completion for the number of years as pre-determined through the partnership agreements.

Applications of eligible candidates will then be screened to create a finalist candidate group to be interviewed by all program and higher education partners. Finalists will each 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:

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

Beginning Field Experiences

In the Transitions 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 4 – 5 days of field experiences that are specifically linked to course assignments and assessed by the college professors. Classroom teachers who work with candidates in their classrooms will complete Field Experience Observation Reports that are returned to the Office of Field Experiences and college

professors. This report gives the college, and its partners data on candidates' growth toward meeting the teaching standards.

During the Summer session, candidates will also complete a minimum of ninety (90) hours of field experiences as they work with students during the six (6) weeks of summer school. These candidates' performance throughout these field experiences will be assessed by:

1. The teachers in whose classrooms candidates will work during the summer session. Mentors who will meet with the candidates on a daily basis for six (6) weeks;
2. The college supervisor who will meet with candidates on a regular basis;
3. Professors who teach the 12 semester hour integrated Summer Block courses.

Each of the assessors listed above will use the Field Experience Observation Report. The team of professors who will teach the Summer Block course also will assess candidates on assignments, including lesson plans, given as a part of the course work. At the end of the Summer Term, candidates will also be required to complete a portfolio assessment.

Clinical Field Experiences

Candidates' clinical experiences are assessed in multiple ways.

Throughout the year-long internship, candidates will be supported by mentors who will meet with candidates every two (2) weeks and document such visits. They will also formally assess the candidates using the Mid- and Final-Evaluation Form.

Site and college supervisors will assess the quality of candidates' clinical experiences through regular classroom observations. At two points during the academic year, they will use the Mid- and Final-Evaluation Form.

Candidates will also submit reflective journals and a Weekly Activity Report to their college supervisor as a means of providing insight into candidates' experiences, struggles, and growth. Additionally, they will also complete a Data Collection Matrix and a Video Lesson Assessment.

Portfolio Process

Candidates in the Transition to Teaching Program will develop a portfolio that will be assessed at three (3) points in their program. Introduction to the portfolio will occur as a part of the Opening Seminar during the Spring 1 session. Candidates must complete and submit their portfolio for evaluation at the end of the Summer session. Their portfolios will be assessed using the Portfolio Assessment form. The second portfolio checkpoint will occur at the end of the Fall semester. At each of the checkpoints for the portfolio assessment, candidates will meet with a team of two assessors; one of the assessors will be a practitioner and the other a college professor. The final submission of the portfolio will be due at program completion. At that time, all standards must be met as a condition of graduation.

Program Completion

Assessments for program completion include:

1. The Portfolio Assessment
2. The Midterm and Final Evaluation Form
3. Minimum GPA of 3.0.

Teaching Certification

Please see page 28 in this catalog for information regarding initial teaching certification.

Master of Arts in Education Graduation Requirements

1. Satisfactorily complete the appropriate degree and program requirements with a minimum cumulative grade- point average (GPA) of 3.00.
2. Meet all requirements and performance standards for the degree program as contained in the catalog effective at 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 their 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— Special Education

This graduate program in Multicategorical Special Education is offered by McKendree College through a collaborative arrangement with the School of Education at St. Xavier University. The program 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 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 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 College Conceptual Framework.

Program of Study in Special Education Course of Study – MAED – Special Education (Undergraduate degree without teaching certification)

EDU 541	Methods of Teaching Math (ELEM)	3
EDU 530	Methods of Teaching Reading (ELEM)	3
EDU 641	Educational Research and Statistics	3
EDU 650	Advanced Educational Psychology	3
SPE 689	Foundations of Special Education	3
SPE 690	Characteristics of Students with Disabilities	3
SPE 691	Adaptations and Accommodations for Students with Disabilities	3
SPE 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 697	Student Teaching: Students with Disabilities	6
	Electives	6
	Total Credits	45

*Course of Study – MAED – Special Education
(Elementary certified undergraduate program)*

EDU 641	Educational Research and Statistics	3
SPE 689	Foundations of Special Education	3
SPE 690	Characteristics of Students with Disabilities	3
SPE 691	Adaptations and Accommodations for Students with Disabilities	3
SPE 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 695	Practicum: Students with Disabilities	6
	Electives	6
	Total Credits	36

*Course of Study – MAED – Special Education
(Secondary/Spec K-12 certified undergraduate program)*

EDU 541	Methods of Teaching Math (ELEM)	3
EDU 530	Methods of Teaching Reading (ELEM)	3
EDU 641	Educational Research and Statistics	3
SPE 689	Foundations of Special Education	3
SPE 690	Characteristics of Students with Disabilities	3
SPE 691	Adaptations and Accommodations for Students with Disabilities	3
SPE 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 695	Practicum: Students with Disabilities	6
	Electives	6
	Total Credits	42

Required Course Sequence (no certification held)

Semester 1

EDU 650 Advanced Educational Psychology	3
SPE 689 Foundations of Special Education	3
SPE 690 Characteristics of Students with Disabilities	3
SPE 693 Language Disorders and Instruction in Diverse Classrooms	3

Semester 2

EDU 541 Methods of Teaching Math (ELEM)	3
EDU 530 Methods of Teaching Reading (ELEM)	3

Semester 3

SPE 691 Adaptations and Accommodations for Students with Disabilities	3
SPE 692 Diagnostic Assessment for Educational Decision-Making	3

Semester 4

SPE 694 Methods of Teaching Students with Disabilities	6
--	---

Semester 5

SPE 697 Student Teaching: Students with Disabilities	6*
--	----

Semester 6

Electives	6
EDU 641 Educational Research and Statistics	3

* LBS I certification awarded

Required Course Sequence (Elementary certified)

Semester 1

SPE 689 Foundations of Special Education	3
SPE 690 Characteristics of Students with Disabilities	3
SPE 693 Language Disorders and Instruction in Diverse Classrooms	3

Semester 2

SPE 691 Adaptations and Accommodations for Students with Disabilities	3
SPE 692 Diagnostic Assessment for Educational Decision-Making	3

Semester 3

SPE 694 Methods of Teaching Students with Disabilities	6
--	---

Semester 4

SPE 695 Practicum: Students with Disabilities	6*
---	----

Semester 5

Electives	6
EDU 641 Educational Research and Statistics	3

* LBS I certification awarded

Required Course Sequence (Secondary/Special Areas K-12 certification)

Semester 1

SPE 689 Foundations of Special Education	3
SPE 690 Characteristics of Students with Disabilities	3
SPE 693 Language Disorders and Instruction in Diverse Classrooms	3

Semester 2

EDU 541 Methods of Teaching Math (ELEM)	3
EDU 530 Methods of Teaching Reading (ELEM)	3

Semester 3

SPE 691 Adaptations and Accommodations for Students with Disabilities	3
SPE 692 Diagnostic Assessment for Educational Decision-Making	3

Semester 4

SPE 694 Methods of Teaching Students with Disabilities	6
--	---

Semester 5

SPE 695 Practicum: Students with Disabilities	6*
---	----

Semester 6

LBS II Electives	6
EDU 641 Educational Research and Statistics	3

* LBS I certification awarded

All candidates are assessed at four points in the program: admission, prior to the Practicum/Student Teaching experience, completion of the Practicum/Student Teaching Experience and at entitlement. The last two assessments are completed concurrently.

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

The candidate formally applies to the MAED Special Education program prior to enrolling in the Professional Educator Seminar. The McKendree College Graduate Admissions Committee and the Chair of the Educational, Health and Human Performance Division will review the applicant's qualifications to confirm his/her eligibility. Candidates must register for the course EDU 600 Professional Educator Seminar (No credit, no fee, meets for 1 ½ hour) during the first semester of enrollment. This seminar is provided each semester in various locations and is given by a graduate faculty member. This gate provides an orientation to the graduate program including the Framework for Teacher Education, program standards, policies and portfolio guidelines. It also provides a check on the match of individual professional goals with the program values and standards, a preliminary assessment of readiness on standards. Candidates also complete a technology competency assessment (CAT1) during the first semester of enrollment for graduate level candidates. If the results of the technology assessment administered to graduate level candidates identify a deficiency in the use of technology, the candidate is required to successfully complete an undergraduate prerequisite course on technology in education. The CAT1 technology assessment is a web-based technology assessment and tutorial based upon International Society for Technology in Education standards. The certificate awarded upon successful completion of the assessment is inserted as an artifact within the portfolio.

The following documentation is required for admission to the Special Education program and completion of the first Assessment:

1. A completed graduate admission application. Apply online at www.mckendree.edu/Admissions (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 this may be conditionally admitted;
5. Applicants may be required to participate in a personal interview to assess readiness for graduate studies;
6. A copy of current teaching certificate for certified teachers. For the initial certification, passing scores on the Illinois Test of Basic Skills and appropriate Illinois Content Area Examination in lieu of a teaching certificate;
7. Completion of CAT1 technology assessment to ensure a minimum level of technology competency.

Gate 2: Prior to Practicum/Student Teaching

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 graduate office. Candidates need to successfully complete EDU 641 Educational Research & Statistics in order to complete the Action Research component of the degree program. Completion of Assessment 2 includes:

1. A minimum GPA of 3.0 on a 4 point scale in all coursework
2. Completion of EDU 641 Educational Research & Statistics
3. Portfolio assessment. The following minimum artifacts must be included in the portfolio at this point:
 - a. History of Special Education Program
 - b. Personal Philosophy of Special Education position paper
 - c. Medical Needs Electronic Presentation reflection
 - d. Longitudinal Transition Plan
 - e. Assigned Case Studies
 - f. Math and Assessment Competency Exam
 - g. Assigned Lesson Plans
 - h. Mock IEP results
 - i. Classroom Layout Design
 - j. Assistive Technology Project
 - k. Cultural Strategies Table
 - l. Accessibility Tour of Campus reflection
 - m. Reflection Paper – “How Billy Broke His Head”
 - n. PT/OT Collaborative Exercise reflection
 - o. Independent Living Center Interview
 - p. CEC Ethics and Self-Assessment exercise
 - q. TIES II Exercise
 - r. Test Critique
 - s. Functional Assessment of Behavior Group Project
 - t. Annotated Bibliography
 - u. Community Settings Evaluation
 - v. Reflections on Observed Teaching
 - w. Teaching evaluations

Gate 3: Internship Completion

The practicum or student teaching for candidates in the principal internship is completed in an appropriate special education setting under the joint supervision of a certified special education teacher and the college. 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. 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 Assessment 3 includes:

5. Completion of Practicum or Student Teaching experience
6. Completion of the following additional artifacts for the portfolio:
 - a. Lesson Plan evaluations by Cooperating Teacher and College Supervisor;
 - b. Reflections on Observations and Teaching
7. Completion of Pathwise Framework for Teaching Observation System evaluation by College Supervisor and Cooperating Teacher
8. Passing score on the Learning Behavior Specialist I Test

Gate 4: Prior to Entitlement

The final gate provides the summative evaluation of candidate performance on the program standards. The candidate and the faculty advisor review the portfolio. Candidates submit the portfolio to the graduate office for review by their faculty advisors. An interview may be required if the faculty member needs further clarification about the portfolio. Completion of Assessment 4 includes:

1. Minimum GPA of 3.0 in all coursework
2. Completion of all coursework and requirements
3. Completion of EDU 698 Portfolio Assessment
4. Passing score on the Assessment of Professional Teaching
5. Portfolio includes the following artifacts:
 - a. History of Special Education Program
 - b. Personal Philosophy of Special Education position paper
 - c. Medical Needs Electronic Presentation reflection
 - d. Longitudinal Transition Plan
 - e. Assigned Case Studies
 - f. Math and Assessment Competency Exam
 - g. Assigned Lesson Plans
 - h. Mock IEP results
 - i. Classroom Layout Design
 - j. Assistive Technology Project
 - k. Cultural Strategies Table
 - l. Accessibility Tour of Campus reflection
 - m. Reflection Paper – “How Billy Broke His Head”
 - n. PT/OT Collaborative Exercise reflection
 - o. Independent Living Center Interview
 - p. CEC Ethics and Self-Assessment exercise
 - q. TIES II Exercise

- r. Test Critique
 - s. Functional Assessment of Behavior Group Project
 - t. Annotated Bibliography
 - u. Community Settings Evaluation
 - v. Reflections on Observed Teaching
 - w. Teaching evaluations
 - x. Lesson Plan evaluations by Cooperating Teacher and College Supervisor
 - y. Reflections on Observations and Teaching
 - z. Completion of Pathwise Framework for Teaching Observation System evaluation by College Supervisor and Cooperating Teacher
6. Interview by unit faculty if needed.

Teaching Certification

Please see page 28 in this catalog for information regarding initial teaching certification.

Transfer Credit Restriction

No more than 8 semester credits will be accepted in transfer. Transfer credit must be submitted for approval during the first semester of enrollment. Transfer coursework cannot be more than eight (8) years old at program completion.

Master of Arts in Education Graduation Requirements

1. Satisfactorily complete the appropriate degree and program requirements with a minimum cumulative grade- point average (GPA) of 3.00.
2. Meet all requirements and performance standards for the degree program as contained in the catalog effective at 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 their 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 Educational Leadership (Principal) Emphasis

The graduate program in Educational 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 with and accountability to students, parents, colleagues, and the community. Reexamining the development of values and professional ethics, candidates in this program gain greater intellectual and ethical insight.

The Educational 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 Leadership Professional Educator Model – Assessments

The McKendree College Teacher Education Unit created a standards-based curriculum and assessment system for all programs. The programs incorporate standards that reflect the integration of content, pedagogy and professional studies. The unit's Conceptual Framework links course work and the assessment system. A portfolio evaluation system was created as a systematic way of monitoring a candidate's progression through the programs. A screening step takes place as candidates apply to the program. Candidates are required to meet screening criteria successfully and subsequently 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 created by the unit. 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 College 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 in the Educational Leadership program are required to complete EDU 600 Professional Educator Seminar for Educational Leadership Programs (No credit, no fee, meets for 1 ½ hour) 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 College Framework for Teacher Education Model.

Each Educational Leadership student is 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, each student is assigned an approved graduate studies advisor who serves as the portfolio advisor and reviewer. At the completion of all coursework and the

action research component, the student completes the portfolio requirements. Students assess their own proficiency on the six program standards and then submit the final portfolio for faculty review.

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)

The candidate formally applies to the Educational Leadership program prior to enrolling in the Professional Educator Seminar. The McKendree College Graduate Admissions Committee and the Chair of the Educational, Health and Human Performance Division will review the applicant's qualifications to confirm his/her eligibility. Candidates must register for the course EDU 600 Professional Educator Seminar for Educational Leadership Programs (No credit, no fee, meets for 1 ½ hour) during the first semester of enrollment. This seminar is provided each semester in various locations and is given by a graduate faculty member. This gate provides an orientation to the graduate program including the Framework for Teacher Education, program standards, policies and portfolio guidelines. It also provides a check on the match of individual professional goals with the program values and standards, a preliminary assessment of readiness on standards. Candidates also complete a technology competency assessment (CAT1) during the first semester of enrollment for graduate level candidates. If the results of the technology assessment administered to graduate level candidates identify a deficiency in the use of technology, the candidate is required to successfully complete an undergraduate prerequisite course on technology in education. The CAT1 technology assessment is a web-based technology assessment and tutorial based upon International Society for Technology in Education standards. The certificate awarded upon successful completion of the assessment is inserted as an artifact within the portfolio.

The following documentation is required for admission to the Educational Leadership program and completion of the first Assessment:

1. A completed graduate admission application. Apply online at www.mckendree.edu/Admissions (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. Verification of two years teaching experience as a certified/licensed teacher
5. A minimum 3.0 GPA on a four-point scale in undergraduate studies. Applicants with a GPA below this may be conditionally admitted;
6. Applicants may be required to participate in a personal interview to assess readiness for graduate studies;
7. A copy of current teaching certificate for the Educational Leadership Emphasis;
8. Completion of CAT1 technology assessment to ensure a minimum level of technology competency.

Gate 2: Prior to Principal Internship

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 graduate office. 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 Assessment 2 includes:

1. A minimum GPA of 3.0 on a 4 point scale in all coursework.
2. Completion of EDU 641 Educational Research & Statistics and EDU 645 Action Research Planning.
3. Successful completion of Oral and Written Communication Assessment.
4. Portfolio assessment. The following minimum artifacts must be included in the portfolio:
 - a. Statement of philosophy relating to education and the role of an administrator in education
 - b. Analyses of employment contracts, job descriptions, and evaluation systems
 - c. Case Study Reaction Papers Relating to Fairness, Ethics
 - d. Curriculum Design Project
 - e. School Improvement Plan
 - f. Issues Analyses Relating to School Law
 - g. Research Paper Relating to Civil Rights in the School Setting
 - h. Statement of Personal Vision, Professional Resume, Personal Growth and Professional Development Plan, Leadership Case Study Reaction Papers
 - i. Sample School newsletter
 - j. Statement of Philosophy for parent/community involvement with the school
 - k. Outline for Strategic Planning
 - l. Case Study Reaction Papers Relating to Fairness and Ethics in School Problems
 - m. Student Handbook Analysis
 - n. Class Schedule Project
 - o. School Climate Analysis
 - p. Case Study Reaction Papers Relating to Communication With Various Cultural, Ethnic, Racial, and Special Interest Groups
 - q. Promoting Cultural Sensitivity Plan for a School
5. A dispositions assessment.

Gate 3: Internship Completion

The 160 hour internship for candidates in the principalship is completed in a school under the joint supervision of a certified school administrator and the college. 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 Assessment 3 includes:

1. Completion of 160 hour Internship (log signed by cooperating administrator).
2. Completion of the following artifacts for the portfolio:
 - a. Analysis of school finances
 - b. Analysis of school building and facilities
 - c. Analysis of family involvement and use of community resources
 - d. Reflections on the school culture and instructional program
 - e. Observe and reflect on student discipline actions
 - f. Observe and reflect school's use of library resources as a learning tool
 - g. Applied technology project analyzing and reporting on student achievement
 - h. Project related to school vision development
 - i. Action research project
3. Completion of Pathwise Framework for School Leaders evaluation by College Supervisor and Cooperating Administrator.

Gate 4: Prior to Entitlement

The final gate provides the summative evaluation of candidate performance on the program standards. The candidate and the faculty advisor review the portfolio. Candidates submit the portfolio to the graduate office for review by their faculty advisors. An interview may be required if the faculty member needs further clarification about the portfolio. Completion of Assessment 3 includes:

1. Minimum GPA of 3.0 in all coursework.
2. Completion of all coursework and requirements.
3. Passing score on Illinois General Administrative (Principal) Test.
4. Completion of EDL 699 Portfolio Assessment – Principal.

Portfolio includes the following artifacts:

- a. Curriculum Design Project
- b. School Improvement Plan
- c. Analyses of employment contracts, job descriptions, and evaluation systems
- d. Case Study Reaction Papers Relating to Fairness, Ethics
- e. Legal Issues analyses
- f. Research Paper Relating to Civil Rights in the School
- g. Analysis of a school district's finances: sources of income, grants, expenditures by categories, bond issues.
- h. Analysis of a school building: Design; maintenance projects planned or needed; condition report; custodial cleaning schedule; custodial appraisal system; energy costs
- i. Statement of Personal Vision
- j. Professional Resume
- k. Personal Growth and Professional Development Plan
- l. Case Study Reaction Papers Relating to School Vision Development
- m. Sample School newsletter
- n. Statement of Philosophy for parent/community involvement with the school
- o. Outline for Strategic Planning
- p. Case Study Reaction Papers Relating to Fairness and Ethics in School Problems
- q. Student Handbook Analysis

- r. Class Schedule Project
 - s. School Climate Analysis
 - t. Case Study Reaction Papers Relating to Communication With Various Cultural, Ethnic, Racial, and Special Interest Groups
 - u. Promoting Cultural Sensitivity Plan for a School
 - v. Project Using Technology to Analyze and Report Student Achievement Data
 - w. Research Paper Relating to Methods of Educational Research
 - x. Design and Conduct an Action Research Project
 - y. At Least Four Reports on Activities Relating to the Illinois Professional School Leader Standards (Principal)
5. Dispositions Assessment.
 6. Interview by unit faculty if needed.

Proposed Course of Study - Principalship

EDU 600	Professional Educator Seminar	0
EDL 601	Technology Applications for School Administrators	2
EDU 615	Contemporary Issues in Education	3
EDU 611	Curriculum Theory and Design	3
EDU 612	Instructional and Curriculum Design and Evaluation	3
EDL 610	Supervision of Instruction	3
EDL 620	School Law for Administrators	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
EDU 641	Educational Research & Statistics	3
EDU 645	Action Research Planning	2
EDL 697	Internship - Principal	4
EDL 699	Portfolio Assessment - Principal	1
	Total credits	39

Transfer Credit Restriction

No more than 8 semester credits will be accepted in transfer. Transfer credit must be submitted for approval during the first semester of enrollment. Transfer coursework cannot be more than eight (8) years old at program completion.

Master of Arts in Education Graduation Requirements

1. Satisfactorily complete the appropriate degree and program requirements with a minimum cumulative grade- point average (GPA) of 3.00.
2. Meet all requirements and performance standards for the degree program as contained in the catalog effective at 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 their 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 – 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 Educator Model – Assessments

The McKendree College Teacher Education Unit created a standards-based curriculum and assessment system for all programs. The programs incorporate standards that reflect the integration of content, pedagogy and professional studies. The unit's Conceptual Framework links course work and the assessment system. A portfolio evaluation system was created as a systematic way of monitoring a candidate's progression through the programs. A screening step takes place as candidates apply to the program. Candidates are required to meet screening criteria successfully and subsequently 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 created by the unit. 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 College assessment system is to ensure the preparation of candidates who demonstrate the knowledge, skills and dispositions necessary for their work in non-school settings.

All students in the Educational Studies program are required to complete EDU 600 Professional Educator Seminar (No credit, no fee, meets for 1 ½ hour) 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 College Framework for Teacher Education Model.

Each Educational Studies candidate is required to successfully pass through all three 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, each student is assigned an approved graduate studies advisor who serves as the portfolio advisor and reviewer. At the completion of all coursework 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.

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

The student formally applies to the Educational Studies program prior to enrolling in the Professional Educator Seminar. The Graduate Admissions Committee and the Chair of the Educational, Health and Human Performance Division will review the applicant's qualifications to confirm his/her eligibility. Students must register for the course EDU 600 Professional Educator Seminar (No credit, no fee, meets for 1 ½ hour) during the first semester of enrollment. This seminar is provided each semester in various locations and is given by a graduate faculty member. This gate provides an orientation to the graduate program, program standards, policies and portfolio guidelines. It also provides a check on the match of individual professional goals with the program values and standards, a preliminary assessment of readiness on standards. The student also will complete a technology competency assessment administered by the college 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 Educational Studies program and completion of the first Assessment:

1. A completed graduate admission application. Apply online at www.mckendree.edu/Admissions (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 this may be conditionally admitted;
5. Applicants may be required to participate in a personal interview to assess readiness for graduate studies;
6. Completion of CAT1 technology assessment to ensure a minimum level of technology competency.

Gate 2: Prior to Internship

Students 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. Students will continue to have their GPA progress monitored by their advisor and the graduate office. Students 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 Assessment 2 includes:

1. A minimum GPA of 3.0 on a 4 point scale in all coursework.
2. GPA of 3.0 in EDU 641 Educational Research & Statistics and EDU 645 Action Research Planning.
3. Portfolio assessment by Faculty Adviser.

Gate 3: Internship Completion

The 200 hour internship is completed in an appropriate setting under the joint supervision of an appropriate supervisor and the College. 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.

The final gate provides the summative evaluation of student performance on the program standards. The student, college supervisor and the faculty advisor review the portfolio. Candidates submit the portfolio to the graduate office for review by their faculty advisors. An interview may be required if the faculty member needs further clarification about the portfolio. Completion of Assessment 3 includes:

1. A minimum GPA of 3.0 in all coursework.
2. Completion of all coursework and requirements.
3. Self-assessment of portfolio.
4. Faculty assessment of portfolio.
5. An interview by unit faculty if needed.

MAED in Educational Studies

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 631	School Law for Teachers	
	or	
EDL 620	School Law for Administrators	3
EDU 616	Instructional Methods in Educational Studies	3
EDL 640	School and Community Relations	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	6
	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 650	Advanced Educational Psychology	3
EDU 680	Special Topics	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
PSY 616	Consultation	3
PSY 617	Counseling & Management	3
MBA 651	Global Organization & Management	3
MBA 653	Stakeholder Management and Ethics	3

Transfer Credit Restriction

No more than 8 semester credits will be accepted in transfer. Transfer credit must be submitted for approval during the first semester of enrollment. Transfer coursework cannot be more than eight (8) years old at program completion.

Master of Arts in Education Graduation Requirements

1. Satisfactorily complete the appropriate degree and program requirements with a minimum cumulative grade- point average (GPA) of 3.00.
2. Meet all requirements and performance standards for the degree program as contained in the catalog effective at 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 their intent to graduate by completing a Degree Application (available in the Office of Academic Records) the semester prior to the anticipated graduation term.

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:

1. Foundations of reading
2. Content area reading
3. Assessment and diagnosis of reading problems
4. Developmental and remedial reading instruction and support
5. Developmental and remedial materials and resources
6. 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
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 631	Theoretical Foundations of Reading Instruction	3
EDR 635	Survey of Reading Methods and Materials K-12	3
EDR 697	Practicum in Reading	3
	Total Credits	27

Drivers Education Endorsement

All teachers of drivers education in Illinois schools must hold a drivers education endorsement. To qualify for this endorsement at time of entitlement for a Special Areas (K-12) or Secondary teaching certificate with an initial teaching endorsement in another field, or on an existing Special Areas (K-12) or Secondary teaching certificate through direct application, the following courses must be completed:

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 the Methods of Teaching*	3
EDU 513	Safety Education/Crash Prevention	3
EDU 514	Introduction to Driver Education	3
EDU 515	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 coursework 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 coursework 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)

COURSE DESCRIPTIONS

EDL 601 Technology Applications for School Administrators (2)

This course prepares the prospective school administrator in advanced technology standards and applications. Standards to be addressed through structured activities and assignments include the National Educational Technology Standards for Administrators. Instruction in the electronic submission of applications and reports required by state and federal agencies is included. Prerequisite: Completion of CAT1.

EDL 610 SUPERVISION OF INSTRUCTION (3)

This course examines the administrator's role in the application of effective supervisory practices as they relate to certified and non-certified personnel. This course includes a 10 hour, one-week field experience component.

EDL 620 SCHOOL LAW FOR ADMINISTRATORS (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.

Prerequisite: EDL 601.

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. Prerequisite: EDL 630 or the equivalent.

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 college. 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 College 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. Spring semester.

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. Fall semester.

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. Fall semester

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. Spring semester.

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. Spring semester.

EDR 697 PRACTICUM IN READING (3)

A supervised practicum in teaching elementary or secondary students with reading difficulties. Focus on assessment of reader's 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.

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 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. Prerequisite: Completion of at least 15 hours of graduate reading courses and consent of the instructor and/or 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 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. Fall Semester.

EDU 513 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.

EDU 514 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.

EDU 515 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.

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. Annually, Fall.

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. Annually, Fall.

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. Annually, Fall.

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. Annually, Fall.

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. Annually, Fall.

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. Annually, Fall.

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

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

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

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

EDU 600 PROFESSIONAL EDUCATOR (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 chairperson of Education, Health and Human Performance Division.

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 610.

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 college 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 631 SCHOOL LAW FOR TEACHERS (3)

This course provides practicing teachers with a working knowledge of school law as it pertains to them and their students. The focus is on those aspects of law that set the daily parameters for the operations of the 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.

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.

EDU 646 RESEARCH IN EDUCATION (3)

Understanding of education research. Emphasis on interpretation of research and development of basic research skills for school improvement. Completion of an action research project is a requirement of this course. 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 DEVELOPMENT (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 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.

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. Five (5) clinical hours.

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. Fifteen (15) clinical hours.

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. (15 clinical hours)

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. Twenty (20) clinical hours.

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. Ten (10) clinical hours.

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. Twenty-five (25) clinical hours.

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

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

Frank Eyetsemitan, Ph.D., Professor of Psychology; feyetsem@mckendree.edu;
Carnegie Hall 204; (618) 537-6886

**Susan Powell, Ph.D., Associate Professor of Psychology and Professional
Counseling Program Director;** srpowell@mckendree.edu; Stanton House; (618)
537-6875

The graduate program in professional counseling is designed for individuals interested in pursuing careers in the clinical field, such as providing counseling to individuals, 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 and thorough clinical training 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. An important emphasis of the program is to promote understanding of the ways in which difference and diversity impact each individual's life experiences, opportunities, sense of self, and overall emotional well-being.

The program meets Illinois state requirements for becoming a licensed clinical professional counselor (LCPC), which allows individuals to practice independently and receive third-party payment. It will graduate individuals fully trained to function as therapists in private practice (once licensed), community mental health settings, social service agencies, healthcare settings, and university counseling centers. Those who desire to do so could also market their skills to organizations as consultants, trainers, and life coaches.

Professional Counseling Program Assessments

To ensure that students in the Master of Arts Program in Professional Counseling possess the necessary academic skills and clinical proficiency, they must successfully complete four levels of assessment. Candidates are required to meet screening criteria successfully and subsequently pass through program assessment points that define their progression through the program. Performance indicators are outlined for each assessment level. In order to complete the requirements for each assessment level, the candidate works with a faculty advisor while completing course work and clinical practicum experiences. The purpose of the McKendree College assessment system is to ensure the preparation of clinicians who demonstrate the *theoretical knowledge, clinical skills, and professional attitudes* essential to effective functioning as a licensed clinical professional counselor.

Assessment One: Admission to the Program

The following documentation is required for admission to the Master of Arts in Professional Counseling Program:

1. Hold a Bachelor's degree from an accredited college or university;
2. Complete an application (\$40.00 fee or on-line free);
3. A minimum 3.0 GPA on a four-point scale in undergraduate studies. Applicants with a CPA below this may be conditionally admitted. Current 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.
4. Submit a vita or resume;
5. Submit official transcripts from each college or university attended;
6. Submit three letters of recommendation;
7. Submit a personal statement describing his or her interest in pursuing a degree in counseling, strengths and weaknesses, and future career goals;
8. Participate in an interview with the Program Director and/or Graduate Faculty to assess readiness and appropriateness for graduate level clinical training.

Applicants who are considered academically qualified for the Program are invited for an 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 their suitability to pursue graduate level training in counseling. Those judged to possess the relevant ability will be offered admission to the Program.

Assessment Two: Prior to Practicum Experience

Evaluation of students continues as they prepare to begin their practicum experience. Students continue to have their GPA progress monitored by their advisor and the Program Director. Students need to successfully complete PSY 603 Counseling Skills in order to begin their practicum. In PSY 603, students have many opportunities to role play and practice the skills they are learning in the course, and to utilize videotaping of "sessions" so that they can actively engage in self-observation and reflection. 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, specifically addressing their strengths and areas which need improvement. Students are consistently provided with feedback throughout the course, including skill areas they need to attend to and improve in order to successfully complete the class. 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 their clinical practicum 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 Counseling Skills

Assessment Three: Practicum Completion PSY 612 & PSY 613

Students must register for 6 credit hours of practicum training and seminar, completing a minimum of 600 hours at their practicum sites (approximately 20 hours per week for two semesters). Practicum training sites include a range of area agencies, such as university counseling centers, community mental health centers and hospitals. In addition to receiving clinical supervision at their training sites, students enroll concurrently in a practicum seminar at McKendree where they receive consultation,

guidance, and feedback regarding their clinical skills from a faculty member who is a licensed practitioner. Students are required to carry liability insurance, which is included in student fees.

Throughout the practicum seminar, students bring in tapes of client sessions (with the client's consent) and provide oral case presentations in which they discuss case formulation, treatment planning, and other clinical issues related to their therapeutic relationships with clients. *Evaluation of students' clinical and professional development focuses on three areas: theoretical knowledge, clinical skills, and professional attitudes. Once again, 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 practicum supervisors will provide needed information concerning students' clinical and professional development, including any areas of concern. Students must receive satisfactory evaluations from their site supervisors each semester they are on practicum in order to pass PSY 612 and PSY 613.

In April of the spring semester of their practicum experience, students prepare a formal written case presentation of a client they have worked with during their training experience. This case presentation includes a summary of their work with the client; a case conceptualization grounded in a specific theoretical approach; an analysis of counselor interventions utilized; the relationship of these interventions to the identified theoretical approach; a transcription of one session in which the student evaluates his or her strengths and weaknesses; and an analysis of the quality of the working alliance, including the ways in which differences from and similarities to their client impacted the therapeutic process. This formal case presentation allows for assessment of students' understanding of and ability to apply theory and clinical skills; ability to establish a working alliance with clients and facilitate client growth and development; and ability to engage in self-reflection as a professional. Overall, it provides an assessment of students' clinical competence and readiness for comprehensive clinical practice. Students who do not pass this evaluation component will not pass their practicum, and therefore will not graduate until they have successfully completed PSY 612 and PSY 613 with a grade of B or higher. Such students will be required to complete a remedial practicum experience with clearly delineated expectations regarding changes they must display in their clinical work in order to successfully complete their practicum and graduate from the program.

Assessment Four: Comprehensive Exam and Thesis Requirement

Students choose whether to complete a comprehensive exam or thesis, depending upon their professional goals and interests. Those who take the comprehensive exam do so after they have completed all of their coursework. This exam assesses students' knowledge of theoretical constructs and course materials, their ability to apply these constructs, and their ability to communicate their knowledge in written format.

Those who choose to complete a thesis must have successfully completed an undergraduate statistics course. If they did not have statistics as an undergraduate and they wish to complete a thesis, they will be required to take EDU 641 Educational Research & Statistics prior to beginning their thesis. Students must demonstrate in their research project the ability to think creatively and critically about a topic with clinical relevance. Students will review their respective research projects with their thesis chairperson and develop ways to organize and interpret data as well as communicate findings. Students completing the thesis option must present and defend their research before an appointed committee of graduate faculty members.

Curriculum Requirements

All students in the M.A. Professional Counseling Program are required to complete 48 credit hours in a minimum of two years. Forty-two of those 48 credit hours are required courses, and 6 credit hours are electives. Students who opt to complete a thesis use their six elective credits toward the thesis, while those who choose the comprehensive exam option complete two elective courses worth three credits each.

Required courses (42 credits total)

PSY 600	Counseling Theory	3
PSY 601	Social & Cultural Foundations	3
PSY 602	Professional & Ethical Issues	3
PSY 603	Counseling Skills	3
PSY 604	Maladaptive Behavior & Psychopathology	3
PSY 605	Research & Evaluation	3
PSY 606	Human Development & Learning	3
PSY 607	Substance Abuse Counseling	3
PSY 608	Individual Assessment	3
PSY 609	Couples & Family Counseling	3
PSY 610	Group Counseling	3
PSY 611	Career Development & Counseling	3
PSY 612	Practicum I	3
PSY 613	Practicum II	3

Elective Courses (6 credits total)

PSY 615	Child & Adolescent Counseling	3
PSY 616	Consultation	3
PSY 617	Counseling & Management	3
PSY 618	Practice Development & Marketing for Counselors	3
EDU 641	Educational Research & Statistics	3
EDU 650	Advanced Educational Psychology	3
PSY 699	Thesis Seminar	6

Transfer Credits

All outstanding transfer work (a maximum of 12 credit hours) must be received in the form of an official transcript by the college 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

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.

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 612 PRACTICUM 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 practicum also meet weekly in a practicum seminar led by a faculty member. Seminars facilitate students' clinical skills such as client conceptualization, application of theory, treatment planning, and intervention.

PSY 613 PRACTICUM II (3)

Extension of Practicum 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 enrolled in practicum also meet weekly in a practicum seminar led by a faculty member. Seminars facilitate students' clinical skills such as client conceptualization, application of theory, treatment planning, and intervention.

PSY 615 CHILD & ADOLESCENT COUNSELING (3)

Provides an overview of theory and techniques in child and adolescent therapy. The course will emphasize viewing child and adolescent problems within a family systems context, but will focus on a range of interventions and approaches such as play therapy, problem-focused cognitive and behavioral techniques, and the interface of individual treatment, family therapy, and group work.

PSY 616 CONSULTATION (3)

Examines the different arenas in which professional counselors can function as consultants, such as business, private practice, community settings, education, and healthcare. Provides understanding of the various processes of consultation and management, drawing from Psychology and related disciplines.

PSY 617 COUNSELING & MANAGEMENT (3)

This course focuses on the interface between psychology and business. Several areas of practice will be explored, such as organizational behavior and consultation, coaching, employee selection, workplace intervention, and general management skills.

PSY 618 PRACTICE DEVELOPMENT & MARKETING FOR COUNSELORS (3)

Provides an overview of the basics of building and marketing one's practice. This hands-on class gives students an opportunity to apply common marketing strategies for practice development.

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.

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.

PSY 699 THESIS (6)

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. The thesis must be presented and defended before the student's thesis committee.

Most courses will be offered in the evenings, with occasional weekend courses. Two non-clinical courses (i.e., Research & Evaluation and Career Development Counseling) will be offered in a blended format, with some components of the courses completed online.

Master of Business Administration

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

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

Roger Smalley, D.B.A., Associate Professor of Marketing; rsmalley@mckendree.edu; (618) 537-6894; Piper Academic Center 108

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

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

Program Overview

The McKendree College 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 College 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 College. 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 College. 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 College. 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 College MBA program must submit:

1. A completed MBA application online at www.mckendree.edu/Admissions (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 G.P.A. on a four-point scale in undergraduate studies. Applicants with an undergraduate G.P.A. 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.

Class Format

Courses are held in a "five-week" time frame. Regular class sessions held on the Lebanon campus meet from 6:00 p.m. to 8:50 p.m. on Monday and Wednesday each week. A third weekly session is comprised of online or independent work. There are occasional Friday classes.

Courses and classes have some clearly defined characteristics. The courses and classes should be ultimately grounded in the “real world” and connected to the local community.

- Classes will be held for the entire scheduled time.
- Courses will have a substantial final examination.
- Some class sessions will be online or revolve around independent work.
- Courses are grounded in practical and applicable skills, tools and knowledge.
- Courses encourage and require group work and cooperation among students.
- Courses involve cases, problems, simulations, projects and the like.
- Courses integrate entrepreneurial and small business themes where appropriate.
- Every course connects to the local community by having one or more significant speakers.

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.

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.

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

Susan Dawson, Ed.D., R.N., B.C., AP/MHCNS, Chair of the Division and Associate Professor of Nursing; sdawson@mckendree.edu; Nursing Office Building; (618) 537-6841

Elizabeth Fitzgerald, Ed.D., R.N., Assistant Professor of Nursing; lmfitzgerald@mckendree.edu; Louisville McKendree 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

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, or an RN-MSN schedule for the nurse manager option that moves the students from the associate to the master's degree in three years. 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 a directed research project. 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 designed to meet the Commission on Colleges of Nursing Education's (CCNE) *Essentials of Master's Degree Nursing Standards*. The current RN-MSN program is accredited by the National League for Nursing Accreditation Commission through 2011. The nursing division is applying for accreditation through the CCNE for both the baccalaureate completion and the masters degree program.

Transfer Credits

Following matriculation, students are expected to complete coursework at McKendree College. 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 clinical experiences and (4) successfully complete the Directed Research project at the end of the program. Each student will work with a graduate advisor to complete the assessment levels. The purpose of the McKendree College 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 college 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,
5. Three professional references.

Assessment Two: Portfolio at the End of the 500 Level 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 clinical courses. To assure success, the faculty evaluates the GPA and course progress. Students have an opportunity to demonstrate their knowledge and understanding before being admitted to the 600 level courses. Self-analysis will be included as a part of the assessment process. Students will be provided with feedback during this assessment cycle, including areas for needed improvement before moving onto higher-level nursing practice.

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 nurse at an advanced level and NSG 612, which prepares the graduate for teaching in the classroom and clinical areas. Each graduate student will be mentored by a masters degree prepared nurse supervisor in the classroom and clinical area, with guidelines and outcomes specified regarding knowledge, clinical skills, delivery of content, professional behavior and abilities. Graduate students in the nursing management/administration option will be required to take NSG 605, which will focus on clinical management proficiency. A system of written evaluations from the supervisors, and feedback to the students will be utilized so that students can be encouraged to make improvements. 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 will be required to repeat the course in which the problem occurred

Assessment Four: Directed Research Project or Thesis

Students will be required to prepare a directed research project, based on Boyer’s Scholarly Evidence Classifications, or complete a thesis. The faculty member responsible for the NSG 613 Directed Research Project course will mentor each student’s project based on the student’s choices for demonstrating scholarly activity. 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 students in the optimal way to complete the projects. For example, if a student is writing a grant proposal, it must be submitted. Students who choose to complete NSG 614 Thesis will follow the Graduate School Thesis Guidelines.

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. Maintain a 3.0 in each course to remain in, and graduate from the program;
3. Complete 33 credit hours for the Nurse Manager Option and 38 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	3
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	15

Nursing Education Option

NSG 606	Advanced Health Assessment Through the Lifespan	3
NSG 607	Advanced Pathophysiology	3
NSG 608	Advanced Pharmacology	3
NSG 609	Philosophical and Theoretical Foundations for Nursing Education	3
NSG 610	Curriculum, Instructional Methods and Evaluation	4
NSG 611	Clinical Practicum	3
NSG 612	Nurse Educator Practicum and Seminar	2
NSG 613	Directed Research Project	2
	Or	
NSG 614	Thesis	6
	Total credits	23-27

Total Nursing Education Degree credits 38

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	Directed Research Project	2
	or	
NSG 614	Thesis	6
	Total credits	18-22

**Total Nursing Management/Administration
Degree credits 33**

Nursing Education Option Recommended Schedule

YEAR ONE

Fall

NSG 500	Research Inquiry and Utilization in Healthcare (3)
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 606	Advanced Health Assessment through Lifespan (3)
NSG 607	Advanced Pathophysiology (3)

YEAR TWO

Fall

NSG 608	Advanced Pharmacology (3)
NSG 609	Philosophical and Theoretical Foundations of Nursing Education (3)
NSG 611	Clinical Practicum (3)

Spring

NSG 610	Curriculum, Instructional Methods and Evaluation (4)
NSG 612	Nurse Educator Seminar and Practicum (2)
NSG 613	Directed Research Project (2)
	or
NSG 614	Thesis (6)

*Nursing Management/Administration Option
Recommended Schedule*

YEAR ONE

Fall

NSG 500	Research Inquiry and Utilization in Healthcare (3)
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 (2)

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	Directed Research Project (2)
	or
NSG 614	Thesis (6)

RN-MSN Option

(Only available for the Nursing Management/Administration Option)

This accelerated course schedule is designed for the associate degree nurse who meets the admission criteria for the masters degree. Students will be expected to fulfill all undergraduate core course requirements for the baccalaureate nursing program. This course of study may result in a master's degree. If the student does not maintain the GPA at 2.75 for undergraduate courses and 3.0 for graduate courses, or if one opts not to complete this course of study, a baccalaureate degree may be granted at the designated point in the program (see Year 2 Spring).

RN-MSN Course Schedule

YEAR ONE

Fall

MTH 310	Statistics (4)
NSG 301	Nursing Theory and Research (4)
	Core/Elective Course (3)
	CSI Course (3)

Spring

NSG 350	Health Assessment (3)
NSG 370	Pathophysiology (4)
	Core/Elective Course (3)
	Core/Elective Course (3)

Summer

NSG 320	Evidence Based Practice (2)
NSG 345	Transcultural Nursing (3)
	Core/Elective Course (3)
	Core/Elective Course (3)

YEAR TWO

Fall

NSG 420	Family Health Nursing (3)
NSG 450	Community Health Nursing (4)
NSG 502	Ethical Issues (2)
	Core/Elective Course (3)

Spring

NSG 400	Leadership and Management in Nursing (3)
NSG 470	Clinical Practicum in Community Health (4)
NSG 501	Policy, Economics & Organization in Healthcare Delivery (3)
	Core/Elective Course (3)

A BSN degree may be granted at this point provided the student meets all requirements for degree conferral.

Summer

NSG 601	Nursing Informatics (3)
NSG 602	Human Behavior on Organizations (3)

YEAR THREE

Fall

NSG 500	Research Inquiry and Utilization in Healthcare (3)
NSG 504	Cultural Diversity in Healthcare Populations (3)
NSG 600	Theories & Principles of Nursing Management (3)
NSG 603	Management of Fiscal Systems (3)

Spring

NSG 503	Health Promotion and Disease Prevention (2)
NSG 505	Professional Role Development (2)
NSG 604	Clinical Systems Management (2)

Summer

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

COURSE DESCRIPTIONS

NSG 500 RESEARCH INQUIRY AND UTILIZATION IN HEALTHCARE (3)

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 advanced nurses to assume responsibility for health care and policy planning at the local, state, regional and federal levels and the private sector. The impact of financial, legal and managed care issues involving health care is explored.

NSG 502 ETHICAL ISSUES (2)

Examines ethical dilemmas encountered in advanced nursing and explores the decision making process and the implications of various decisions. Applies these concepts to clinical practice at various levels of nursing practice.

NSG 503 HEALTH PROMOTION/DISEASE PREVENTION (2)

Graduate students participate in health promotion, education and disease prevention strategies based upon the health concerns and preventive needs of different groups. Utilizing knowledge of the local, state and federal health plans, students will be expected to conceptualize and operationalize a plan to promote health and/or prevent disease in a specific group.

NSG 504 CULTURAL DIVERSITY IN HEALTHCARE POPULATIONS (3)

Graduate level nursing students will select a diverse population and conduct in-depth studies of that group regarding healthcare. Experiences directly with that population are essential for the understanding of healthcare expectations and needs.

NSG 505 PROFESSIONAL ROLE DEVELOPMENT (2)

Provides a reflective look at the evolution of nursing roles in the current healthcare environment. Distinguishes role expectations under current standards of practice for RN and MSN. Relationships to nursing organizations are explored, as well as continuing education options. Emphasis is placed on transitioning to the MSN role, personalizing values and individualizing a philosophy of nursing.

NSG 600 THEORIES AND PRINCIPLES OF NURSING MANAGEMENT (3)

This course focuses on the theoretical foundations of management and its applications to nursing practice at all levels. Critical thinking and how it applies to the process of management is examined as an essential part of development of nursing leadership styles.

NSG 601 NURSING INFORMATICS (3)

This course will introduce modern informatics to the graduate student in the management option. Ability to understand and utilize the processes needed to communicate and store data in the present computer-based nursing world will be a focus of this course.

NSG 602 HUMAN BEHAVIOR IN ORGANIZATIONS (3)

Exploration of the behavior of people in organizations is the interest of this course. Students in the graduate nursing management option will be introduced to the integrated concepts in the field of organizational behavior.

NSG 603 MANAGEMENT OF FISCAL SYSTEMS (3)

The structure and function of fiscal systems in the healthcare environment is the focus of this course. Developing understanding of, and ability to manage, fiscal resources is essential for nurse managers.

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 graduate student synthesizes all previous learning.. Students will be able to develop competence and comfort in the manager role through practice with a preceptor. This is a concentrated practice experience supported by conferences with faculty.

NSG 606 ADVANCED HEALTH ASSESSMENT THROUGH THE LIFESPAN (3)

Nurse educator option students learn how to obtain comprehensive histories and perform professional level physical examinations. Students learn interpretation of health status data, critical thinking, and differential diagnosis. This course includes laboratory practice of physical examination skills.

NSG 607 ADVANCED PATHOPHYSIOLOGY (3)

The graduate nurse educator students are taught to understand the biological basis for physiological diseases. This is the foundation for students to refine their critical thinking and clinical reasoning skills in recognizing alterations in functions. Students will learn to differentiate among the normal changes of aging, benign variations and pathology.

NSG 608 ADVANCED PHARMACOLOGY (3)

The graduate nurse educator students are taught the principle of clinical pharmacology with an introduction to pharmacotherapeutics, necessary to manage patients across the lifespan. Learning about drug regimens, monitoring and patient education is essential for teaching pharmacology.

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

This course analyzes conceptual models and theories for both the education and nursing sciences. Nurse educator option students will have an opportunity to compare, contrast and evaluate the usefulness of these concepts in teaching practice.

NSG 610 CURRICULUM, INSTRUCTIONAL METHODS AND EVALUATION (4)

Nurse educator option students examine curriculum design and a variety of methods for teaching and evaluation. Congruence between expectations and styles of teachers and learners are integrated into the process of developing and evaluating the classroom experience.

NSG 611 CLINICAL PRACTICUM (3)

This course provides the students with an opportunity to expand the level of their clinical expertise. Nurse educator option students will be able to evaluate and develop advanced practice skills to deliver a higher level of clinical instruction to their students. Clinical experiences will be consistent with the course objectives and will be individually planned. Students will be expected to demonstrate clinical competence in the area of expertise in which they plan to teach. Choices for this experience include medical-surgical, psychiatric, women's health or pediatric clinical areas.

NSG 612 NURSE EDUCATOR PRACTICUM AND SEMINAR (2)

In this capstone to the nurse educator option, the graduate student synthesizes all previous learning. Students will be able to develop competence and comfort in the educator role through practice with a preceptor in the classroom and clinical instruction areas. This is a concentrated practice experience supported by conferences with faculty. Pre/co-requisites: NSG 610 & NSG 611.

NSG 613 DIRECTED RESEARCH PROJECT (2)

This capstone course for all graduate nursing students will guide the learners through a research process. From writing a proposal to conducting some research related to the practice field into which they are preparing to go, this comprehensive course provides a conduit for independent practice through research. 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.