

MCKENDREE  
UNIVERSITY



2022 - 2023

Graduate Catalog

**Founded in 1828, the historically significant campus exemplifies a classic and caring tradition that is combined with a contemporary curriculum.**

### **ACCREDITATIONS**

#### **Higher Learning Commission**

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

#### **Commission on Collegiate Nursing Education (CCNE)**

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

#### **International Accreditation Council for Business Education (IACBE)**

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

### **APPROVALS AND LICENSES**

#### **Illinois Board of Higher Education**

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

#### **Illinois Department of Veterans' Affairs**

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

#### **Illinois State Board of Education**

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

#### **Kentucky Approving Agency for Veterans' Education**

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

#### **Kentucky Council on Postsecondary Education**

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





# CONTENTS

**Letter from the President..... 4**  
**The University Mission..... 6**  
**McKendree Worldwide ..... 8**  
**Admission ..... 10**  
**Financial Information..... 15**  
**Student Services ..... 19**  
**Academic Policies ..... 21**

## COURSES OF STUDY

### SCHOOL OF BUSINESS

**Master of Business Administration ..... 32**  
**Post-baccalaureate Certificates..... 36**

### SCHOOL OF EDUCATION

**Master of Arts in Teaching..... 45**  
**Master of Arts in Education ..... 52**  
**Special Non-Degree..... 70**  
**Specialist in Education ..... 73**  
**Doctor of Education..... 78**

### SCHOOL OF NURSING AND HEALTH PROFESSIONS

**Master of Arts in Clinical  
Mental Health Counseling..... 82**  
**Master of Health Administration..... 86**  
**Master of Science  
in Athletic Training..... 89**  
**Master of Science in Nursing..... 92**  
**Doctor of Nursing Practice ..... 96**

**Course Descriptions..... 100**  
**Board of Trustees..... 131**  
**Current Honorary  
and Trustee Emeritus..... 131**  
**Board Members..... 131**  
**President’s Cabinet..... 132**  
**Office of Academic Affairs ..... 133**  
**Current Emeriti Administrators  
and Faculty..... 133**  
**Index..... 137**

## McKendree University is a leader among today’s educational institutions.

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

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

Policies stated in this catalog are subject to change as required and as the institution deems appropriate.

The statements contained herein are not to be regarded as an offer to contract.

*Edited by J. Alan Alewine, PhD | Layout and design by Studio 20/20*



One McKendree

# A LETTER FROM THE PRESIDENT



MAKE YOUR MARK

# CONGRATULATIONS ON YOUR DECISION TO PURSUE GRADUATE STUDIES AT MCKENDREE UNIVERSITY.

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

We are fully committed to meeting the diverse needs of our graduate students.

We offer our programs on campus and via online instruction. We understand that you must balance many responsibilities as a student, family member, employee, and community member, and we are here to help.

This catalog provides information about our graduate program curricula, policies, and procedures. It is an excellent reference that will help you maximize your time here. Please do not hesitate to contact any member of our faculty or staff if you have any questions or concerns.

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



*Sincerely,*

*Daniel C. Dobbins*

**Daniel C. Dobbins '81**  
President • McKendree University

# THE UNIVERSITY MISSION

The mission of **McKendree University** is to provide a high quality educational experience to outstanding students.



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

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

## Purposes

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



## The Tradition

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

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

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

## McKendree University

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

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

[www.mckendree.edu](http://www.mckendree.edu)



## McKendree Worldwide

provides student services and support to all graduate, online, and Scott AFB programs.

### Lebanon Campus

The following graduate programs are offered on the Lebanon Campus:

- Master of Arts in Clinical Mental Health Counseling
- Master of Arts in Education – Curriculum Design and Instruction
- Master of Arts in Education – Educational Administration & Leadership
- Master of Arts in Education – Educational Studies
- Master of Arts in Education – Educational Studies Emphasis in Reading
- Master of Arts in Education – Special Education
- Master of Arts in Education – Teacher Leadership Licensure
- Master of Arts in Teaching – Elementary Education Licensure
- Master of Arts in Teaching – Middle School Education Licensure
- Master of Arts in Teaching – Secondary Education Licensure
- Master of Arts in Teaching – Special Education Licensure
- Master of Arts in Teaching – K-12 Physical Education Licensure
- Master of Business Administration
- Master of Science in Athletic Training
- Specialist in Education – Curriculum Design and Instruction
- Specialist in Education – Superintendent Licensure
- Doctor of Education

### Online Programs

The following graduate programs are offered online:

- Master of Arts in Education – Curriculum Design and Instruction
- Master of Business Administration
- Master of Business Administration – Corporate Finance
- Master of Business Administration – Cyber Defense
- Master of Business Administration – Digital Marketing
- Master of Business Administration – Human Resources Management
- Master of Health Administration
- Master of Science in Nursing – Nursing Management/Administration
- Master of Science in Nursing – Nursing Education
- Master of Science in Nursing – Nursing Population Health
- Doctor of Nursing Practice in Ethical Leadership

The following post-baccalaureate certificate programs are offered online:

- Corporate Finance
- Cyber Defense
- Digital Marketing
- Human Resources Management

Inquiries and requests for additional information should be addressed to:

**Graduate Admission**  
 701 College Road  
 Lebanon, IL 62254

Tel (618) 537-6576 or 1-833-317-7236

[mckww@mckendree.edu](mailto:mckww@mckendree.edu)

Website: [www.mckendree.edu/graduate](http://www.mckendree.edu/graduate)



## Honor Societies

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

**Kappa Delta Pi** – international education honor society

**Sigma Theta Tau** – international nursing honor society

**Phi Kappa Phi** – national all-discipline honor society

## The McKendree Graduate Student Experience

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

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

### 1. Diverse Perspectives

Graduate students will embrace the cultures, values, beliefs, perspectives, and talents of all people in order to foster empathy and interpersonal understanding.

### 2. Personal and Social Responsibility

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

### 3. Engagement

Graduate students will participate actively in classroom and community experiences.

### 4. Effective Communication

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

### 5. Inquiry and Problem Solving

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

### 6. Discipline-Specific Competence

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

### 7. Lifelong Learning

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

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





# ADMISSION

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

## Admission Requirements to the Graduate School

McKendree University admits students who present evidence of their potential to complete graduate-level work. Applicants are considered on an individual basis without regard to sex, race, disability, nationality, sexual orientation, or religion.

*The following documentation is required for consideration of admission to McKendree University graduate programs\*:*

1. A completed application for admission.
2. A bachelor's degree from a regionally accredited institution of higher education.
3. Official transcripts from each college or university attended. Official transcripts are those sent from institution to institution.
4. For master's degree and post-baccalaureate certificate programs, a minimum 3.0 GPA on a four-point scale in undergraduate studies.
5. A current resume or vita (not required for the MS in Athletic Training).
6. Three professional references or recommendation forms, as indicated below.
7. For master's degree and post-baccalaureate certificate programs, an essay describing the personal and professional goals that will be met by completion of the degree.

### \* Expedited Graduate Admission Process

McKendree University undergraduate students and alumni with a GPA of 3.0 or higher qualify for the expedited admission process into the following graduate programs: MAED, MAT, MBA, MHA and MSN. Note that admission to these programs is not guaranteed. The expedited admission process waives the following requirements: resume or vita, professional references, and essay. Prospective students can submit an application to determine eligibility. All admission decisions are subject to program availability and capacity constraints.

## Additional Program-specific Admission Requirements

### Master of Arts in Clinical Mental Health Counseling

- Three recommendation forms from master's or doctoral level professionals who can attest to the applicant's ability to pursue graduate work in a clinical program. Recommendations from personal acquaintances (e.g., friends, church leaders, family members) are not acceptable.
- The essay must address interests in counseling as a career, personal strengths and weaknesses, perceived ability to successfully pursue/complete graduate work, and future career goals.
- Applicants who meet initial qualifications will be interviewed.
- The successful completion of the equivalent of six undergraduate credit hours in a behavioral science, of which three must be in introduction to psychology.

### Master of Arts in Education or Master of Arts in Teaching

- Three professional references.

### Master of Business Administration

- Three professional references.

### Master of Health Administration (MHA)

- Three professional references will be required.
- Applicants who meet initial qualifications will be interviewed.

### Master of Science in Athletic Training\*

- Three recommendation forms completed by professors who can comment on your qualifications for graduate study. They should not be requested from a non-academic person unless you have extensive work experience with that individual and/or you have been away from academic institutions for some time.

- A two-to three-page essay identifying: a) personal characteristics, skills, and experiences that make you well suited for professional practice as an athletic trainer, b) primary career goals, and c) an explanation of how your primary career goals are connected to the current issues and trends in the profession of athletic training.
- Technical standards form.
- A grade of C or higher in the following prerequisite courses:
  - Introduction to Psychology – 3 hours
  - Health and Wellness – 3 hours
  - Human Nutrition – 3 hours
  - Biology for Life or Principles of Cellular and Molecular Biology (with lab) – 4 hours
  - College Chemistry (lab not required) – 3-4 hours
  - General Physics 1 (with lab) – 4 hours
  - Anatomy and Physiology (with lab) – 8-10 hours
  - Medical Terminology – 3 hours
  - Kinesiology – 3 hours
  - Exercise Physiology – 3 hours
  - Statistics – 3-4 hours
  - Principles of Athletic Training (must include taping competencies) – 3-4 hours
- Additional requirements after acceptance into the program:
  - First Aid and Emergency Care (includes American Red Cross Certifications in First Aid, Basic Life Support or CPR for the Professional Rescuer, EpiPen, and Administering Emergency Oxygen) – 2 hours (Students may waive this class if currently certified.)
- Copy of current certification in Red Cross First Aid, Basic Life Support for the Healthcare Provider or CPR for the Professional Rescuer, EpiPen, and Administering Emergency Oxygen.
- Background check through Castlebranch (Certified Background) by April 15.
- \* The number of applicants accepted into the program is selective; based on the above criteria and space available in the program. Each of the items is weighted separately. Students are accepted on total points achieved and their chronological ranking of total points in relationship to space available in the program. Applicants who are completing prerequisite coursework after the March 1 application due

date may still apply to the program; however, final review and full acceptance to the program will not be made until official transcripts showing all required prerequisite coursework have been submitted.

### **Master of Science in Nursing (MSN)**

- The bachelor's degree must be a Bachelor of Science in Nursing (BSN).
- An unencumbered valid Professional Registered Nurse license.
- Three professional references.
- Applicants who meet initial qualifications will be interviewed.

### **Doctor of Nursing Practice (DNP)\***

- A master's degree in nursing, MSN (or a BSN with an MHA or MBA) from a regionally accredited institution of higher education and a nationally-accredited nursing program.
- A minimum 3.5 GPA on a four-point scale in graduate studies.
- An unencumbered valid Professional Registered Nurse license.
- The resume or vita must document a minimum of five years of full-time nursing practice with at least two of those years in a leadership or faculty role in nursing education at a two- or four-year college or university, hospital, or healthcare organization.
- Three recommendation forms from individuals who can specifically address professional performance.
- A two- to three-page essay (APA formatted) identifying: a) rationale for seeking the DNP, b) description of how the DNP will foster your ethical leadership practice, c) identification of a potential area of interest for the DNP Advanced Nursing Project (project proposal for the DNP).
- Proof of completion of a graduate-level biostatistics or research statistics course and a graduate-level epidemiology course with a grade of "B" or better within the last five years. Students' academic coursework will be evaluated on an individual basis for completion of these requirements.

- Applicants who meet initial qualifications will be interviewed.
- \* *All admission documents must be received no later than 23:59 on March 1. Interviews will begin after March 1. McKendree University carefully assesses the DNP program applicants based on evidence provided in all application materials.*

### Specialist in Education (EdS)

- A master's degree in education (e.g., MA, MS, MEd) from a regionally accredited institution of higher education.
- A minimum 3.25 GPA on a four-point scale in graduate studies.
- Three recommendation forms completed by professional colleagues, including at least two who supervised the applicant's work at some time during the past five years.
- A two- to three-page essay discussing your future professional goals and plans, the contributions you have made in your profession, and your rationale for pursuing the program.
- For the superintendent licensure program, a valid and current Illinois Professional Educator License with an endorsement in General Administrative, Principal, Chief School Business Official, or Director of Special Education.

### Doctor of Education (EdD)

- A master's degree in education (e.g., MA, MS, MEd) and a specialist degree in education (EdS), or the equivalent, from a regionally accredited institution of higher education.
- A minimum 3.25 GPA on a four-point scale in graduate studies.
- Three recommendation forms completed by professional colleagues, including at least two who supervised the applicant's work at some time during the past five years. (This requirement is waived for students who matriculate directly from the McKendree University EdS program.)

- A two- to three-page essay discussing your future professional goals and plans, the contributions you have made in your profession, and your rationale for pursuing the program. (This requirement is waived for students who matriculate directly from the McKendree University EdS program.)

### Post-baccalaureate Certificates

- Three professional references.
- An interview for some applicants.

## Application for Re-admission

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

## Enrolling for Classes

*To enroll for classes, a graduate student must:*

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

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

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

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

## International Student Admission

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

1. A completed graduate application online at [www.mckendree.edu](http://www.mckendree.edu) (no fee).
2. Submit official postsecondary transcripts. All international applicants must submit transcripts that have been evaluated by either World Education Services (WES) or Educational Credential Evaluators (ECE). Note: The transcript evaluation must be sent via postal mail and in a sealed envelope from the WES or ECE agency.
3. Evidence of English proficiency (no older than two years)
  - a. TOEFL – paper – 550
  - b. TOEFL – internet/computer – 80
  - c. IELTS – 6.5 (no subscore less than 6.0)
4. A current resume.
5. A letter from your bank.\* This will verify that you have the financial ability to fund your education for one year. An amount equal to the cost of attendance must be provided in the letter. This letter must be on official bank letterhead.

\* This applies only to students planning to reside in the United States while taking classes at McKendree University.

*Please send all required materials to:*

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

## International Students

International students seeking information or assistance regarding such matters as passport and visa extensions, certificates of enrollment, and employment permission should contact the Office of Multicultural Affairs at (618) 537-6938, which serves as the counseling and information center

for students from outside of the U.S. International students also have a campus organization the International Student Organization (ISO) to help them integrate into the life of the campus, plan social activities, etc.

## Non-degree Seeking Admission

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

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

*See below for specific program requirements:*

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



# FINANCIAL INFORMATION

## Payment of Financial Obligations

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

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

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

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

If payment is not made by the beginning of the session for which the student has registered, the university will charge interest at a rate of one and one-half percent (1.5%) per month from that day and reserves the right to bar the student from classes and examinations until such payment is made. Furthermore, the university reserves the right to withhold grades or transcripts if the account is not paid in full by the end of the session for which the student has registered. The university will not allow students to participate in the graduation ceremony or have their degree posted or verified in any way until their account is paid in full. Students with delinquent accounts are responsible to reimburse the university for all interest charges, late payment fees, collection fees, and court costs resulting from any delinquency.

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

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

## Check Policy

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

## Financial Aid

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

## Applying for Financial Aid

An application for financial aid cannot be considered until a student is admitted to the university in a degree-seeking program and enrolled in graduate coursework. To apply for a federal loan, an admitted student must file a Free Application for Federal Student Aid (FAFSA) annually online at <https://studentaid.gov>. When the FAFSA has been processed, the student will receive a Student Aid Report (SAR) and McKendree University (Title IV code: 001722) will receive the SAR electronically if McKendree University is listed as one of the schools on the FAFSA. Once the Office of Financial Aid receives this information and the student is enrolled, the student will then be notified of his/her aid eligibility. A student may be selected for verification by the federal government. If so, the Office of Financial Aid will notify a student regarding the documents needed to complete the process. Verification must be completed before any federal loans will be awarded or certified.

## Loans

William D. Ford Federal Direct Unsubsidized Loan Program ([www.studentloans.gov](http://www.studentloans.gov)) This loan program allows a student to borrow for his /her educational costs. The student must file his/her Free Application for Federal Student Aid (FAFSA) annually to determine eligibility. Interest accrues while the student is enrolled and during the six month grace period. A student may pay the interest while in



school or defer it and allow it to be capitalized back into the principal balance once the loan goes into repayment.

## Satisfactory Academic Progress Policy

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

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

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

## VA Pending Payment Compliance

McKendree University will not take any of the four following actions toward any student using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while their payment from the United States Department of Veterans Affairs is pending to the educational institution:

- Prevent their enrollment
- Assess a late penalty fee
- Require they secure alternative or additional funding

- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

*To qualify for this provision, students may be required to:*

- Produce the VA's Certificate of Eligibility by the first day of class
- Provide written request to be certified
- Provide additional information needed to properly certify the enrollment as described in other institutional policies. (See the VA School Certifying Official for all requirements.)

## Withdrawals and Refunds

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

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

## Tuition Refunds

### Return of Title IV Funds Policy

Any student who receives Title IV Funds and who completely withdraws or is dismissed from all classes during a semester are subject to the

Return of Title IV Funds (R2T4) calculation. The requirements for Title IV Funds when a student withdraws, or is dismissed, is separate from any refund policy that McKendree University may have. Further details regarding the Return of Title IV Funds are available in the Office of Financial Aid.

**Semester Courses**

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

**Eight-week Courses**

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

For other class formats, contact the Business Office.



# STUDENT SERVICES

**McKendree University** is dedicated to helping all students achieve success. To that end, the University offers numerous services designed to address different aspects of each student's educational journey.



MAKE YOUR MARK

## Holman Library

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

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

## Advising

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

## Disability Services

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

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

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

## Writing Center

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

## Career Services

The Office of Career Services on the Lebanon campus provides a variety of services to assist students with career options. Individual career counseling, interest and personality assessment, and career exploration workshops offer students the opportunity to examine possible majors and careers. The office also provides electronic and print access information related to career planning, the job search, and graduate school. Career Services offers a one-credit-hour course each spring so that students are well prepared for their job search and life after graduation. The office also coordinates the internship program for academic credit (available to qualifying junior- and senior-level students). Career Services provides workshops and individual advising to offer assistance with resume preparation, job search correspondence, interview skills, and graduate school preparation. The office also sponsors job fairs and career conferences to introduce students to available fields of work and prospective employers. Students and alumni are encouraged to register with Handshake, the McKendree University online job system, and to participate in on-campus interviews.



# ACADEMIC POLICIES

## Academic Honesty

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

- a. Cheating** involves many forms of academic misrepresentation. Examples of cheating include, but are not limited to, 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, using unauthorized examination aids, buying or selling assignments, and helping or offering to help other students commit acts of academic misrepresentation.
- b. Sabotage** involves the destruction or deliberate inhibition of another student's academic work or the destruction of materials relied upon by other students such as library materials, computer software and hardware, and computer files.
- c. Duplicate submission** means the submission of the same work in the same course or two different courses. This is not permitted except when permission has been given by the instructors in the courses involved.
- d. Plagiarism** consists of presenting the words or ideas of another without proper acknowledgment. This applies to direct quotations, paraphrases, or summarized ideas.

### The Violation and Initial Report

If a faculty member suspects or learns of an alleged instance of academic dishonesty on the part of a student, the faculty member will contact the student. If the act of dishonesty is substantiated by material evidence, the faculty member will submit an incident report.

*If the act occurs in a course taught by the faculty member who discovered the dishonesty, the faculty member may take any of the following steps:*

- a. Allow the student to resubmit the assignment or re-take the exam, test, or quiz for full or partial credit;
- b. Reduce the grade earned by the student for the specific assignment, exam, test, or quiz by whatever factor the faculty member deems appropriate, up to and including issuing a failing grade;
- c. Reduce the grade earned by the student for the course by whatever factor the faculty member deems appropriate, up to and including issuing a failing grade;

If a staff member suspects or learns of an alleged instance of academic dishonesty on the part of a student, the staff member will contact the student. If the act of dishonesty is substantiated by material evidence, then the staff member will submit an incident report.

In particularly egregious cases, the faculty or staff member may request that the Academic Integrity Committee conduct a hearing.

### Evidence

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

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

### The Academic Integrity Committee Hearing

The student is contacted in writing by the Associate Provost.

*This notice will include the following:*

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

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

*The following rules should be observed:*

- a. The institution should present its case. It has the burden of demonstrating that a rule or rules have been violated. The standard of proof should be clear and convincing evidence. The other extremes – proof beyond a reasonable doubt or proof by a mere preponderance of evidence – should be avoided. One is not possible, and the other may not be fair.
- b. The accused student has a right to hear all the evidence and testimony, without any interjections, considered by the Academic Integrity Committee.
- c. The accused student has a right to present evidence and testimony or to remain silent, with no inference of guilt being drawn from the silence.
- d. The student has a right to bring witnesses of the incident to the hearing. The student and/or witnesses may be queried by the Academic Integrity Committee.

- e. Any member of the Academic Integrity Committee involved in the incident will be excluded from the hearing process.
- f. The Associate Provost will not attend the hearing or cast a vote about actions to be taken.

### Counsel

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

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

### Records

A record of the hearing must be maintained. Such a record becomes extremely important in the event of an appeal. The physical evidence should be received by the Academic Integrity Committee and kept with copies of all documents related to the hearing. The testimony must be audio recorded. The audio recording and evidence will then be submitted to the Associate Provost.

### Possible Sanctions Following an Academic Integrity Committee Hearing

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

- a. A disciplinary warning letter from the Associate Provost.
- b. An automatic "F" for the course.
- c. Suspension from the university for at least one full academic semester following the adjudication of the student as academically dishonest.
- d. Expulsion from the university.

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

The Associate Provost will notify the student in writing about actions taken by the Academic Integrity Committee within one week of the hearing.

### Appeals

*The Provost will consider appeals of sanctions imposed by the Academic Integrity Committee. The student must file an appeal with the Provost's Office within one week after the student has received formal notification of actions taken and must indicate which of the following are grounds for the appeal.*

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

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

- a. Deny the appeal,
- b. Change a finding of guilt to a finding of innocence,
- c. Modify the penalty,
- d. Order a new hearing to be held wherein new evidence, testimony, etc. not available at the previous hearing is to be presented and is regarded as being of sufficient importance that it might alter the initial decision. New testimony must be audio recorded.

The Provost will notify the student within one week of the outcome of the appeal.

### Subsequent Violations

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

## Adding or Dropping Classes

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

## Additional Concentration After Graduation

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

## Administrative Withdrawal Policy

*This Administrative Withdrawal Policy is effective for all students enrolled in graduate-level courses.*

- Within the first five business days of the term, if a student does not participate in an online course or attend a blended or face-to-face course, the

student may be administratively withdrawn and will receive a full refund.

- To initiate an administrative withdrawal, administrative personnel or faculty must attempt to verify the student's intent to continue or discontinue enrollment in the course. The student must be given at least 24 hours to respond to the communication.
- If the student does not reply, or confirms intent to discontinue enrollment, the administrator may request that the student be withdrawn by completing the administrative withdrawal eform.
- The Academic Records Office will process the withdrawal and notify the student.

Graduate students may be administratively withdrawn regardless of class level. Administrative withdrawals may affect a student's financial aid awards, residential status, and/or student visa status when the withdrawal results in a full-time student losing full-time status or a residential student losing residential status.

## Challenges to Academic Decisions

*Students who think their work has been improperly evaluated or who think 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, fourteen (14) calendar days after the first class day of the semester immediately following the issuing of the grade—for the spring and summer terms, this will be the following fall term, and for the fall term this will be the following spring term—to determine if the problem can be resolved.
2. If the problem cannot be resolved through Step 1, and if the student wishes to proceed, the student must submit a written explanation of the problem to the chair of the appropriate division or school, who will attempt to assist the student and the faculty member in bringing the problem to a satisfactory conclusion. If the chair of the division or school is being named in the petition, the student shall proceed to Step 3 of the process.



This step shall be completed within fourteen (14) calendar days following the completion of Step 1.

3. If the problem cannot be resolved through Step 2, and if the student wishes to proceed, the student must submit a written petition to the Provost, who will attempt to assist the student and the chair of the division or school in bringing the problem to a satisfactory conclusion. This step shall be completed within fourteen (14) calendar days following completion of Step 1 and/or Step 2 as appropriate.
4. If the problem cannot be resolved through Step 3, and if the student wishes to proceed, the student must submit a written petition to the Graduate Council through its chairperson, the Associate Provost. The student submitting the petition has a right to appear before the committee, as does the faculty member. The Graduate Council will designate the time and place for the meeting. The student has the right of counsel at the hearing, including legal counsel, to act as an advisor, but the student must self-represent. (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 as close to the completion of Step 3 as possible. Records of these proceedings will be recorded as provided by the provisions stipulated in the McKendree University Student Handbook, section 2.00 Records.

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

Within fourteen (14) calendar days from the date that the parties involved are informed of the

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

Every effort shall be made to expedite and complete this process according to the time frames established by this policy. In all cases, students must await a written response from the respective action step before proceeding to the next step.

**For more information about the university complaint policy please see the website.**

## Continuing Dissertation Load

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

## Course Load

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

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

## 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).

## Directed Study

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

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

## Email

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

## Family Educational Rights and Privacy

### McKendree University Notification of Rights under FERPA for Postsecondary Institutions

*The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights are:*

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.  
Students should submit to the registrar, dean, or chair of the academic division [or appropriate official] written requests that identify the record(s) they wish to inspect. The University official will

make arrangements for access and notify the student of the time and place where the records may be inspected.

If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading.

They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

*The University may disclose education records in the following circumstances:*

- a. to school officials with legitimate educational interests. A school official is defined as a person employed by the University in an administrative, supervisory, academic, or support staff position (including law enforcement unit and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility;
- b. to comply with a judicial order or a lawfully issued subpoena;

- c. to appropriate parties in a health or safety emergency;
- d. in connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid;
- e. to certain officials of the U.S. Department of Education, the Comptroller General, to state and local educational authorities, in connection with certain state or federally supported education programs;
- f. to accrediting organizations to carry out their functions;
- g. to organizations conducting certain studies for or on behalf of the University;
- h. the results of an institutional disciplinary proceeding against the alleged of a crime of violence may be released to the alleged victim of that crime with respect to that crime.
- i. *As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which education records and personally identifiable information (PII) contained in such records — including Social Security Number, grades, or other private information — may be accessed without the student's consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to student records and PII without the student's consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to student education records and PII without the student's consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State*

Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without consent PII from a student's education records, and they may track participation in education and other programs by linking such PII to other personal information about students that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

- 4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.  
*The name and address of the Office that administers FERPA is:*  
**Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, DC 20202-4605**
- 5. The University may disclose Directory Information without a student's prior written consent. The University designates the following as Directory Information:
  - Name
  - Address (local and home)
  - Telephone Number (local and home)
  - Date and place of birth
  - Major field of study
  - Dates of attendance
  - Degrees and awards received
  - Most recent educational institution attended
  - Participation in activities and sports
  - Weight and height of members of athletic teams
  - Photos which may be published on the McKendree website or social media sites, magazines, brochures, or press releases

Please note: McKendree University does not release lists of students to any outside entity except to branches of the armed forces in compliance with the Solomon Amendment.

6. Students may restrict the release of Directory Information, except to others as indicated in point #3 above. Requests of non-disclosure of Directory Information must be submitted annually **within two weeks of the start of an academic term (fall, spring or summer)** and will be valid for the remainder of the academic year (fall through summer). Please note: non-disclosure means the University will not release any information about the student to any third party. University personnel will respond with the statement “we have no information on this individual” if a request is made. This may affect the student’s ability to receive financial aid, so careful consideration should be given before requesting non-disclosure. A non-disclosure form is available for your use from the Office of Academic Records. You may reach us by visiting the first floor of Old Main on the Lebanon Campus or by calling (618) 537-6819.
7. Students may allow other individuals access to both academic and financial information by completing the FERPA Release eForm found on the Academic Records Office web page. The form has two parts, the first for release of financial information and the second for academic information. Students may complete both or only one part of the form.
8. For purposes of compliance with FERPA, McKendree University considers all students independent. Parents who wish to have access to the academic records of a student should ask the student to submit a FERPA Release eForm.
9. If a FERPA release form has been submitted, parents or other individuals granted access may:
  - a. Make a request to discuss the grades of the student after mid-term and final grades have been posted;
  - b. Make a request to speak to the instructors of the student regarding attendance, class participation, and grades the student has earned in the class;

- c. Make a request to have a meeting with the student and the student’s academic advisor, instructors, the Registrar or another member of the Academic Records Office, or the Provost.

Please note: The only disclosure requirement that is a “must” under FERPA is to the student. All other disclosures, even with a student’s release form, are a “may.” The decision to engage in dialogue with a parent is up to the discretion of the faculty member or department personnel to whom the request is made.

10. A FERPA release form does not grant the right to:
  - a. Receive written information about the student’s academic records, such as grade cards or transcripts;
  - b. Speak for the student in regard to academic decisions;
  - c. Enroll or withdraw the student from classes;
  - d. Order a transcript on behalf of the student;
  - e. Have a meeting with University personnel without the knowledge and presence of the student.

## 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.

## Grade Forgiveness

Students who change from one McKendree University graduate degree program to another McKendree University graduate degree program may opt to have the grades from the first program forgiven. If a student chooses this option, the grade(s) will remain on the student’s transcript, but will not be included in the student’s GPA.

*To be eligible for grade forgiveness the student must:*

1. Apply to the new degree program and be accepted. Please note: Moving from one area to another within the same degree does not

constitute a new degree program (e.g., MBA. HRM to regular MBA); students must be changing degrees (e.g., MBA to MAED).

- After admittance to the new degree program, the student must complete a Waiver of Academic Requirement or Policy eform to request grade forgiveness.

## Grading System

*McKendree University uses the following grading system:*

	<i>Quality points per credit hr.</i>
A	4
A-	3.7
B+	3.3
B	3
B-	2.7
C	2
F	0
I - Incomplete	0
IP - In Progress	0
NC - No Credit	0
NS - Not Submitted	0
W - Withdrawal	0
CR - Credit	0
NC - No Credit	0
AU - Audit	0
WA - Administratively withdrawn	0

A student who will not complete course requirements by the end of the semester may request a grade of incomplete from the instructor before the final examination.

A student receiving an incomplete has until the end of the next semester, or until an earlier date specified by the instructor to the student in writing, to finish the required work, and to have a grade assigned. If no grade is assigned at the end of the next semester, the incomplete will revert to a grade of F.

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

A student may take courses which require research projects that cannot be completed in a

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

A student who officially withdraws from a course receives either no grade or a grade of W depending upon the circumstances and timing of the withdrawal. The grade of W is not included in the computation of the grade point average.

## Graduation Requirements

- Students must satisfactorily complete the appropriate degree and program requirements, as outlined in the Graduate Catalog at the time of matriculation, with a minimum cumulative GPA, as follows:
  - For all master's degree and post-baccalaureate certificate programs, 3.0 GPA.
  - For the EdS and EdD programs, 3.25 GPA.
  - For the DNP program, 3.5 GPA.
- Students may count no more than one grade of "C" toward degree requirements, except for the following:
  - MS in Athletic Training: May earn only one B-grade in one course.
  - MA in Clinical Mental Health Counseling: Must earn all B- grades or better.
  - DNP: Must earn all B grades or better.
- Students in master's, specialist, or doctoral programs must complete all degree requirements within seven (7) years of matriculation. Students in post-baccalaureate certificate programs must complete all certificate requirements within six (6) years of matriculation.
- Students must declare the intent to graduate by completing a degree application according to the following deadlines:
  - Applications for May graduation are due by the previous October 31.
  - Applications for July graduation are due by the previous October 31.
  - Applications for December graduation are due by the previous March 31.

## Independent Study

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

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

## Official Graduation Dates

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

## Repeat/Delete

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

*The following conditions apply:*

1. A student may repeat any course one time (unless the course is deemed not repeatable by the department).
2. A student may repeat a course twice only if the student failed the course (F) both times it was taken before.
3. All grades will appear on the permanent record.
4. For the purpose of computing grade point average and total hours earned, the student taking a repeat/delete will be credited with the highest grade earned for all attempts.

5. If a course has dropped in credit level (for instance from 4 to 3 hours), the residue credit not covered by the repeat will be reflected on the transcript at the grade originally awarded and will be computed in the grade point average, unless extended credit is earned and awarded.

## Residence Requirement

All graduate-level students are expected to complete their coursework at McKendree University.

## Second Degree

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

## Severe Weather Policy

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

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

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

## Transfer of Credit

Students who wish to transfer graduate-level credit hours to McKendree must have earned a grade equivalent to a B or better (3.0 on a 4.0 scale) in every course requested for transfer. A maximum of twelve hours of transfer credit may be applied toward any master's program and nine hours of transfer credit toward any specialist program. No hours of transfer credit may be applied toward any post-baccalaureate certificate program or doctoral program.

Transfer credit must be submitted for approval prior to or during the first semester of enrollment.

## Undergraduate Students Enrolled in Graduate Level Credit

McKendree undergraduate students may submit a permission form to enroll in six graduate-level credit hours if they have completed 90 credit hours toward the completion of a baccalaureate degree, have an overall cumulative GPA of 3.0, be enrolled in at least 12 undergraduate credit hours, and must pay undergraduate tuition rate (either flat rate or per credit hour, depending upon on the course load). The permission form is available on the Office of Academic Records web page and must be approved by the student's advisor, Office of Academic Records, financial aid director, program director, and provost.

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

Enrollment is contingent upon seat availability in the course and may be dropped if space is needed for graduate students. Permission to take courses does not imply acceptance into the graduate program; the admission process must be followed.

## Withdrawals

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

<i>Term Length</i>	<i>Days</i>	<i>Transcript Notation</i>
16 weeks	Until 5th business day	No W on transcript
	6th – 60th business day	W on transcript
	61st business day onward	Cannot drop
8 weeks	Until 5th business day	No W on transcript
	6th – 30th business day	W on transcript
	30th business day onward	Cannot drop
4 weeks	Until 5th business day	No W on transcript
	6th – 15th business day	W on transcript
	16th business day onward	Cannot drop

## 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.



# SCHOOL OF BUSINESS

## MASTER OF BUSINESS ADMINISTRATION

- Concentration in Corporate Finance
- Concentration in Cyber Defense
- Concentration in Digital Marketing
- Concentration in Human Resource Management

**THE MASTER OF BUSINESS ADMINISTRATION** focuses on integrated learning experiences in which students develop problem solving and team building skills in an environment in which they can learn from the faculty and each other. The McKendree University MBA program is designed to meet the needs of the working adult. It is expected that students entering the program will usually be employed while they pursue their studies.

**Timothy J. Ros, EdD**

**Assistant Professor of Business • Director of MBA Program**



## Student Learning Outcomes

*Students will:*

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

## Course of Study

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

## Foundations of Business Knowledge

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

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

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

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

## MBA Curriculum

The Master of Business Administration curriculum consists of 10 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 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.

<b>MBA Courses</b>		<b>30 crs.</b>
<b>MBA 621</b>	<b>ACCOUNTING FOR MANAGERS</b>	<b>3</b>
<b>MBA 622</b>	<b>ECONOMICS OF THE FIRM</b>	<b>3</b>
<b>MBA 623</b>	<b>BUSINESS RESEARCH METHODS AND APPLICATIONS</b>	<b>3</b>
<b>MBA 625</b>	<b>LEGAL ISSUES FOR MANAGERS</b>	<b>3</b>
<b>MBA 631</b>	<b>CORPORATE FINANCE</b>	<b>3</b>
<b>MBA 642</b>	<b>CUSTOMERS AND COMPETITIVE ADVANTAGE</b>	<b>3</b>
<b>MBA 651</b>	<b>GLOBAL ORGANIZATION AND MANAGEMENT</b>	<b>3</b>
<b>MBA 652</b>	<b>ORGANIZATIONAL BEHAVIOR</b>	<b>3</b>
<b>MBA 653</b>	<b>STAKEHOLDER MANAGEMENT AND ETHICS</b>	<b>3</b>
<b>MBA 661</b>	<b>CORPORATE STRATEGY AND LEADERSHIP</b>	<b>3</b>

## MBA – Corporate Finance Concentration

### Corporate Finance

Concentration Courses		42 crs.
MBA 621	ACCOUNTING FOR MANAGERS	3
MBA 622	ECONOMICS OF THE FIRM	3
MBA 623	BUSINESS RESEARCH METHODS AND APPLICATIONS	3
MBA 625	LEGAL ISSUES FOR MANAGERS	3
MBA 631	CORPORATE FINANCE	3
MBA 632	INVESTMENTS AND FINANCIAL MARKETS	3
MBA 633	MERGERS AND ACQUISITIONS	3
MBA 634	FINANCIAL TAXATION AND STRATEGIC PLANNING	3
MBA 637	FINANCIAL ANALYSIS AND REPORTING	3
MBA 642	CUSTOMERS AND COMPETITIVE ADVANTAGE	3
MBA 651	GLOBAL ORGANIZATION AND MANAGEMENT	3
MBA 652	ORGANIZATIONAL BEHAVIOR	3
MBA 653	STAKEHOLDER MANAGEMENT AND ETHICS	3
MBA 661	CORPORATE STRATEGY AND LEADERSHIP	3

## MBA – Cyber Defense Concentration

*This foundation course provides students who have no education or experience in the field of information security with the requisite knowledge to be successful in the remaining cyber defense courses in the program.*

### • MBA 570 FOUNDATIONS IN CYBER DEFENSE

Cyber Defense Concentration Courses		39 crs.
MBA 621	ACCOUNTING FOR MANAGERS	3
MBA 622	ECONOMICS OF THE FIRM	3
MBA 623	BUSINESS RESEARCH METHODS AND APPLICATIONS	3
MBA 625	LEGAL ISSUES FOR MANAGERS	3
MBA 631	CORPORATE FINANCE	3
MBA 642	CUSTOMERS AND COMPETITIVE ADVANTAGE	3
MBA 652	ORGANIZATIONAL BEHAVIOR	3
MBA 653	STAKEHOLDER MANAGEMENT AND ETHICS	3
MBA 661	CORPORATE STRATEGY AND LEADERSHIP	3
MBA 670	ADVANCED CONCEPTS IN CYBER DEFENSE	3
MBA 672	CYBER SYSTEMS ADMINISTRATION AND ANALYSIS	3
MBA 674	CYBER THREAT ASSESSMENT AND RESPONSE	3
MBA 676	CYBER DEFENSE MANAGEMENT AND LEADERSHIP	3

## MBA – Digital Marketing Concentration

### Digital Marketing

#### Concentration Courses 39 crs.

MBA 621	ACCOUNTING FOR MANAGERS	3
MBA 622	ECONOMICS OF THE FIRM	3
MBA 623	BUSINESS RESEARCH METHODS AND APPLICATIONS	3
MBA 625	LEGAL ISSUES FOR MANAGERS	3
MBA 631	CORPORATE FINANCE	3
MBA 642	CUSTOMERS AND COMPETITIVE ADVANTAGE	3
MBA 643	DIGITAL MARKETING	3
MBA 645	SOCIAL MEDIA MARKETING	3
MBA 646	MARKETING ANALYTICS	3
MBA 651	GLOBAL ORGANIZATION AND MANAGEMENT	3
MBA 652	ORGANIZATIONAL BEHAVIOR	3
MBA 653	STAKEHOLDER MANAGEMENT AND ETHICS	3
MBA 661	CORPORATE STRATEGY AND LEADERSHIP	3

## MBA – Human Resource Management Concentration

### Human Resource Management

#### Concentration Courses 36 crs.

MBA 621	ACCOUNTING FOR MANAGERS	3
MBA 622	ECONOMICS OF THE FIRM	3
MBA 623	BUSINESS RESEARCH METHODS AND APPLICATIONS	3
MBA 625	LEGAL ISSUES FOR MANAGERS	3
MBA 630	PEOPLE MANAGEMENT	3
MBA 631	CORPORATE FINANCE	3
MBA 636	LEADING ORGANIZATIONAL CHANGE	3
MBA 642	CUSTOMERS AND COMPETITIVE ADVANTAGE	3
MBA 652	ORGANIZATIONAL BEHAVIOR	3
MBA 653	STAKEHOLDER MANAGEMENT AND ETHICS	3
MBA 661	CORPORATE STRATEGY AND LEADERSHIP	3
MBA 662	STRATEGIC HR AND GLOBALIZATION	3

## Probation and Suspension

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

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

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



# SCHOOL OF BUSINESS

McKendree University

## POST-BACCALAUREATE CERTIFICATES

- Corporate Finance
- Cyber Defense
- Digital Marketing
- Human Resource Management

**THE SCHOOL OF BUSINESS AT MCKENDREE UNIVERSITY** offers post-baccalaureate certificates, which require a minimum of 12 credits of specialized coursework in specific fields, including corporate finance, cyber defense, digital marketing, and human resources management. Post-baccalaureate certificates supplement students' education and facilitate a shorter path to entry into or advancement within specific careers. The courses that comprise the post-baccalaureate certificates in focus areas within the School of Business are graduate-level courses that can be applied to the requirements for the Master of Business Administration program. Depending upon the subject area, students could earn a post-baccalaureate certificate in as little as one semester.

**Timothy J. Ros, EdD**  
**Assistant Professor of Business • Director of MBA Program**

## Foundations of Business Knowledge

Students who have not completed undergraduate course work in accounting, management, marketing, microeconomics, and statistics must acquire the necessary knowledge before enrolling in a post-baccalaureate certificate in the School of Business at McKendree University.

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

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

*Students who have completed coursework in all of these foundational areas of business may begin the post-baccalaureate certificate courses in one of the following areas:*

### Post-Baccalaureate Certificate – Corporate Finance

Corporate Finance Certificate Courses		18 crs.
<b>MBA 621</b>	<b>ACCOUNTING FOR MANAGERS</b>	<b>3</b>
<b>MBA 631</b>	<b>CORPORATE FINANCE</b>	<b>3</b>
<b>MBA 632</b>	<b>INVESTMENTS AND FINANCIAL MARKETS</b>	<b>3</b>
<b>MBA 633</b>	<b>MERGERS AND ACQUISITIONS</b>	<b>3</b>
<b>MBA 634</b>	<b>FINANCIAL TAXATION AND STRATEGIC PLANNING</b>	<b>3</b>
<b>MBA 637</b>	<b>FINANCIAL ANALYSIS AND REPORTING</b>	<b>3</b>

### Post-Baccalaureate Certificate – Cyber Defense

*The foundation course below provides students who have no education or experience in the field of information security with the requisite knowledge to be successful in the remaining cyber defense courses in the program.*

#### • MBA 570 FOUNDATIONS IN CYBER DEFENSE

Cyber Defense Certificate Courses		18 crs.
<b>MBA 652</b>	<b>ORGANIZATIONAL BEHAVIOR</b>	<b>3</b>
<b>MBA 653</b>	<b>STAKEHOLDER MANAGEMENT AND ETHICS</b>	<b>3</b>
<b>MBA 670</b>	<b>ADVANCED CONCEPTS IN CYBER DEFENSE</b>	<b>3</b>
<b>MBA 672</b>	<b>CYBER SYSTEMS ADMINISTRATION AND ANALYSIS</b>	<b>3</b>
<b>MBA 674</b>	<b>CYBER THREAT ASSESSMENT AND RESPONSE</b>	<b>3</b>
<b>MBA 676</b>	<b>CYBER DEFENSE MANAGEMENT AND LEADERSHIP</b>	<b>3</b>

### Post-Baccalaureate Certificate – Digital Marketing

Digital Marketing Certificate Courses		18 crs.
<b>MBA 642</b>	<b>CUSTOMERS AND COMPETITIVE ADVANTAGE</b>	<b>3</b>
<b>MBA 643</b>	<b>DIGITAL MARKETING</b>	<b>3</b>
<b>MBA 645</b>	<b>SOCIAL MEDIA MARKETING</b>	<b>3</b>
<b>MBA 646</b>	<b>MARKETING ANALYTICS</b>	<b>3</b>
<b>MBA 652</b>	<b>ORGANIZATIONAL BEHAVIOR</b>	<b>3</b>
<b>MBA 653</b>	<b>STAKEHOLDER MANAGEMENT AND ETHICS</b>	<b>3</b>

### Post-Baccalaureate Certificate – Human Resource Management

Human Resource Management Certificate Courses		18 crs.
<b>MBA 625</b>	<b>LEGAL ISSUES FOR MANAGERS</b>	<b>3</b>
<b>MBA 630</b>	<b>PEOPLE MANAGEMENT</b>	<b>3</b>
<b>MBA 636</b>	<b>LEADING ORGANIZATIONAL CHANGE</b>	<b>3</b>
<b>MBA 652</b>	<b>ORGANIZATIONAL BEHAVIOR</b>	<b>3</b>
<b>MBA 653</b>	<b>STAKEHOLDER MANAGEMENT AND ETHICS</b>	<b>3</b>
<b>MBA 662</b>	<b>STRATEGIC HR AND GLOBALIZATION</b>	<b>3</b>

## Post-baccalaureate Certificate Program Format

Courses that comprise the post-baccalaureate certificates in the School of Business are offered online in five 8-week sessions per year. In most cases, students can take two courses at a time.

## Probation and Suspension

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

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

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

## Awarding of Certificates

For students participating in a stand-alone certificate program, certificates are awarded at the end of the term in which all the certificate program requirements have been successfully completed. The concentration will be listed on the certificate (e.g., Post-Baccalaureate Certificate in human resource management). To receive their certificate, students must complete the Certificate Completion eform during the semester in which they intend to finish the last course (the form can be found on the Academic Records web page: <https://www.mckendree.edu/offices/academic-records/forms/index.php>).

## Applying Certificate Courses to Graduate Degrees

Courses taken in a certificate program may also be counted toward the completion of a graduate degree. All courses for the certificate and the degree program will appear on the student's post-baccalaureate transcript, and, provided the courses for the certificate are completed before the degree, both the certificate and degree will appear at the bottom of the transcript.

## Additional Certificates After Degree Completion

If students wish to earn a certificate in another area after they have completed a degree, they may do so and the certificate will appear at the bottom of the transcript once those courses have been completed and the student has submitted the Certificate Completion eform.

# School of Education



## SCHOOL OF EDUCATION

**MASTER OF ARTS IN TEACHING  
MASTER OF ARTS IN EDUCATION  
SPECIALIST IN EDUCATION  
DOCTOR OF EDUCATION**

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

**Jay Goble, PhD**  
**Assistant Professor of Education**  
**Director of MAED/MAT/EdS/EdD Programs**



MAKE YOUR MARK

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

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

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

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

## Student Learning Outcomes

*Students will:*

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

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



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

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

## Knowledgeable Professional

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

## Caring Practitioner

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

## Lifelong Learner

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



# SCHOOL OF EDUCATION

## MASTER OF ARTS IN TEACHING

- Elementary Education
- Middle School Education
- Secondary Education
- K-12 Physical Education
- Special Education

## MASTER OF ARTS IN EDUCATION

- Special Education
- Curriculum Design and Instruction
- Teacher Leadership Licensure
- Educational Administration and Leadership
- Educational Studies
- Educational Studies Emphasis in Reading
- Educational Studies Emphasis in Mathematics Instruction
- Special Non-degree Added Endorsements

## Assessment Process

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

## Criteria for Dispositions Evaluations

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

*A graduate of McKendree University's education program:*

1. Respects the cultures, values, beliefs, and talents of all people.
2. Believes that all students can learn.
3. Values the importance of diversity in an ever-changing world.
4. Values the use and application of technology in teaching and learning.
5. Appreciates the responsibility of educators to motivate and affect student learning.
6. Reflects professional ethics that are mirrored in McKendree University's tradition of Christian values.
7. Believes that professional development is essential for growth in teaching, learning, and service.
8. Is committed to a career in education that is based upon lifelong reflection.
9. Values the contextual and interactive roles between the profession and the community.
10. Believes that educators must be effective oral and written communicators.

11. Values the tenets and responsibilities of the education profession by dressing appropriately.
12. Values the tenets and responsibilities of the education profession by meeting attendance requirements.
13. Values the tenets and responsibilities of the education profession by completing professional responsibilities promptly.
14. Values the Tenets and responsibilities of the education profession by conducting one's self in a professional manner.

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

## Probation and Suspension

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

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

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

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

## Acceptance of NBCT ACE Transcript for Credit

National Board Certified Teachers (NBCT) enrolled in a program leading to any MAED degree may substitute graduate credit awarded by the American Council on Education (ACE) for two courses: EDU 611 Curriculum Theory and Design and EDU 612 Instructional and Curricular Design and Evaluation. These credit hours are in addition to the maximum of 12 credit hours allowed for transfer from other institutions.



# SCHOOL OF EDUCATION

## MASTER OF ARTS IN TEACHING

- **Elementary Education**
- **Middle School Education**
- **Secondary Education**
- **Physical Education**
- **Special Education**

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



MAKE YOUR MARK

### THE MASTER OF ARTS IN TEACHING PROGRAM

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

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

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

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

## Requirements for Retention in the Program

*To remain in a Teacher Education Program, candidates must:*

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

## Requirements for Student Teaching

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

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

## Requirements for Program Completion

*To complete a Teacher Education Program, candidates must:*

- Meet all prior requirements listed above.
- Complete professional education courses with a grade of C or higher.
- Complete student teaching with a grade of C or higher.
- Pass the edTPA as required by the Illinois State Board of Education\*.

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

## MAT IN ELEMENTARY EDUCATION

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

### Student Learning Outcomes

*Students will:*

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

### MAT in Elementary Education Courses      **51 crs.**

<b>EDU 501</b>	<b>METHODS OF TEACHING FINE ARTS (ELEMENTARY)</b>	<b>3</b>
<b>EDU 509</b>	<b>INTRODUCTION TO INSTRUCTIONAL PLANNING AND DELIVERY</b>	<b>3</b>
<b>EDU 509A</b>	<b>FIELD PRACTICUM I (ELEMENTARY)</b>	<b>0</b>
<b>EDU 510</b>	<b>INTRODUCTION TO TEACHING</b>	<b>2</b>
<b>EDU 511</b>	<b>TEACHING AND LEARNING WITH TECHNOLOGY</b>	<b>2</b>
<b>EDU 520</b>	<b>THE LEARNING ENVIRONMENT</b>	<b>3</b>
<b>EDU 520A</b>	<b>FIELD PRACTICUM II (ELEMENTARY)</b>	<b>0</b>
<b>EDU 530</b>	<b>EARLY LITERACY</b>	<b>3</b>
<b>EDU 535</b>	<b>METHODS OF TEACHING CONTENT AREA READING (ELEMENTARY)</b>	<b>3</b>
<b>EDU 541</b>	<b>TEACHING ELEMENTARY MATHEMATICS</b>	<b>3</b>
<b>EDU 542</b>	<b>TEACHING SCIENCE IN THE ELEMENTARY CLASSROOM</b>	<b>3</b>
<b>EDU 545</b>	<b>LEARNING AND TEACHING LANGUAGE ARTS (ELEMENTARY)</b>	<b>3</b>
<b>EDU 546</b>	<b>METHODS OF TEACHING AND LEARNING SOCIAL SCIENCE IN THE ELEMENTARY CLASSROOM</b>	<b>3</b>
<b>EDU 546A</b>	<b>FIELD PRACTICUM III (ELEMENTARY)</b>	<b>0</b>
<b>EDU 558</b>	<b>ASSESSING STUDENT LEARNING</b>	<b>3</b>
<b>EDU 560</b>	<b>MOVEMENT CONCEPTS</b>	<b>2</b>
<b>EDU 590</b>	<b>STUDENT TEACHING SEMINAR</b>	<b>1</b>
<b>EDU 599</b>	<b>TEACHING PERFORMANCE ASSESSMENT</b>	<b>0</b>
<b>EDU 600</b>	<b>PROFESSIONAL EDUCATOR SEMINAR</b>	<b>0</b>
<b>EDU 602</b>	<b>MULTICULTURAL EDUCATION</b>	<b>3</b>
<b>EDU 650</b>	<b>ADVANCED EDUCATIONAL PSYCHOLOGY</b>	<b>3</b>
<b>EDU 695</b>	<b>STUDENT TEACHING (ELEMENTARY)</b>	<b>5</b>
<b>SPE 505</b>	<b>INSTRUCTION OF DIVERSE LEARNERS PLUS ANY DEFICIENCIES</b>	<b>3</b>

## MAT IN MIDDLE SCHOOL EDUCATION

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

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

### Student Learning Outcomes

*Students will:*

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

MAT in Middle School Education Courses		43 crs.
EDU 503	MIDDLE SCHOOL PHILOSOPHY AND PRACTICES	3
EDU 504	EARLY ADOLESCENCE AND SCHOOLING	3
EDU 509	INTRODUCTION TO INSTRUCTIONAL PLANNING AND DELIVERY	3
EDU 509B	FIELD PRACTICUM I (MIDDLE SCHOOL)	0
EDU 510	INTRODUCTION TO TEACHING	2
EDU 511	TEACHING AND LEARNING WITH TECHNOLOGY	2
EDU 512	METHODS OF TEACHING READING AND WRITING IN THE CONTENT AREAS	3
EDU 520	THE LEARNING ENVIRONMENT	3
EDU 520B	FIELD PRACTICUM II (MIDDLE SCHOOL)	0
EDU 558	ASSESSING STUDENT LEARNING	3
EDU 5XX	CONTENT AREA METHODS (EDU 559, 574, 577, 578)	3
EDU 5XXB	FIELD PRACTICUM III (EDU 559B, 574B, 577B, or 578B)	0
EDU 590	STUDENT TEACHING SEMINAR	1
EDU 599	TEACHING PERFORMANCE ASSESSMENT	0
EDU 600	PROFESSIONAL EDUCATOR SEMINAR	0
EDU 602	MULTICULTURAL EDUCATION	3
EDU 650	ADVANCED EDUCATIONAL PSYCHOLOGY	3
EDU 692	STUDENT TEACHING (MIDDLE SCHOOL)	5
EDR 510	ADOLESCENT LITERATURE	3
SPE 505	INSTRUCTION OF DIVERSE LEARNERS PLUS ANY DEFICIENCIES	3



## MAT IN SECONDARY EDUCATION

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

### Student Learning Outcomes

*Students will:*

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

<b>MAT in Secondary Education Courses</b>		<b>37 crs.</b>
<b>EDR 510</b>	<b>ADOLESCENT LITERATURE</b>	<b>3</b>
<b>EDU 509</b>	<b>INTRODUCTION TO INSTRUCTIONAL PLANNING AND DELIVERY</b>	<b>3</b>
<b>EDU 509C</b>	<b>FIELD PRACTICUM I</b>	<b>0</b>
<b>EDU 510</b>	<b>INTRODUCTION TO TEACHING</b>	<b>2</b>
<b>EDU 511</b>	<b>TEACHING AND LEARNING WITH TECHNOLOGY</b>	<b>2</b>
<b>EDU 512</b>	<b>METHODS OF TEACHING READING AND WRITING IN THE CONTENT AREAS</b>	<b>3</b>
<b>EDU 520</b>	<b>THE LEARNING ENVIRONMENT</b>	<b>3</b>
<b>EDU 520C</b>	<b>FIELD PRACTICUM II</b>	<b>0</b>
<b>EDU 558</b>	<b>ASSESSING STUDENT LEARNING</b>	<b>3</b>
<b>EDU 57X</b>	<b>CONTENT AREA METHODS 3 (EDU 571, 572, 573 or 575)</b>	<b>3</b>
<b>EDU 57XC</b>	<b>FIELD PRACTICUM III (EDU 571C, 572C, 573C or 575C)</b>	<b>0</b>
<b>EDU 590</b>	<b>STUDENT TEACHING SEMINAR</b>	<b>1</b>
<b>EDU 600</b>	<b>PROFESSIONAL EDUCATOR SEMINAR</b>	<b>0</b>
<b>EDU 602</b>	<b>MULTICULTURAL EDUCATION</b>	<b>3</b>
<b>EDU 650</b>	<b>ADVANCED EDUCATIONAL PSYCHOLOGY</b>	<b>3</b>
<b>EDU 696</b>	<b>STUDENT TEACHING (SECONDARY)</b>	<b>5</b>
<b>EDU 599</b>	<b>TEACHING PERFORMANCE ASSESSMENT</b>	<b>0</b>
<b>SPE 505</b>	<b>INSTRUCTION OF DIVERSE LEARNERS PLUS ANY DEFICIENCIES</b>	<b>3</b>

## MAT IN PHYSICAL EDUCATION

The physical education graduate program results in an Illinois professional educator license for grades PreK-12. The program consists of 37 credit hours of professional education coursework and a minimum of 32 credit hours in the content area. Coursework from other institutions or completed for an undergraduate degree will be reviewed to determine if they are equivalent to the content areas required by the State of Illinois.

### Student Learning Outcomes

*Students will:*

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

<b>MAT in Physical Education Courses</b>		<b>37 crs.</b>
<b>EDR 510</b>	<b>ADOLESCENT LITERATURE</b>	<b>3</b>
<b>EDU 509</b>	<b>INTRODUCTION TO INSTRUCTIONAL PLANNING AND DELIVERY</b>	<b>3</b>
<b>EDU 509D</b>	<b>FIELD PRACTICUM I</b>	<b>0</b>
<b>EDU 510</b>	<b>INTRODUCTION TO TEACHING</b>	<b>2</b>
<b>EDU 511</b>	<b>TEACHING AND LEARNING WITH TECHNOLOGY</b>	<b>2</b>
<b>EDU 512</b>	<b>METHODS OF TEACHING READING AND WRITING IN THE CONTENT AREAS</b>	<b>3</b>
<b>EDU 520</b>	<b>THE LEARNING ENVIRONMENT</b>	<b>3</b>
<b>EDU 520D</b>	<b>FIELD PRACTICUM II</b>	<b>0</b>
<b>EDU 558</b>	<b>ASSESSING STUDENT LEARNING</b>	<b>3</b>
<b>EDU 551</b>	<b>METHODS OF TEACHING PHYSICAL EDUCATION (PreK-12)</b>	<b>3</b>
<b>EDU 551D</b>	<b>FIELD PRACTICUM III</b>	<b>0</b>
<b>EDU 590</b>	<b>STUDENT TEACHING SEMINAR</b>	<b>1</b>
<b>EDU 600</b>	<b>PROFESSIONAL EDUCATOR SEMINAR</b>	<b>0</b>
<b>EDU 602</b>	<b>MULTICULTURAL EDUCATION</b>	<b>3</b>
<b>EDU 650</b>	<b>ADVANCED EDUCATIONAL PSYCHOLOGY</b>	<b>3</b>
<b>EDU 693</b>	<b>STUDENT TEACHING (PreK-12)</b>	<b>5</b>
<b>EDU 599</b>	<b>TEACHING PERFORMANCE ASSESSMENT</b>	<b>0</b>
<b>SPE 505</b>	<b>INSTRUCTION OF DIVERSE LEARNERS PLUS ANY DEFICIENCIES</b>	<b>3</b>

## MAT IN SPECIAL EDUCATION

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

### Student Learning Outcomes

*Students will:*

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

### MAT in Special Education Courses 49 crs.

<b>EDU 509</b>	<b>INTRODUCTION TO INSTRUCTIONAL PLANNING AND DELIVERY</b>	<b>3</b>
<b>EDU 510</b>	<b>INTRODUCTION TO TEACHING</b>	<b>2</b>
<b>EDU 511</b>	<b>TEACHING AND LEARNING WITH TECHNOLOGY</b>	<b>2</b>
<b>EDU 520</b>	<b>THE LEARNING ENVIRONMENT</b>	<b>3</b>
<b>EDU 530</b>	<b>EARLY LITERACY</b>	<b>3</b>
<b>EDU 541</b>	<b>TEACHING ELEMENTARY MATHEMATICS</b>	<b>3</b>
<b>EDU 558</b>	<b>ASSESSING STUDENT LEARNING</b>	<b>3</b>
<b>EDU 590</b>	<b>STUDENT TEACHING SEMINAR</b>	<b>1</b>
<b>EDU 600</b>	<b>PROFESSIONAL EDUCATION SEMINAR</b>	<b>0</b>
<b>EDU 650</b>	<b>EDUCATIONAL PSYCHOLOGY</b>	<b>3</b>
<b>SPE 500</b>	<b>FOUNDATIONS OF SPECIAL EDUCATION</b>	<b>2</b>
<b>SPE 509A</b>	<b>FIELD PRACTICUM I</b>	<b>0</b>
<b>SPE 510</b>	<b>BEHAVIOR MANAGEMENT</b>	<b>3</b>
<b>SPE 510A</b>	<b>FIELD PRACTICUM II</b>	<b>0</b>
<b>SPE 520</b>	<b>COLLABORATION AND CONSULTATION IN SPECIAL EDUCATION</b>	<b>2</b>
<b>SPE 530</b>	<b>LANGUAGE DEVELOPMENT</b>	<b>2</b>
<b>SPE 540</b>	<b>ASSISTIVE TECHNOLOGY AND LOW INCIDENCE DISABILITIES</b>	<b>3</b>
<b>SPE 592</b>	<b>ASSESSMENT AND PROGRESS MONITORING IN SPECIAL EDUCATION</b>	<b>3</b>
<b>SPE 594</b>	<b>METHODS OF TEACHING STUDENTS WITH DISABILITIES</b>	<b>3</b>
<b>SPE 594A</b>	<b>FIELD PRACTICUM III</b>	<b>0</b>
<b>SPE 599</b>	<b>TEACHING PERFORMANCE ASSESSMENT</b>	<b>0</b>
<b>SPE 690</b>	<b>CHARACTERISTICS OF STUDENTS WITH DISABILITIES</b>	<b>3</b>
<b>SPE 697</b>	<b>STUDENT TEACHING: STUDENTS WITH DISABILITIES</b>	<b>5</b>



# SCHOOL OF EDUCATION

## MASTER OF ARTS IN EDUCATION

- Special Education

**THE GRADUATE PROGRAM IN SPECIAL EDUCATION** is designed for individuals who want to continue developing their professional commitment and competence in the area of special education. The Special Education program emphasizes theoretical and practical implications of identification, assessment, and instruction of students with disabilities.

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

## Student Learning Outcomes

### Students will:

- Demonstrate advanced knowledge of disability and how disabling conditions impact learning in the K-21 level.
- Apply advanced understanding of special education and general education laws in regards to practical situations in the school and classroom environment.
- Exhibit an understanding of adaptations and supports for students with exceptionalities at varying ability and age levels including accommodations, modifications, and assistive technology.
- Demonstrate advanced knowledge of assessment and progress monitoring in special education.
- Display effective practices regarding behavior management, classroom management, and special education teaching methodology in school settings.

## Special Education

### Professional Educator Model

The McKendree University School of Education created a standards-based curriculum and assessment system for all programs. The programs incorporate standards that reflect the integration of content, pedagogy, and professional studies. The Conceptual Framework links course work and the assessment system. Candidates are required to pass through program assessment points that define their progression through the program. The purpose of the McKendree University assessment system is to ensure the preparation of candidates who demonstrate the knowledge, skills, and dispositions inherent in the framework for the Teacher Education model.

<b>MAED in Special Education Courses</b>		<b>32 crs.</b>
<b>EDR 623</b>	<b>STRATEGIES AND INTERVENTIONS TO ASSIST STRUGGLING READERS</b>	<b>3</b>
<b>EDU 600</b>	<b>PROFESSIONAL EDUCATOR SEMINAR</b>	<b>0</b>
<b>EDU 641</b>	<b>EDUCATIONAL RESEARCH AND STATISTICS</b>	<b>3</b>
<b>EDU 645</b>	<b>ACTION RESEARCH AND PLANNING</b>	<b>2</b>
<b>SPE 500</b>	<b>FOUNDATIONS OF SPECIAL EDUCATION</b>	<b>2</b>
<b>SPE 510</b>	<b>BEHAVIOR MANAGEMENT</b>	<b>3</b>
<b>SPE 520</b>	<b>COLLABORATION AND CONSULTATION IN SPECIAL EDUCATION</b>	<b>2</b>
<b>SPE 530</b>	<b>LANGUAGE DEVELOPMENT</b>	<b>2</b>
<b>SPE 540</b>	<b>ASSISTIVE TECHNOLOGY AND LOW INCIDENCE DISABILITIES</b>	<b>3</b>
<b>SPE 592</b>	<b>ASSESSMENT AND PROGRESS MONITORING IN SPECIAL EDUCATION</b>	<b>3</b>
<b>SPE 594</b>	<b>METHODS OF TEACHING STUDENTS WITH DISABILITIES</b>	<b>3</b>
<b>SPE 594B</b>	<b>FIELD PRACTICUM III</b>	<b>0</b>
<b>SPE 690</b>	<b>CHARACTERISTICS OF STUDENTS WITH DISABILITIES IN DIVERSE CLASSROOMS</b>	<b>3</b>
	<b>EDUCATION ELECTIVE HOURS</b>	<b>3</b>



# SCHOOL OF EDUCATION

## MASTER OF ARTS IN EDUCATION

### • Curriculum Design and Instruction

#### THE GRADUATE PROGRAM IN CURRICULUM DESIGN AND INSTRUCTION

is designed for teachers who want to continue developing their professional commitment and competence in the area of curriculum design and instruction. Graduate students in the program examine current educational theory and practice and explore a variety of viewpoints to reflectively develop their professional competence and teaching style to enhance their academic background as they relate to student courses of study. They explore social issues affecting students, such as diversity, students with special needs, and character development, and expand their awareness of and respect for the unique development of each student. During their course work, they consider effective collaboration with and accountability to students, parents, colleagues, and the community. By re-examining the development of values and professional ethics, candidates gain greater intellectual and ethical insight.

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

## Student Learning Outcomes

*Students will:*

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

## Curriculum Design and Instruction

### Professional Educator Model –Assessments

The McKendree University School of Education created a standards-based curriculum and assessment system for all programs. The programs incorporate standards that reflect the integration of content, pedagogy, and professional studies. The Conceptual Framework links course work and the assessment system. Candidates are required to meet screening criteria and pass through program assessment points that define their progression through the program. The candidate is then required to complete a final assessment based on program standards. An interview, review, or evaluation by the candidate serves to inform the faculty and validate the candidate's progress in the program. The purpose of the McKendree University assessment system is to ensure the preparation of candidates who demonstrate the knowledge, skills, and dispositions inherent in the framework for the Teacher Education model.

All candidates are required to complete EDU 600 Professional Educator Seminar during the first semester of their program and to complete an action research project or thesis at the end of their program to demonstrate their proficiency on the standards that reflect the McKendree University Framework for Teacher Education Model and the National Board of Professional Teaching Standards.

### MAED in Curriculum Design and Instruction Courses

**31-33 crs.**

<b>EDL 620</b>	<b>SCHOOL LAW</b>	<b>3</b>
<b>EDU 600</b>	<b>PROFESSIONAL EDUCATOR SEMINAR</b>	<b>0</b>
<b>EDU 602</b>	<b>MULTICULTURAL EDUCATION</b>	<b>3</b>
<b>EDU 615</b>	<b>CONTEMPORARY ISSUES IN EDUCATION</b>	<b>3</b>
<b>EDU 611</b>	<b>CURRICULUM THEORY AND DESIGN</b>	<b>3</b>
<b>EDU 612</b>	<b>INSTRUCTIONAL AND CURRICULAR DESIGN AND EVALUATION</b>	<b>3</b>
<b>EDU 621</b>	<b>CHARACTER DEVELOPMENT IN EDUCATION</b>	<b>3</b>
<b>EDU 641</b>	<b>EDUCATIONAL RESEARCH AND STATISTICS</b>	<b>3</b>
<b>EDU 645</b>	<b>ACTION RESEARCH PLANNING</b>	<b>2</b>
<b>EDU 694</b>	<b>PRACTICUM IN CURRICULUM DESIGN AND INSTRUCTION</b>	<b>3</b>
<b>EDU 697</b>	<b>ACTION RESEARCH PROJECT</b>	<b>2</b>
<i>or</i>		
<b>EDU 699</b>	<b>ACTION RESEARCH THESIS</b>	<b>4</b>
<b>SPE 691</b>	<b>ADAPTING THE CURRICULUM FOR STUDENTS WITH SPECIAL NEEDS</b>	<b>3</b>



# SCHOOL OF EDUCATION

## MASTER OF ARTS IN EDUCATION

- **Teacher Leadership Licensure**

**THE GRADUATE PROGRAM IN TEACHER LEADERSHIP LICENSURE** is designed for educators who want to continue developing their professional commitment and competence while seeking an Illinois Teacher Leadership License. This license gives individuals the ability to have entry-level leadership positions in their schools, such as Department Chairs, Athletic Directors, Dean of Students, Curriculum Team Leaders, Grade Level Leaders, etc. In addition, candidates for this degree have the option of later advancing their knowledge to obtain a license to become an Assistant Principal or Principal. Candidates in the program examine current educational theory and practice and explore a variety of viewpoints to reflectively develop their professional competence and leadership style. They explore social issues affecting teachers and students and expand their awareness of and respect for the unique development of schools, teachers, and students. During their course work, they consider effective collaboration and accountability to students, parents, colleagues, and the community. By re-examining the development of values and professional ethics, candidates in this program gain greater intellectual and ethical insight.

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



## Student Learning Outcomes

*Students will:*

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

## Teacher Leadership Licensure Professional Educator Model – Assessments

The McKendree University School of Education created a standards-based curriculum and assessment system for all programs. The programs incorporate standards that reflect the integration of content, pedagogy, and professional studies. The Conceptual Framework links course work and the assessment system. Candidates are required to meet screening criteria and pass through program assessment points that define their progression through the program. The candidate is then required to complete a final assessment based on program standards. An interview, review, or evaluation by the candidate serves to inform the faculty and validate the candidate's progress in the program. The purpose of the McKendree University assessment system is to ensure the preparation of candidates who demonstrate the knowledge, skills, and dispositions inherent in the framework for the Teacher Education model.

All candidates are required to complete EDU 600 Professional Educator Seminar during the first semester of enrollment and to complete an internship at the end of their program to demonstrate their proficiency on the standards that reflect the McKendree University Framework for Teacher Education Model, Illinois State Board of Education (ISBE), and Interstate School Leadership Licensure Consortium (ISLLC) standards. For students pursuing principal preparation, a portfolio is also required. This portfolio is developed using LiveText software. LiveText is the technology used to aid McKendree University to assess its candidates and programs.

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

## Professional Performance Portfolio (Principal Preparation only)

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

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

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

## Portfolio Guidelines

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

1. The portfolio of professional work typically is presented using the LiveText web-based portfolio development system. A standard portfolio template format will be available through the LiveText web site.
2. Review the standards and reflect upon their meaning.
3. Gather artifacts from completed course work.
4. Read each standard carefully looking for key words and phrases that best describe the intent of the standard. Review the key points for each standard.
5. Match artifacts with the standard(s) that most appropriately align with the evidence. Place the work in that section representing the standard(s).
6. A minimum of two (2) artifacts are to be included for each standard. Artifacts may be used to fulfill more than one standard. Do not use an artifact more than three (3) times in the entire portfolio. Use a variety of artifacts throughout the portfolio.
7. Each portfolio entry should have a rationale paragraph.
  - a. Review the activity and reflect upon the purpose of the work. Connect that purpose to one of the standards.
  - b. Write a rationale by explaining why this work was selected, what was learned by doing it, and what competence was gained.
8. After all artifacts are appropriately placed in a standard section and described in the rationale paragraph, the candidate should review the entire portfolio in terms of proficiency in the standards.
9. The instructor from EDL 694 and the candidate's advisor will review the portfolio. If there are questions, an interview will be scheduled.

**MAED in Teacher Leadership**
**Licensure Courses** **32 crs.**

<b>EDL 610</b>	<b>SUPERVISION OF INSTRUCTION</b>	<b>3</b>
<b>EDL 620</b>	<b>SCHOOL LAW</b>	<b>3</b>
<b>EDL 630</b>	<b>LEADERSHIP THEORY</b>	<b>3</b>
<b>EDL 640</b>	<b>SCHOOL AND COMMUNITY RELATIONS</b>	<b>3</b>
<b>EDL 694</b>	<b>INTERNSHIP IN TEACHER LEADERSHIP</b>	<b>3</b>
<b>EDU 600</b>	<b>PROFESSIONAL EDUCATOR SEMINAR</b>	<b>0</b>
<b>EDU 611</b>	<b>CURRICULUM THEORY AND DESIGN</b>	<b>3</b>
<b>EDU 612</b>	<b>INSTRUCTIONAL AND CURRICULAR DESIGN AND EVALUATION</b>	<b>3</b>
<b>EDU 615</b>	<b>CONTEMPORARY ISSUES IN EDUCATION</b>	<b>3</b>
<b>EDU 641</b>	<b>EDUCATIONAL RESEARCH AND STATISTICS</b>	<b>3</b>
<b>EDU 645</b>	<b>ACTION RESEARCH PLANNING</b>	<b>2</b>
<b>SPE 691</b>	<b>ADAPTING THE CURRICULUM FOR STUDENTS WITH SPECIAL NEEDS</b>	<b>3</b>

## Principal Preparation

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

**Teacher Leadership Licensure**
**Completers to Fulfill State**
**Principal License Requirements** **13 crs.**

<b>EDL 600</b>	<b>INTRODUCTION TO PRINCIPAL PREPARATION</b>	<b>1</b>
<b>EDL 601</b>	<b>TECHNOLOGY APPLICATIONS FOR SCHOOL ADMINISTRATORS</b>	<b>2</b>
<b>EDL 625</b>	<b>FINANCE AND FACILITIES FOR PRINCIPALS</b>	<b>3</b>
<b>EDL 690</b>	<b>INTERNSHIP I - PRINCIPAL</b>	<b>1</b>
<b>EDL 691</b>	<b>INTERNSHIP II - PRINCIPAL</b>	<b>2</b>
<b>EDL 692</b>	<b>INTERNSHIP III - PRINCIPAL</b>	<b>4</b>



# SCHOOL OF EDUCATION

## MASTER OF ARTS IN EDUCATION

- Educational Administration and Leadership

### **THE GRADUATE PROGRAM IN EDUCATIONAL ADMINISTRATION AND LEADERSHIP**

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

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

## Student Learning Outcomes

*Students will:*

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

## Educational Administration and Leadership

### Professional Educator Model – Assessments

The McKendree University School of Education created a standards-based curriculum and assessment system for all programs. The programs incorporate standards that reflect the integration of content, pedagogy, and professional studies. The Conceptual Framework links course work and the assessment system. A portfolio evaluation system was created as a systematic way of monitoring a candidate's progression through the programs. Candidates are required to meet screening criteria and pass through program assessment points that define their progression through the program. The candidate is then required to complete a final assessment based on program standards. An interview, review, or evaluation by the candidate serves to inform the faculty and validate the candidate's progress in the program. The purpose of the McKendree University assessment system is to ensure the preparation of candidates who demonstrate the knowledge, skills, and dispositions

inherent in the framework for the Teacher Education model.

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

All assessment expectations and criteria are outlined and presented to all candidates in EDU 600 Professional Educator Seminar. To complete the requirements for the program, each candidate is assigned a graduate studies advisor. Action research reports are completed under the guidance of a School of Education graduate faculty member. At the completion of all course work and the action research component, the candidate completes the portfolio requirements, which are embedded in the year-long internship. Candidates assess their own proficiency on the program standards and then submit the final portfolio for faculty review. The program standards are embedded in each candidate's individual portfolio.

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

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

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

## Professional Performance Portfolio

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

## Portfolio Guidelines

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

1. The portfolio of professional work typically is presented using the LiveText web-based portfolio development system. The portfolio may subsequently be prepared in hard-copy form and also copied to a CD. A standard portfolio template format will be available through the LiveText web site.
2. Review the standards and reflect upon their meaning.
3. Gather artifacts from completed course work.
4. Read each standard carefully looking for keywords and phrases that best describe the intent of the standard. Review the key points for each standard.
5. Match artifacts with the standard(s) that most appropriately align with the evidence. Place the work in that section representing the standard(s).
6. A minimum of two (2) artifacts are to be included for each standard. Artifacts may be used to fulfill more than one standard. Do not use an artifact more than three (3) times in the entire portfolio. Use a variety of artifacts throughout the portfolio.
7. Each portfolio entry should have a rationale paragraph.
  - a. Review the activity and reflect upon the purpose of the work. Connect that purpose to one of the standards.
  - b. Write a rationale by explaining why this work was selected, what was learned by doing it, and what competence was gained.
8. After all artifacts are appropriately placed in a standard section and described in the rationale paragraph, the candidate should review the entire portfolio in terms of proficiency in the standards.
9. The instructor from EDL 692 and the candidate's advisor will review the portfolio. If there are questions, an interview will be scheduled.

**MAED in Educational Administration  
 and Leadership (Principal) Courses      39 crs.**

<b>EDL 600</b>	<b>INTRODUCTION TO PRINCIPAL PREPARATION</b>	<b>1</b>
<b>EDL 601</b>	<b>TECHNOLOGY APPLICATIONS FOR SCHOOL FOR SCHOOL ADMINISTRATORS</b>	<b>2</b>
<b>EDL 610</b>	<b>SUPERVISION OF INSTRUCTION</b>	<b>3</b>
<b>EDL 620</b>	<b>SCHOOL LAW</b>	<b>3</b>
<b>EDL 625</b>	<b>FINANCE AND FACILITIES FOR PRINCIPALS</b>	<b>3</b>
<b>EDL 630</b>	<b>LEADERSHIP THEORY</b>	<b>3</b>
<b>EDL 640</b>	<b>SCHOOL AND COMMUNITY RELATIONS</b>	<b>3</b>
<b>EDL 690</b>	<b>INTERNSHIP I - PRINCIPAL</b>	<b>1</b>
<b>EDL 691</b>	<b>INTERNSHIP II - PRINCIPAL</b>	<b>2</b>
<b>EDL 692</b>	<b>INTERNSHIP III - PRINCIPAL</b>	<b>4</b>
<b>EDU 600</b>	<b>PROFESSIONAL EDUCATOR SEMINAR</b>	<b>0</b>
<b>EDU 615</b>	<b>CONTEMPORARY ISSUES IN EDUCATION</b>	<b>3</b>
<b>EDU 611</b>	<b>CURRICULUM THEORY AND DESIGN</b>	<b>3</b>
<b>EDU 612</b>	<b>INSTRUCTIONAL AND CURRICULAR DESIGN AND EVALUATION</b>	<b>3</b>
<b>EDU 641</b>	<b>EDUCATIONAL RESEARCH AND STATISTICS</b>	<b>3</b>
<b>EDU 645</b>	<b>ACTION RESEARCH PLANNING</b>	<b>2</b>



# SCHOOL OF EDUCATION

## MASTER OF ARTS IN EDUCATION

- Educational Studies

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



## Student Learning Outcomes

### Students will:

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

## Educational Studies Model – Assessments

The McKendree University School of Education created a standards-based curriculum and assessment system for all programs. The programs incorporate standards that reflect the integration of content, pedagogy, and professional studies. The Conceptual Framework links course work and the assessment system. Candidates are required to meet screening criteria and pass through program assessment points that define their progression through the program. The candidate is then required to complete a final assessment based on program standards. An interview, review, or evaluation by the candidate serves to inform the faculty and validate the candidate's progress in the program. The purpose of the McKendree University assessment system is to ensure the preparation of candidates who demonstrate the knowledge, skills, and dispositions inherent in the framework for the Teacher Education model.

All candidates are required to complete EDU 600 Professional Educator Seminar during the first semester of their program and to complete an internship at the end of their program to demonstrate their proficiency on the standards that reflect the McKendree University Framework for Teacher Education Model and the National Board of Professional Teaching Standards.

<b>MAED in Educational Studies Courses</b>		<b>33 crs.</b>
<b>EDL 620</b>	<b>SCHOOL LAW</b>	<b>3</b>
<b>EDL 640</b>	<b>SCHOOL AND COMMUNITY RELATIONS</b>	<b>3</b>
<b>EDU 600</b>	<b>PROFESSIONAL EDUCATOR SEMINAR</b>	<b>0</b>
<b>EDU 615</b>	<b>CONTEMPORARY ISSUES IN EDUCATION</b>	<b>3</b>
<b>EDU 611</b>	<b>CURRICULUM THEORY AND DESIGN</b>	<b>3</b>
<b>EDU 612</b>	<b>INSTRUCTIONAL AND CURRICULAR DESIGN AND EVALUATION</b>	<b>3</b>
<b>EDU 641</b>	<b>EDUCATIONAL RESEARCH AND STATISTICS</b>	<b>3</b>
<b>EDU 645</b>	<b>ACTION RESEARCH PLANNING</b>	<b>2</b>
<b>EDU 691</b>	<b>INTERNSHIP IN EDUCATIONAL STUDIES</b>	<b>4</b>
	<b>ELECTIVES</b>	<b>9</b>

### Suggested Elective Courses

<b>EDL 630</b>	<b>LEADERSHIP THEORY</b>	<b>3</b>
<b>SPE 505</b>	<b>INSTRUCTION OF DIVERSE LEARNERS</b>	<b>3</b>
<b>EDU 510</b>	<b>INTRODUCTION TO TEACHING</b>	<b>2</b>
<b>EDU 602</b>	<b>MULTICULTURAL EDUCATION</b>	<b>3</b>
<b>EDU 621</b>	<b>CHARACTER DEVELOPMENT IN EDUCATION</b>	<b>3</b>
<b>EDU 650</b>	<b>ADVANCED EDUCATIONAL PSYCHOLOGY</b>	<b>3</b>
<b>CNL 606</b>	<b>HUMAN DEVELOPMENT AND LEARNING</b>	<b>3</b>
<b>MBA 651</b>	<b>GLOBAL ORGANIZATION AND MANAGEMENT</b>	<b>3</b>
<b>MBA 653</b>	<b>STAKEHOLDER MANAGEMENT AND ETHICS</b>	<b>3</b>



## SCHOOL OF EDUCATION

### MASTER OF ARTS IN EDUCATION

- Educational Studies Emphasis in Reading

**THE EDUCATIONAL STUDIES WITH AN EMPHASIS IN READING PROGRAM** is designed for those licensed teachers working toward an added endorsement in reading and seeking the Master of Arts in Education Degree. This program does not lead to initial licensure as a reading teacher. Additional coursework may be required to seek the reading teacher added endorsement. Candidates who complete all requirements for the reading teacher endorsement must submit an application to the Illinois State Board of Education for the endorsement to be added to a license.

## Student Learning Outcomes

*Students will:*

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

## Educational Studies – Emphasis in Reading Assessment

The McKendree University School of Education created a standards-based curriculum and assessment system for all programs. The programs incorporate standards that reflect the integration of content, pedagogy, and professional studies. The Conceptual Framework links course work and the assessment system. Candidates are required to meet screening criteria and pass through program assessment points that define their progression through the program. The candidate is then required to complete a final assessment based on program standards. An interview, review, or evaluation by the candidate serves to inform the faculty and validate the candidate's progress in the program. The purpose of the McKendree University assessment system is to ensure the preparation of candidates who demonstrate the knowledge, skills, and dispositions inherent in the framework for the Teacher Education model.

All candidates are required to complete EDU 600 Professional Educator Seminar during the first semester of their program and to complete a practicum at the end of their program to demonstrate their proficiency on the standards that reflect the McKendree University Framework for Teacher Education Model and the National Board of Professional Teaching Standards.

### MAED in Educational Studies – Emphasis in Reading Courses 32 crs.

<b>EDL 620</b>	<b>SCHOOL LAW</b>	<b>3</b>
<b>EDR 510</b>	<b>ADOLESCENT LITERATURE</b>	<b>3</b>
<b>EDR 621</b>	<b>CLASSROOM DIAGNOSTIC TECHNIQUES AND TESTING PROCEDURES FOR THE TEACHING OF READING</b>	<b>3</b>
<b>EDR 623</b>	<b>STRATEGIES AND INTERVENTIONS TO ASSIST STRUGGLING READERS</b>	<b>3</b>
<b>EDR 697</b>	<b>PRACTICUM IN READING</b>	<b>3</b>
<b>EDU 600</b>	<b>PROFESSIONAL EDUCATOR SEMINAR</b>	<b>0</b>
<b>EDU 615</b>	<b>CONTEMPORARY ISSUES IN EDUCATION</b>	<b>3</b>
<i>or</i>		
	<b>ELECTIVE</b>	<b>3</b>
<b>EDU 611</b>	<b>CURRICULUM THEORY AND DESIGN</b>	<b>3</b>
<b>EDU 612</b>	<b>INSTRUCTIONAL AND CURRICULAR DESIGN AND EVALUATION</b>	<b>3</b>
<b>EDU 641</b>	<b>EDUCATIONAL RESEARCH AND STATISTICS</b>	<b>3</b>
<b>EDU 645</b>	<b>ACTION RESEARCH PLANNING</b>	<b>2</b>
	<b>ELECTIVE</b>	<b>3</b>



# SCHOOL OF EDUCATION

## MASTER OF ARTS IN EDUCATION

- Educational Studies Emphasis in Mathematics Instruction

**THE EDUCATIONAL STUDIES WITH AN EMPHASIS IN MATHEMATICS INSTRUCTION PROGRAM** is designed for licensed teachers seeking the Master of Arts in Education Degree and would like to improve their knowledge and skills in mathematics instruction. This program does not lead to an initial teaching license or any additional endorsements on a teaching license.



MAKE YOUR MARK

## Student Learning Outcomes

*Students will:*

- Demonstrate advanced knowledge of the theory and research associated with effective mathematics instruction.
- Demonstrate advanced knowledge of the development and progression of mathematics skill acquisition.
- Develop pedagogical knowledge and skills to effectively deliver mathematics instruction and remediation.
- Develop a strong foundation in the development or selection of the curriculum that enhances instruction.

## Educational Studies – Emphasis in Mathematics Instruction

The McKendree University School of Education created a standards-based curriculum and assessment system for all programs. The programs incorporate standards that reflect the integration of content, pedagogy, and professional studies. The Conceptual Framework links coursework and the assessment system. The candidate is required to complete a final assessment based on program standards. The purpose of the McKendree University assessment system is to ensure the preparation of candidates who demonstrate the knowledge, skills, and dispositions inherent in the framework for the Teacher Education Model.

All candidates are required to complete EDU 600 Professional Educator Seminar during the first semester of their program and to complete an action research project at the end of their program to demonstrate proficiency on the standards that reflect the McKendree University Framework for Teacher Education Model.

### MAED in Educational Studies – Emphasis in Mathematics Instruction Courses **37 crs.**

<b>EDL 620</b>	<b>SCHOOL LAW</b>	<b>3</b>
<b>EDU 600</b>	<b>PROFESSIONAL EDUCATOR SEMINAR</b>	<b>0</b>
<b>EDU 615</b>	<b>CONTEMPORARY ISSUES IN EDUCATION</b>	<b>3</b>
<b>EDU 611</b>	<b>CURRICULUM THEORY AND DESIGN</b>	<b>3</b>
<b>EDU 612</b>	<b>INSTRUCTIONAL AND CURRICULAR DESIGN AND EVALUATION</b>	<b>3</b>
<b>EDU 641</b>	<b>EDUCATIONAL RESEARCH AND STATISTICS</b>	<b>3</b>
<b>EDU 645</b>	<b>ACTION RESEARCH PLANNING</b>	<b>2</b>
<b>EDU 697</b>	<b>ACTION RESEARCH PROJECT</b>	<b>2</b>
<b>and</b>		
<b>ELECTIVES IN MATHEMATICS INSTRUCTION</b>		<b>18</b>

\* The 18 credit hours of graduate-level mathematics education coursework must be transferred in from another university.



# SCHOOL OF EDUCATION

## **SPECIAL NON-DEGREE**

- **Added Endorsements**
  - **Reading Teacher Endorsement**
  - **Special Education Endorsement**
  - **Teacher Leadership Licensure Endorsement**



**MAKE YOUR MARK**

## Reading Teacher Endorsement

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

*According to the Illinois State Board of Education, the requirements for a reading endorsement are: **18 credit hours of coursework in each of the following areas:***

- Foundations of reading.
- Content area reading.
- Assessment and diagnosis of reading problems.
- Developmental and remedial reading instruction and support.
- Developmental and remedial materials and resources.
- Literature appropriate to students across all grade levels.
- Reading practicum.
- Reading Teacher (177) or Reading Specialist (176) test.

### Reading Teacher Endorsement Courses 21 crs.

<b>EDU</b>		
<b>429/529</b>	<b>CHILDREN'S LITERATURE</b>	<b>3</b>
<b>EDU 535</b>	<b>METHODS OF TEACHING CONTENT AREA READING (ELEMENTARY)</b>	<b>3</b>
<i>or</i>		
<b>EDU</b>		
<b>412/512</b>	<b>METHODS OF TEACHING READING IN THE CONTENT AREA*</b>	<b>3</b>
<b>EDU</b>		
<b>430/530</b>	<b>EARLY LITERACY</b>	<b>3</b>
<b>EDR 510</b>	<b>ADOLESCENT LITERATURE</b>	<b>3</b>
<b>EDR 621</b>	<b>CLASSROOM DIAGNOSTIC TECHNIQUES AND TESTING PROCEDURES FOR THE TEACHING OF READING</b>	<b>3</b>
<b>EDR 623</b>	<b>STRATEGIES AND INTERVENTIONS TO ASSIST STRUGGLING READERS</b>	<b>3</b>
<b>EDR 697</b>	<b>PRACTICUM IN READING</b>	<b>3</b>

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

## Principal Preparation

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

<b>Teacher Leadership Licensure Completers to Fulfill State Principal License Requirements</b>		<b>13 crs.</b>
<b>EDL 600</b>	<b>INTRODUCTION TO PRINCIPAL PREPARATION</b>	<b>1</b>
<b>EDL 601</b>	<b>TECHNOLOGY APPLICATIONS FOR SCHOOL ADMINISTRATORS</b>	<b>2</b>
<b>EDL 625</b>	<b>FINANCE AND FACILITIES FOR PRINCIPALS</b>	<b>3</b>
<b>EDL 690</b>	<b>INTERNSHIP I - PRINCIPAL</b>	<b>1</b>
<b>EDL 691</b>	<b>INTERNSHIP II - PRINCIPAL</b>	<b>2</b>
<b>EDL 692</b>	<b>INTERNSHIP III - PRINCIPAL</b>	<b>4</b>

## Special Education Endorsement

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

*To receive an endorsement in Special Education, the following must be met:*

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

### **Special Education Endorsement Courses      9 crs.**

<b>SPE 592</b>	<b>ASSESSMENT AND PROGRESS MONITORING IN SPECIAL EDUCATION</b>	<b>3</b>
<b>SPE 594</b>	<b>METHODS OF TEACHING STUDENTS WITH DISABILITIES</b>	<b>3</b>
<b>SPE 594B</b>	<b>FIELD PRACTICUM III</b>	<b>0</b>
<b>SPE 690</b>	<b>CHARACTERISTICS OF STUDENTS WITH DISABILITIES</b>	<b>3</b>

## Teacher Leadership Licensure Endorsement

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

*The 16 hours of courses include:*

<b>Leadership Licensure Endorsement Courses</b>		<b>15 crs.</b>
<b>EDL 610</b>	<b>SUPERVISION OF INSTRUCTION</b>	<b>3</b>
<b>EDL 630</b>	<b>LEADERSHIP THEORY</b>	<b>3</b>
<b>EDL 640</b>	<b>SCHOOL AND COMMUNITY RELATIONS</b>	<b>3</b>
<b>EDL 694</b>	<b>INTERNSHIP IN TEACHER LEADERSHIP</b>	<b>3</b>
<b>SPE 691</b>	<b>ADAPTING THE CURRICULUM FOR STUDENTS WITH SPECIAL NEEDS</b>	<b>3</b>





# SCHOOL OF EDUCATION

## SPECIALIST IN EDUCATION

- Curriculum Design and Instruction
- Superintendent Licensure

**THE SPECIALIST IN EDUCATION (EDS) IN CURRICULUM DESIGN AND INSTRUCTION PROGRAM** is designed to prepare experienced teachers and administrators for curriculum leadership. Students in the program examine current curricular theory and practice and explore a variety of viewpoints to reflectively develop their professional competence and instructional style. They explore social issues affecting students and expand their awareness of and respect for the unique development of each student. During their course work, they consider effective collaboration with and accountability to students, parents, colleagues, and the community. By re-examining the development of values and professional ethics, students gain greater intellectual and ethical insights.

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

# EDS IN CURRICULUM DESIGN AND INSTRUCTION

## Student Learning Outcomes

*Students will:*

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

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

*Three key features distinguish this program from others:*

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

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

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

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

The McKendree University School of Education created a standards-based curriculum and assessment system for all programs. The programs incorporate standards that reflect the integration of content, pedagogy, and professional studies. The Conceptual Framework links course work and the assessment system. A portfolio evaluation system was created as a systematic way of monitoring a student's progression through the programs.

Students are required to meet screening criteria and pass through program assessment points that define their progression through the program. The student is then required to complete a final assessment based on program standards. An interview, review, or evaluation by the student serves to inform the faculty and validate the student's progress in the program. The purpose of the McKendree University assessment system is to ensure the preparation of students who demonstrate the knowledge, skills, and dispositions inherent in the framework for the curricular education model.

All EdS students are required to complete EDS 700 or EDS 701 during the first semester of their program and to complete a portfolio at the end of their program to demonstrate their proficiency on the standards that reflect the McKendree University Framework for Specialist of Education in Curriculum Design and Instruction Model and the Standards for Advanced Programs in Educational Leadership for Principals, Superintendents, Curriculum Directors, and Supervisors. This portfolio is developed by using Livetext software. LiveText is the technology used to aid McKendree University to assess its students and programs.

*The standard components are:*

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

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

<b>EDS 700</b>	<b>FOUNDATIONS OF TEACHER AND ADMINISTRATIVE LEADERSHIP</b>	<b>1</b>
<b>EDS 702</b>	<b>SCHOOL IMPROVEMENT AND ORGANIZATIONAL DEVELOPMENT</b>	<b>3</b>
<b>EDS 704</b>	<b>HUMAN DIVERSITY FOR EDUCATIONAL LEADERS</b>	<b>3</b>
<b>EDS 706</b>	<b>ADMINISTRATION OF HUMAN RESOURCES</b>	<b>3</b>
<b>EDS 708</b>	<b>PROGRAM EVALUATION IN EDUCATION - EVALUATING STUDENT ACHIEVEMENT</b>	<b>3</b>
<b>EDS 722</b>	<b>EVALUATION AND APPLICATION OF RESEARCH</b>	<b>3</b>

### **Curriculum Design and Instruction Courses**

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

## EDS IN SUPERINTENDENT LICENSURE

### Student Learning Outcomes

*Students will:*

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

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

*Four key features distinguish this program from others:*

1. Incorporates a practice-oriented focus that allows students to assimilate best practices.
2. Prepares students to be good consumers of academic investigation and to use data to make informed decisions.
3. Provides students opportunities to learn about diverse populations, schools, and educational settings.

4. Thoroughly covers each Educational Leadership Constituent Council (ELCC) standard, which prepares the student for state assessments required for licensure.

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

### Assessments For EdS in Superintendent Licensure

EDS 700 Foundations of Teacher and Administrative Leadership or EDS 701 Foundations of Administrative Leadership is the first courses that students will take. Students provide evidence of successful completion of an appropriate graduate-level technology course during the first semester of enrollment. If the results of the technology assessment identify a deficiency in the use of technology, the student will be required to successfully complete EDL 601 Technology Applications for School Administrators. Students will be assessed to determine the acquisition of core knowledge, facts, and data. As with all McKendree University courses, disposition assessments will be given at the conclusion of each course. The final assessments provide the summative evaluation of student performance on the program standards. Students complete multiple practica throughout the program, including 70 hours of practica in EDS 702, EDL 733, EDL 737, and EDL 741, and a 180-hour internship in EDL 751, EDL 752, and EDL 753.

**EdS in Superintendent**
**Licensure Core Courses** **33 crs.**

<b>EDS 700</b>	<b>FOUNDATIONS OF TEACHER AND ADMINISTRATIVE LEADERSHIP</b>	<b>1</b>
----------------	---	----------

*or*

<b>EDS 701</b>	<b>FOUNDATIONS OF ADMINISTRATIVE LEADERSHIP</b>	<b>1</b>
----------------	---	----------

<b>EDS 702</b>	<b>SCHOOL IMPROVEMENT AND ORGANIZATIONAL DEVELOPMENT</b>	<b>3</b>
----------------	--	----------

<b>EDS 704</b>	<b>HUMAN DIVERSITY FOR EDUCATIONAL LEADERS</b>	<b>3</b>
----------------	--	----------

<b>EDS 706</b>	<b>ADMINISTRATION OF HUMAN RESOURCES</b>	<b>3</b>
----------------	--	----------

<b>EDS 708</b>	<b>PROGRAM EVALUATION IN EDUCATION - EVALUATING STUDENT ACHIEVEMENT</b>	<b>3</b>
----------------	---	----------

**Superintendent Licensure\* Courses**

<b>EDL 731</b>	<b>ADVANCED LEGAL/POLICY/POLITICAL ISSUES</b>	<b>3</b>
----------------	---	----------

<b>EDL 733</b>	<b>SUPERINTENDENCY</b>	<b>3</b>
----------------	------------------------	----------

<b>EDL 735</b>	<b>THE BOARD OF EDUCATION, COMMUNITY, ORGANIZATIONAL THEORY, AND LEADERSHIP</b>	<b>3</b>
----------------	---	----------

<b>EDL 737</b>	<b>FINANCE THEORY, APPLICATION, AND MANAGEMENT OF RESOURCES</b>	<b>3</b>
----------------	---	----------

<b>EDL 741</b>	<b>ADVANCED ROLES AND RESPONSIBILITIES FOR THE SUPERINTENDENT</b>	<b>3</b>
----------------	---	----------

<b>EDL 751</b>	<b>INTERNSHIP I - SUPERINTENDENT</b>	<b>1</b>
----------------	--------------------------------------	----------

<b>EDL 752</b>	<b>INTERNSHIP II - SUPERINTENDENT</b>	<b>2</b>
----------------	---------------------------------------	----------

<b>EDL 753</b>	<b>INTERNSHIP III - SUPERINTENDENT</b>	<b>2</b>
----------------	--	----------

\* Students must meet all Illinois State Board of Education and Illinois State Educator Preparation and Licensure Board requirements for superintendent licensure.



# SCHOOL OF EDUCATION

## DOCTOR OF EDUCATION

- Curriculum Design and Instruction

### **THE DOCTOR OF EDUCATION (EDD) IN CURRICULUM DESIGN AND INSTRUCTION PROGRAM**

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

## Student Learning Outcomes

### *Students will:*

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

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

### *Three key features distinguish this program from others:*

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

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

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

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

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

### *The standard components are:*

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

## Dissertation Requirements

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

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

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

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

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

*There is a five-chapter format for the dissertation:*

- Chapter 1: Problem
- Chapter 2: Review of Literature
- Chapter 3: Method
- Chapter 4: Results
- Chapter 5: Discussion

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

## Continuous Enrollment Requirement for EdD Program

Students have seven years to complete the entire EdD program starting at the date of first enrollment in the EdD program. This includes the completion of the dissertation and oral defense of the dissertation. Students have four terms (terms are Fall, Spring, and Summer) to complete the dissertation (if within the seven-year time frame) without additional cost. After the initial semester of enrollment in EDD 797, students must continuously register for a zero-credit EDD 798 Dissertation Continuing Study course each term to maintain enrollment at the University. Students may enroll in EDD 798 a total of three times. After three enrollments in EDD 798, students who have not yet completed the dissertation must continuously register each term for EDD 799 Continuing Enrollment, a one-credit course, to maintain continuous enrollment at the University. Students must register for this continuous one-credit course each term (Fall, Spring, and Summer) until either the dissertation is successfully defended or the seven-year program limitation elapses. Students who do not complete all program requirements within seven years will be dismissed. The final grade for the dissertation will be applied to EDD 797, EDD 798, and EDD 799 are credit/no credit courses.



## EDD Inactive Status

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

### EdD In Curriculum Design and Instruction\* Courses 30 crs.

<b>EDD 760</b>	<b>DOCTORATE IN EDUCATION SEMINAR</b>	<b>0</b>
<b>EDD 764</b>	<b>EDUCATIONAL PROGRAM PLANNING</b>	<b>3</b>
<b>EDD 766</b>	<b>HUMAN DEVELOPMENT AND EDUCATIONAL PROCESSES</b>	<b>3</b>
<b>EDD 768</b>	<b>QUALITATIVE RESEARCH/ QUANTITATIVE RESEARCH</b>	<b>3</b>
<b>EDD 770</b>	<b>DIFFERENTIATED INSTRUCTION</b>	<b>3</b>
<b>EDD 774</b>	<b>ADVANCED RESEARCH METHODS</b>	<b>3</b>
<b>EDD 776</b>	<b>CRITICAL ISSUES AND DEVELOPMENTS IN CURRICULUM DESIGN AND INSTRUCTION</b>	<b>3</b>
<b>EDD 797</b>	<b>DISSERTATION</b>	<b>12</b>
<b>EDD 798</b>	<b>DISSERTATION CONTINUING STUDY</b>	<b>0</b>
<b>EDD 799</b>	<b>CONTINUING ENROLLMENT</b>	<b>1</b>

\* Please note that all 30 credit hours in the EdD program must be taken at McKendree University.



# SCHOOL OF NURSING AND HEALTH PROFESSIONS

## MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING

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

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

**Julie E. Smirl, PhD**  
**Assistant Professor of Counseling**  
**Director of MA in Clinical Mental Health Counseling Program**

## Student Learning Outcomes

*Students will:*

- Respect cultures, values, beliefs, and talents of all people.
- Conceptualize human behavior and the change process through the application of theory.
- Demonstrate an understanding of a framework for assessing and diagnosing mental disorders.
- Analyze the usefulness of research to inform evidence-based counseling practice.
- Develop appropriate knowledge and skills to affect wellness and facilitate change.
- Demonstrate effective oral and written communication.
- Adhere to the American Counseling Association's Code of Ethics.

## Clinical Mental Health Counseling Program Assessments

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

### Assessment One: Admission to the Program

For a list of admission requirements, please see "Admission" near the beginning of the catalog.

### Assessment Two: Counseling Skills

Evaluation of students begins as they enter CNL 603. This pre-practicum experience provides students with opportunities to role play and practice the skills learned in the course. The course instructor regularly evaluates students' clinical skills through in-class assessment and out-of-class recordings.

Students are consistently provided with feedback throughout the course, including skill areas that are strengths and limitations. Students deemed to lack the requisite clinical skills and aptitude do not pass the class (i.e., receive a grade of C or lower), are required to repeat CNL 603, and are denied the opportunity to begin CNL 630 and 635 until they have completed the course with a grade of B- or higher.

*Successful completion of Assessment 2 includes:*

1. A minimum GPA of 3.0 on a 4-point scale in all coursework;
2. A grade no lower than a B- in CNL 603.

### Assessment Three: Practicum Experiences

CNL 630 (Individual Practicum) and CNL 635 (Group Practicum) are experiential courses where students learn to apply theory with entry-level individual and group counseling skills. Students should allow ample time in their schedules to attend class, facilitate group/individual sessions, and attend weekly supervision.

### CNL 630 Individual Practicum

Students must accrue a minimum of 100 clock hours for this experience. To be eligible for this class, students must have completed CNL 603 with a B- or better and have a 3.0 GPA. Prerequisites for this course include: CNL 590, 600, 602, 603, 610, and 611.

### CNL 635 Group Practicum

Students must accrue a minimum of 100 clock hours for this experience. To be eligible for this class, students must have completed CNL 603 with a B- or better and have a 3.0 GPA. Prerequisites for this course include: CNL 590, 600, 602, 603, 610, and 611.

*To complete Assessment two, students must achieve the following in both CNL 630 and CNL 635:*

1. Obtain a minimum GPA of 3.0 on a 4 point scale in all coursework;
2. Earn a grade no lower than a B-

Students who do not meet these criteria will be denied permission to advance to the internship seminars (CNL 637 and 638).

### Assessment Four: Internship Experience

Students must register for 12 credit hours of internship training and complete a minimum of 600 hours at their internship sites (approximately 20 hours per week for two semesters). Internship training sites include a range of area agencies, such as college/university counseling centers, community mental health centers, and hospitals. In addition to receiving clinical supervision at the training sites, students attend group supervision at McKendree where they receive consultation, guidance, and feedback regarding their clinical skills from a faculty member who is a licensed practitioner. Throughout the internship group supervision, students bring in recordings of client sessions (with the agency's permission and client's written consent) and provide formal and informal case presentations in which they discuss case formulation, treatment planning, and other clinical issues related to the therapeutic relationships with clients. Evaluation of students' clinical and professional development focuses on three areas: theoretical knowledge, clinical skills, and professional attitudes. Students regularly receive feedback regarding their clinical strengths and weaknesses from their faculty supervisor and are encouraged to make changes where needed. A system of evaluation requiring written feedback from internship supervisors provides needed information concerning students' clinical and professional development, including any areas of concern. Students must receive satisfactory evaluations from both their internship supervisor and site supervisor each semester to pass CNL 637 and CNL 638.

### Assessment Five: Comprehensive Examination Exit Requirement

The Clinical Mental Health Counseling Program uses the Counselor Preparation Comprehensive Examination (CPCE) as the exit requirement for the program. This examination assesses students' knowledge and ability to apply theoretical constructs learned throughout the program. This exam consists of multiple-choice questions that require students to demonstrate mastery of the core content areas as designated by state licensure standards. The CPCE is taken during October and may be retaken the following March if it is not passed in October.

<b>Core Area</b>	<b>Corresponding Program Course</b>
<b>Professional Orientation and Ethical Practice</b>	<b>CNL 590, 602</b>
<b>Social and Cultural Identity</b>	<b>CNL 601</b>
<b>Human Growth and Development</b>	<b>CNL 606</b>
<b>Career Development</b>	<b>CNL 611, 635</b>
<b>Helping Relationships</b>	<b>CNL 600, 603, 607, 609</b>
<b>Group Work</b>	<b>CNL 610, 635</b>
<b>Assessment</b>	<b>CNL 604, 608</b>
<b>Research and Program Evaluation</b>	<b>CNL 605</b>

To be eligible for the exam, students must be in their final semester of core course work, with the exception of the internship experience. During the course registration period before the semester in which students intend on taking the examination, students will register by enrolling in CNL 697 Comprehensive Examination on WebAdvisor. Failure to adhere to University course registration deadlines will likely delay graduation.

A passing score on the CPCE is a score that is at or above one standard deviation below the mean. Those who fail the CPCE must retake the entire examination. Students who fail it must meet with faculty to discuss a suggested remediation plan. It is expected that students will complete the remediation plan before retaking the examination. Students must pass the CPCE before being awarded their degree.

## Probation and Suspension

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

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

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

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

## Application for Re-admission

Students who previously attended McKendree University and are seeking re-admission must complete an application for admission and supply up-to-date transcripts if they have been out of school for at least one year or have attended another institution since they were last enrolled at McKendree University. If a student interrupts attendance at McKendree University for three or more years, the student must reapply under the provisions of the catalog which is current at the time of re-enrollment.

## Clinical Suitability

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

### MA in Clinical Mental Health

Counseling Courses		60 crs.
CNL 590	FOUNDATIONS OF PROFESSIONAL COUNSELING	3
CNL 600	COUNSELING THEORY	3
CNL 601	SOCIAL AND CULTURAL FOUNDATIONS	3
CNL 602	PROFESSIONAL AND ETHICAL ISSUES	3
CNL 603	COUNSELING SKILLS	3
CNL 604	MALADAPTIVE BEHAVIOR AND PSYCHOPATHOLOGY	3
CNL 605	RESEARCH AND EVALUATION	3
CNL 606	HUMAN DEVELOPMENT AND LEARNING	3
CNL 607	SUBSTANCE ABUSE COUNSELING	3
CNL 608	INDIVIDUAL ASSESSMENT	3
CNL 609	COUPLES AND FAMILY COUNSELING	3
CNL 610	GROUP COUNSELING	3
CNL 611	CAREER DEVELOPMENT AND COUNSELING	3
CNL 614	GRIEF, LOSS, AND CRISIS INTERVENTION	3
CNL 630	INDIVIDUAL COUNSELING PRACTICUM	3
CNL 635	GROUP COUNSELING PRACTICUM	3
CNL 637	INTERNSHIP I	6
CNL 638	INTERNSHIP II	6
CNL 697	COMPREHENSIVE EXAMINATION	0



# SCHOOL OF NURSING AND HEALTH PROFESSIONS

## MASTER OF HEALTH ADMINISTRATION

**THE MISSION OF THE MASTER OF HEALTH ADMINISTRATION (MHA) PROGRAM** is to provide a high-quality educational experience to leaders who will drive the future of health. The MHA degree will provide the business skills and health knowledge necessary to manage organizations in the constantly changing health arena. The MHA is challenging, rigorous, and highly stimulating. The two-year program extends over five semesters and prepares students to navigate the changing health system.

**Kendra Taylor, DNP, RN**  
Assistant Professor of Nursing • Director of MHA Program

## MHA Aggregate Outcomes

*Students will:*

1. Apply business and financial principles and theories to the current health environment.
2. Integrate evidence-based practice and implementation science within health systems to positively impact patient outcomes at the individual, group, community, or global level.
3. Master leadership skills to drive health organizations into the future.
4. Engage in effective communication to ensure patient- and family-centered engagement.
5. Integrate safety and quality improvement measures to effectively evaluate care within health systems.
6. Ensure effective use of health information and data to ensure high-quality patient outcomes.
7. Advocate for social justice and health equity while engaging in ethical professional practice to impact health delivery at all levels.
8. Engage in interprofessional collaborative work to partner in improving patient and population health outcomes.
9. Examine the impact of policy, legal, and regulatory issues on the health administration's role to improve patient outcomes and the nation's health.
10. Engage in experiential learning and practice to promote health administration leadership grounded in ethical and moral decision making.

## MHA Practicum and Project

Clinical practicum experience offers students the opportunity to develop and synthesize the knowledge and skills required to demonstrate graduate-level competencies. The clinical practicum requirement for the MHA program will be 80 clock hours. These hours will be integrated within the MHA coursework. The MHA project is the culminating scholarly experience that demonstrates a synthesis of the MHA graduate's coursework and mastery of practice, laying the groundwork for the student's future health scholarship and practice. The student will identify, develop, implement, and evaluate a health project under the guidance of a graduate MHA faculty member. The focus of the project is to use evidence to improve clinical outcomes or to resolve gaps between evidence and implementation in health practice.

<b>MHA Courses*</b>	<b>30 crs.</b>
<b>MHA 500 HEALTHCARE OPERATIONS AND ECONOMICS</b>	<b>3</b>
<b>MHA 501 HEALTH POLICY AND LEGAL ASPECTS IN HEALTHCARE</b>	<b>3</b>
<b>MHA 502 ETHICS, SOCIAL JUSTICE, DIVERSITY AND HEALTHCARE EQUITY</b>	<b>3</b>
<b>MHA 503 MARKETING AND MANAGEMENT CONCEPTS</b>	<b>3</b>
<b>MHA 600 DRIVING SUCCESS AND SUSTAINABILITY WITH STRATEGIC PLANNING</b>	<b>3</b>
<b>MHA 601 LEADING AND MANAGING IN ORGANIZATIONS AND SYSTEMS</b>	<b>3</b>
<b>MHA 604 QUALITY, SAFETY, AND PERFORMANCE IN HEALTHCARE ORGANIZATIONS</b>	<b>3</b>
<b>MHA 630 FINANCIAL MANAGEMENT OF HEALTHCARE ORGANIZATIONS</b>	<b>3</b>
<b>MHA 652 ORGANIZATIONAL BEHAVIOR</b>	<b>3</b>
<b>MHA 660 HEALTH ADMINISTRATION CAPSTONE PROJECT AND PRACTICUM</b>	<b>3</b>

## Probation and Suspension

Students receiving a C will be placed on academic probation for the remainder of the program. Students placed on probation will be notified by letter from the program director. While on probation, the student must earn at least a B (not B-) in all other courses to remain in, and graduate from, the program.

Students earning more than one C will be placed on academic suspension for one year. A grade of F will result in immediate suspension from the program. Within one month of the suspension, the academic advisor and/or the program director will initiate a meeting to develop an individual remediation plan. The remediation plan will specifically address the student's weaknesses as well as a self-study program to enhance the opportunity to be successful should the student apply for readmission. The student's self-study will be re-assessed and approved prior to re-admission to the program. The program director and the student's academic advisor will coordinate the remediation plan. Face-to-face meetings are preferred to implement the remediation plan; phone conferences are an option for those with travel constraints. Failure to participate in the remediation plan will result in the student's dismissal from the program.

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





# SCHOOL OF NURSING AND HEALTH PROFESSIONS

## MASTER OF SCIENCE IN ATHLETIC TRAINING

**THE MISSION OF THE MASTER OF SCIENCE IN ATHLETIC TRAINING (MSAT) PROGRAM** is to provide athletic training students with a comprehensive program incorporating current research and instruction in both the clinical and didactic portions of the program. Students develop management skills, communication skills, research capabilities, and critical thinking skills to become effective team members, life-long learners, and advocates for patients, the public and community at large, and healthcare professionals.

The Master of Science in Athletic Training Program is designed as an entry-level post-baccalaureate program for students who want to enter the profession of athletic training. Students enter the program as a cohort. The 48-hour curriculum is rigorous and challenging and combines the 7th edition of the practice analysis by the Board of Certification (BOC), National Athletic Trainers Association (NATA), Professional Education Council (PEC), and the curriculum standards required of Commission on Accreditation of Athletic Training Education (CAATE). The two-year program extends over six semesters in a sequential order involving two eight-week summer sessions and four 16-week sessions.

**Dawn Michele Hankins, PhD, LAT, ATC**  
**Professor of Athletic Training**  
**Director of MS in Athletic Training Program**  
**Curriculum Director of Athletic Training**

## Program Outcomes

*The program will:*

- Recruit, admit, and retain highly qualified individuals who are committed to a career in athletic training.
- Secure and maintain accreditation from the Commission on Accreditation of Athletic Training Education (CAATE).
- Promote high levels of professional and ethical conduct.
- Prepare students to successfully pass the BOC Certification Examination.
- Prepare students for an entry-level position in athletic training.
- Provide opportunities for interprofessional collaboration and education.

## Student Learning Outcomes

*Students will:*

- Model professional and ethical behaviors.
- Demonstrate the ability to examine, diagnose, and intervene when formulating a plan of care for patients.
- Design and implement treatment, rehabilitation, and reconditioning programs to provide high-quality care and improved patient outcomes.
- Incorporate athletic training knowledge and skills required of an athletic trainer in various clinical settings with diverse patient populations.
- Exemplify effective communication, in both written and verbal format, with peers, other healthcare professionals, clients or patients and their family members, coaches, and the community at large.
- Demonstrate the ability to utilize evidence-based practice in clinical decision making.

## Master of Science in Athletic Training Program Assessment

*The students in the Master of Science in Athletic Training Program must complete five levels of assessment. Candidates must:*

1. Meet entry-level requirements for admission.
2. Complete two exams (comprehensive written exam and standardized clinical exam) at 80% or higher covering foundational knowledge.
3. Demonstrate completed curricular content assessments through direct patient care.

4. Successfully complete a research project at the end of the program.
5. Complete a BOC practice exam at 70% or higher in each practice domain.

## Acceptance

Applicants are notified electronically by April 15 regarding their admissions status.

### Assessment One: Admission to the Program

For a list of admission requirements, please see "Admission" near the beginning of the catalog.

### Assessment Two: Comprehensive Written Exam and Clinical Exam over Foundational Knowledge

Evaluation of foundational knowledge occurs in Seminar 1 after students have completed the following course work: ATH 500, 501, 510 – 514, and 520. Students must successfully pass two exams (comprehensive written exam and clinical exam) at 80% or better. Students who do not successfully pass the exam do not pass the class (i.e., receive a grade of C or lower), are required to repeat ATH 600, and cannot begin ATH 601 until they have successfully completed the course (including the exams at 80% or higher) with a grade of B or better.

### Assessment Three: Curricular Content Assessments (CCAs)

Specific Curricular Content Assessments associated with ATH 517, 518, and 519 are designed so that students demonstrate integration of knowledge, skills and clinical decision-making into actual client/patient care. Students must achieve a minimum grade of B on each CCA assigned. A grade lower than a B on any CCA will require re-submission of the CCA until a passing grade of B is received.

### Assessment Four: Research Project

Students will be required to prepare a research proposal in ATH 614 and complete the research project in ATH 615. Students must demonstrate critical thinking in conjunction with evidence-based research relevant to the profession. The final research project will be presented in print and/or poster format following appropriate professional guidelines.

### Assessment Five: Practice BOC Comprehensive Exam

The athletic training program uses one of the Practice BOC comprehensive exams as an assessment for the program. This exam is taken in conjunction with ATH 602. This examination includes 80 questions that are representative of the question types on the BOC exam, including multiple-choice, multi-select, drag-and-drop, and hot spot, and focused testlets. Students must pass the practice BOC exam at 70% or higher in each practice domain as a requirement for graduation. Students who fail the exam meet with faculty to discuss a remediation plan. Students must complete the remediation plan before taking a different version of the BOC practice exam. Students are awarded their degree upon successfully passing a BOC practice exam at 70% or higher in each practice domain.

## Curriculum

The program is a residency program involving courses that are offered face-to-face and online.

<b>MS in Athletic Training Courses</b>		<b>53 crs.</b>
<b>ATH 500</b>	<b>FOUNDATIONS OF EVIDENCE-BASED PRACTICE</b>	<b>3</b>
<b>ATH 501</b>	<b>DIAGNOSTICS, SPLINTING AND BRACING</b>	<b>3</b>
<b>ATH 510</b>	<b>EVALUATION AND ASSESSMENT OF ORTHOPEDIC INJURIES I</b>	<b>3</b>
<b>ATH 511</b>	<b>EVALUATION AND ASSESSMENT OF ORTHOPEDIC INJURIES II</b>	<b>3</b>
<b>ATH 512</b>	<b>EVALUATION AND ASSESSMENT OF ORTHOPEDIC INJURIES III</b>	<b>2</b>
<b>ATH 513</b>	<b>EVALUATION AND ASSESSMENT OF MEDICAL CONDITIONS AND ILLNESSES</b>	<b>3</b>
<b>ATH 514</b>	<b>THERAPEUTIC MODALITIES</b>	<b>3</b>
<b>ATH 515</b>	<b>CLINICAL INTEGRATION I</b>	<b>2</b>
<b>ATH 516</b>	<b>CLINICAL INTEGRATION II</b>	<b>2</b>
<b>ATH 517</b>	<b>CLINICAL INTEGRATION III</b>	<b>3</b>
<b>ATH 518</b>	<b>CLINICAL INTEGRATION IV</b>	<b>3</b>
<b>ATH 519</b>	<b>CLINICAL INTEGRATION V</b>	<b>2</b>
<b>ATH 520</b>	<b>THERAPEUTIC EXERCISE AND RECONDITIONING I</b>	<b>3</b>
<b>ATH 521</b>	<b>THERAPEUTIC EXERCISE AND RECONDITIONING II</b>	<b>3</b>
<b>ATH 525</b>	<b>HEALTH AND RECOVERY</b>	<b>2</b>

<b>ATH 600</b>	<b>SEMINAR I</b>	<b>1</b>
<b>ATH 601</b>	<b>SEMINAR II</b>	<b>2</b>
<b>ATH 602</b>	<b>SEMINAR III</b>	<b>2</b>
<b>ATH 610</b>	<b>HEALTHCARE ADMINISTRATION I</b>	<b>2</b>
<b>ATH 611</b>	<b>HEALTHCARE ADMINISTRATION II</b>	<b>2</b>
<b>ATH 614</b>	<b>RESEARCH AND PROFESSIONAL BEHAVIORS I</b>	<b>1</b>
<b>ATH 615</b>	<b>RESEARCH AND PROFESSIONAL BEHAVIORS II</b>	<b>3</b>

## Probation and Suspension

Students receiving a B- or lower will be placed on academic probation for the remainder of the program. Students placed on probation will be notified by letter from the program director. While on probation, the student must earn at least a B (not B-) in all other courses to remain in, and graduate from, the program.

Students earning more than one B- will be placed on academic suspension until the following academic year program application period. A grade of F will result in immediate suspension from the program. Within one month of the suspension, the academic advisor and/or the program director will initiate a meeting to develop an individual remediation plan. The remediation plan will specifically address the student's weaknesses, as well as a self-study program to enhance the opportunity to be successful should the student apply for readmission. The student's self-study will be re-assessed and approved before re-admission to the program. The program director and the student's academic advisor will coordinate the remediation plan. Implementation of the plan requires scheduled meetings involving the student. Failure to participate in the remediation plan will result in the student's dismissal from the program.

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



# SCHOOL OF NURSING AND HEALTH PROFESSIONS

## MASTER OF SCIENCE IN NURSING

- Nursing Education
- Nursing Management/Administration
- Nursing Population Health

**THE GRADUATE PROGRAM IN NURSING** is designed for working nurses who are interested in the master's degree to further careers in nursing education, nursing management/administration, or nursing population health. The program offers a traditional two-year (five semesters) program or part-time option (ten semesters) for either option after the baccalaureate in nursing degree is completed. An online learning option is available for all courses. The program offers specific curricula that prepare graduates to function on an advanced level in the nursing profession. All students take core courses for higher-level practice, such as evidence-based practice, as well as specific coursework for the area of emphasis. All students will complete a scholarly project. This degree will prepare the graduates to function in a variety of settings. Graduates of the nursing education concentration will be prepared to teach at a community college or university; hospital staff development department; community health staff development department; or teach patients in any type of patient care area. Graduates of the nursing management/administration concentration will be prepared to work as a patient care manager/administration role in any setting. Graduates of the nursing population health concentration will be prepared to be well-versed in population-based education, disease management, palliative care, prevention, and leadership principles. All concentrations will prepare the graduate to pursue a terminal degree.

The McKendree MSN degree is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street, NW, Suite 750, Washington, DC 20001.

The Master of Science in Nursing program at McKendree University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>).

**Jill L. Parsons, PhD, RN**

**Associate Professor of Nursing • Director of MSN Program**

## MSN Program Outcome Goal

Graduates of McKendree University's Master of Science of Nursing program will contribute to the science of nursing in one's specialty area of practice by analyzing underlying disparities in knowledge of evidence, formulating research questions, and systematically evaluating the impact on quality, and disseminating evidence-based solutions to nursing problems. Graduates will be prepared to respond to the evolving healthcare systems to meet the nation's health needs.

## MSN Aggregate Outcomes

*Students will:*

1. Integrate theories and scientific findings into research and practice.
2. Analyze the effects of policy, economics, and societal influences on healthcare systems.
3. Appraise the effects of systems and organizational leadership on healthcare outcomes.
4. Integrate the behaviors and functions of a master's prepared nurse into professional nursing roles.
5. Demonstrate effective interprofessional collaboration and communication in practice.
6. Analyze the impact of ethical issues on professional nursing practice.
7. Utilize advanced skills according to standards of practice.
8. Engage in scholarly activities to foster lifelong learning in professional practice.
9. Utilize research, informatics, and technologies to provide safe high-quality healthcare, initiate change, and improve healthcare outcomes.
10. Demonstrate cultural responsiveness in service to individuals, families, aggregates, and populations throughout the health-illness continuum.

## Master of Science in Nursing Program Assessment

The students in the Master of Science in Nursing Program must complete four levels of assessment: candidates must (1) meet entry-level requirements for admission, (2) submit a portfolio after the completion of the core MSN courses, (3) meet the performance indicators for practicum experiences and (4) successfully complete the Scholarly 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 University nursing assessment is to ensure the preparation of nurses who can demonstrate theoretical knowledge, clinical skills, and professional behavior to function effectively as an advanced level nurse.

### Assessment One: Admission to the Program

For a list of admission requirements, please see "Admission" near the beginning of the catalog.

### Assessment Two: Portfolio Before Entering Practicum Courses

Because the core MSN courses are required as transitional for all graduate students, evidence of successful completion of the foundational requirements is essential before the students enter the practicum courses. To assure success, the faculty evaluates the GPA and course progress.

### Assessment Three: Clinical Experience Performance Indicators

Graduate students in the nursing education concentration will be required to take NSG 618 that focuses on the proficiency of the educator in the clinical setting and prepares the graduate for teaching in the classroom setting. Each graduate student will be mentored by a master's degree prepared nurse supervisor in the classroom and clinical area, with guidelines and outcomes specified regarding knowledge, clinical skills, delivery of content, professional behavior, and abilities. Graduate students in the nursing manager/administrator concentration will be required to successfully complete NSG 621 that provides concentrated practice experiences in the

management setting. Graduate students in the population care concentration will be required to successfully complete NSG 656 that provides concentrated practice experiences in nursing population health. Students who do not meet the performance indicators of any practicum course will be required to repeat the course in which the problem(s) occurred.

### Assessment Four: Scholarly Project

Depending on the chosen master's degree concentration, students will take NSG 618 (education), NSG 621 (management/administration), or NSG 656 (population health) to complete the required scholarly project, based on Boyer's Scholarly Evidence Classifications. Students must demonstrate their ability to critically think, be creative, and display professional relevance. The success of the student in displaying, organizing, analyzing data, and completing a project in a scholarly fashion is essential for this graduate degree. The graduate faculty member will be responsible to direct the student in the optimal way to complete the project.

## Continued Enrollment

*Students must provide documentation of the following prior to practicum experience:*

A copy of current unencumbered RN license, yearly TB skin test or chest x-ray results, current CPR certification, proof of an approved criminal background check, and proof of required immunizations. Students must maintain a GPA of 3.0 to continue enrollment in the MSN program.

## Required Course of Study

### Core Nursing Courses (required of all graduate students in nursing) **12 crs.**

<b>NSG 500</b>	<b>EVIDENCE-BASED PRACTICE IN HEALTHCARE</b>	<b>3</b>
<b>NSG 501</b>	<b>HEALTH POLICY AND LEGAL ASPECTS IN HEALTHCARE</b>	<b>3</b>
<b>NSG 502</b>	<b>ETHICS, SOCIAL JUSTICE, DIVERSITY, AND HEALTH EQUITY</b>	<b>3</b>
<b>NSG 650</b>	<b>POPULATION HEALTH AND EPIDEMIOLOGY</b>	<b>3</b>

### Nursing Education

#### Concentration Courses **21 crs.**

<b>NSG 606</b>	<b>HEALTH ASSESSMENT</b>	<b>3</b>
<b>NSG 609</b>	<b>FOUNDATIONS OF NURSING EDUCATION</b>	<b>3</b>
<b>NSG 615</b>	<b>EDUCATIONAL METHODS AND STRATEGIES</b>	<b>3</b>
<b>NSG 616</b>	<b>ASSESSMENT AND EVALUATION IN NURSING EDUCATION</b>	<b>3</b>
<b>NSG 617</b>	<b>ADVANCED CLINICAL PATHOPHYSIOLOGY AND PHARMACOLOGY</b>	<b>3</b>
<b>*NSG 618</b>	<b>NURSE EDUCATOR PRACTICUM AND SCHOLARLY PROJECT</b>	<b>6</b>

### TOTAL Nursing Education Concentration **33 crs.**

\* Note: NSG 618 must be taken during the final semester of study.

**Nursing Management/Administration  
 Concentration Courses 21 crs.**

<b>NSG 600</b>	<b>FOUNDATIONS OF NURSING MANAGEMENT</b>	<b>3</b>
<b>NSG 601</b>	<b>NURSING INFORMATICS</b>	<b>3</b>
<b>NSG 602</b>	<b>HUMAN BEHAVIOR IN ORGANIZATIONS</b>	<b>3</b>
<b>NSG 603</b>	<b>MANAGEMENT OF FISCAL SYSTEMS</b>	<b>3</b>
<b>NSG 604</b>	<b>QUALITY, SAFETY, AND PERFORMANCE IN ORGANIZATIONS</b>	<b>3</b>
<b>*NSG 621</b>	<b>NURSE MANAGER CLINICAL PRACTICUM AND SCHOLARLY PROJECT</b>	<b>6</b>

**TOTAL Nursing Management/  
 Administration Concentration 33 crs.**

\* Note: NSG 621 must be taken during the final semester of study.

**Nursing Population Health  
 Concentration Courses 21 crs.**

<b>NSG 604</b>	<b>QUALITY, SAFETY, AND PERFORMANCE IN ORGANIZATIONS</b>	<b>3</b>
<b>NSG 651</b>	<b>IMPACTING POPULATION HEALTH AND WELLNESS ACROSS THE CONTINUUM</b>	<b>3</b>
<b>NSG 652</b>	<b>FOUNDATIONS OF POPULATION HEALTH</b>	<b>3</b>
<b>NSG 653</b>	<b>LEADERSHIP IN POPULATION HEALTH</b>	<b>3</b>
<b>NSG 654</b>	<b>PRIMARY, SECONDARY, AND TERTIARY PREVENTION TO PROMOTE INDIVIDUAL AND POPULATION OUTCOMES</b>	<b>3</b>
<b>NSG 656</b>	<b>ADVANCED POPULATION HEALTH PRACTICUM AND SCHOLARLY PROJECT</b>	<b>6</b>

**TOTAL Nursing Population  
 Health Concentration 33 crs.**

\* Note: NSG 656 must be taken during the final semester of study.

## Probation and Suspension

Students receiving a C will be placed on academic probation for the remainder of the program. Students placed on probation will be notified by letter from the program director. While on probation, the student must earn at least a B (not B-) in all other courses to remain in, and graduate from, the program.

Students earning more than one C will be placed on academic suspension for one year. A grade of F will result in immediate suspension from the program. Within one month of the suspension, the academic advisor and/or the program director will initiate a meeting to develop an individual remediation plan. The remediation plan will specifically address the student's weaknesses as well as a self-study program to enhance the opportunity to be successful should the student apply for readmission. The student's self-study will be re-assessed and approved prior to re-admission to the program. The program director and the student's academic advisor will coordinate the remediation plan. Face-to-face meetings are preferred to implement the remediation plan; phone conferences are an option for those with travel constraints. Failure to participate in the remediation plan will result in the student's dismissal from the program.

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



# SCHOOL OF NURSING AND HEALTH PROFESSIONS

## DOCTOR OF NURSING PRACTICE

- **Ethical Leadership**

### THE DOCTOR OF NURSING PRACTICE (DNP) IN ETHICAL LEADERSHIP

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

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

The Doctor of Nursing Practice program at McKendree University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>).

**Richelle Rennegarbe, PhD, RN, CENP**

**Professor of Nursing • Director of MHA and DNP Programs**



## DNP Statement of Philosophy

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

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

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

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

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

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

## DNP Program Outcome Goal

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

## DNP Aggregate Outcomes

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

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

## Acceptance

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

## Curriculum

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

## DNP Clinical Practicum

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

## DNP Advanced Nursing Project Overview

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

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

**DNP in Ethical Leadership Courses\* 30 crs.**

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

\* Please note that all 30 credit hours in the DNP program must be taken at McKendree University.

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

## Probation, Suspension, and Remediation

Students receiving a B- will be placed on academic probation for the remainder of the program. Students placed on probation will be notified by letter from the Program Director. While on probation, the student must earn at least a B (not B-) in all other courses to remain in, and graduate from, the program.

Students earning more than one B- or less will be placed on academic suspension for one year. A grade of F will result in immediate suspension from the program. Within one month of the suspension, the academic advisor and/or the Graduate program director will initiate a meeting to develop an individual remediation plan. The remediation plan will specifically address the student's weaknesses, as well as a self-study program to enhance the opportunity to be successful should the student apply for readmission. The student's self-study will be re-assessed and approved prior to re-admission to the program. The Graduate program director and the student's academic DNP mentor will coordinate the remediation plan. Face-to-face meetings are preferred to implement the remediation plan; Zoom or phone conferences are an option for those with extenuating circumstances. Failure to participate in the remediation plan will result in the student's dismissal from the program.

Students who are suspended may apply for readmission to the program after one year. If readmitted, the student will rejoin the program on academic probation, and remain on probation, until the program is completed. The student must correct any course deficiencies and must maintain a 3.5 GPA. Students who do not maintain a 3.5 will be dismissed from the program. A student suspended for a second time will not be eligible for readmission.

## Athletic Training (ATH)

- ATH 500** **3**  
**FOUNDATIONS OF EVIDENCE-BASED PRACTICE**  
 This course introduces athletic training students to clinical decision making through an exploration of evidence-based practice frameworks. Students develop skills to evaluate and critically appraise best research evidence, clinical expertise, and patient values and circumstances to clinical decision making. Prerequisite: Admission to MSAT program or consent of instructor.
- ATH 501** **3**  
**DIAGNOSTICS, SPLINTING AND BRACING**  
 This course is designed to teach athletic training students proper healthcare provider referral, diagnostic tests and imaging following referral, and orthopedic splinting and bracing techniques that are chosen based on tests and imaging results. This course will include lecture, simulation, and laboratory work. This course will also focus on the inclusion of telemetry data in the treatment decision-making process. Prerequisite: Admission to MSAT program or consent of instructor.
- ATH 508** **4**  
**PRINCIPLES OF ATHLETIC TRAINING**  
 This course provides the foundation for students pursuing a career in athletic training. Fundamental information regarding injury prevention, recognition, diagnosis, treatment, rehabilitation and healthcare administration will be presented. Classroom laboratory work including taping, wrapping, and wound care techniques are required. Prerequisite: Admission to the Master of Science in Athletic Training Program. Same as ATH 408.
- ATH 510** **3**  
**EVALUATION AND ASSESSMENT OF ORTHOPEDIC INJURIES I**  
 This course is designed to teach athletic training students proper injury recognition, assessment, and evaluation techniques. The course will focus on lower body including ankle, knee, hip, lumbar spine, posture, and gait. Students will gain knowledge and skills concerning conditions, injury, and illness across the lifespan. Lecture, simulation, and classroom laboratory work are required. Evidence-based practice will be emphasized throughout the course. Prerequisite: ATH 500, 501, or instructor consent.
- ATH 511** **3**  
**EVALUATION AND ASSESSMENT OF ORTHOPEDIC INJURIES II**  
 This course is designed to teach athletic training students proper injury recognition, assessment, and evaluation techniques. The course will focus on upper body including hand, wrist, elbow, shoulder, c-spine, posture, and gait. Students will gain knowledge and skills concerning conditions, injury, and illness across the lifespan. Lecture, simulation, and classroom laboratory work are required. Evidence-based practice will be emphasized throughout the course. Prerequisite: ATH 510, 514, 515.
- ATH 512** **2**  
**EVALUATION AND ASSESSMENT OF ORTHOPEDIC INJURIES III**  
 This course is designed to teach athletic training students proper injury recognition, assessment, and evaluation techniques. The course will focus on the brain, face, head, neck and spine, posture, and gait. Students will gain knowledge and skills concerning conditions, injury, catastrophic injury, triage, emergency care, psychosocial issues, and illness across the lifespan. Lecture, simulation, and classroom laboratory work are required. Evidence-based practice will be emphasized throughout the course. Prerequisite: ATH 510, 514, 515.
- ATH 513** **3**  
**EVALUATION AND ASSESSMENT OF MEDICAL CONDITIONS AND ILLNESSES**  
 This course is designed to teach athletic training students proper condition/illness recognition, assessment, and evaluation techniques. This course will focus on conditions that are life-threatening or otherwise emergent, as well as health conditions commonly seen in athletic training practice. Students will gain knowledge and skills concerning conditions, illnesses and psychosocial issues, use and interpretation of diagnostic tests, collaboration with other healthcare professionals for best patient outcomes, as well as appropriate provider referral when indicated. Lecture, simulation, and classroom laboratory work are required. Students will also participate in an interprofessional case study involving a specific medical condition/illness. Evidence-based practice will be emphasized throughout the course. Prerequisite: ATH 500, 501, or instructor consent.
- ATH 514** **3**  
**THERAPEUTIC MODALITIES**  
 This course is designed to teach the theoretical background for clinical application of therapeutic modalities. The physical and physiological principles and clinical evidence available on the use of thermal, acoustic, electrical, light, and mechanical modalities for the treatment of musculoskeletal conditions will be presented. Lecture and classroom laboratory work are required. Prerequisite: ATH 500, 501, or instructor consent.
- ATH 515** **2**  
**CLINICAL INTEGRATION I**  
 Under the supervision of a preceptor, students will demonstrate clinical skill proficiencies while integrating knowledge into clinical decision making during the performance of direct patient care. Specifically, clinical practice will focus on the fundamentals of prevention, immediate and emergent care, and therapeutic intervention. As students display competence with/through the curricular content assessments in Athletic Training, they will be given increased responsibility in directly working with patients. Students must complete a minimum of 90 clinical hours during the course. Students must pay (register) and complete the ACES workshop offered during the course. Prerequisite: ATH 500, 501, or instructor consent.

## Athletic Training (ATH)

<p><b>ATH 516</b> <span style="float: right;"><b>2</b></span>  <b>CLINICAL INTEGRATION II</b>            Under the supervision of a preceptor, students will demonstrate clinical skill proficiencies while integrating knowledge into clinical decision making during the performance of direct patient care. Specifically, clinical practice will focus on the prevention, treatment, immediate care, evaluation, and rehabilitation of the lower extremity and lumbar spine. Students must complete a minimum of 90 clinical hours during the course. Prerequisite: ATH 510, 514, 515.</p>	<p><b>ATH 520</b> <span style="float: right;"><b>3</b></span>  <b>THERAPEUTIC EXERCISE AND RECONDITIONING I</b>            This course focuses on the theory and operation of various contemporary methods of therapeutic exercise in the rehabilitation of patients. The student is introduced to manual as well as mechanical testing and other primary components of comprehensive rehabilitation designs and implementation, including determining therapeutic goals, progress, and outcomes. Lecture and classroom laboratory work are required. Prerequisite: ATH 510, 514, 515.</p>
<p><b>ATH 517</b> <span style="float: right;"><b>3</b></span>  <b>CLINICAL INTEGRATION III</b>            This is an immersive clinical practice that allows students to experience the totality of care provided by athletic trainers. Students must participate in the full-time, day-to-day, and week-to-week role of an athletic trainer for a minimum of four weeks. Under the supervision of a preceptor, students will demonstrate clinical skill proficiencies while integrating knowledge into clinical decision making during the performance of direct patient care. Specifically, clinical practice will focus on the prevention, treatment, immediate care, evaluation, and rehabilitation of injuries and/or illnesses and psychosocial conditions related to recreational and sport specific activities. As students display competence with/through the curricular content assessments in Athletic Training, they will be given increased responsibility in directly working with patients. Students must complete a minimum of 90 clinical hours during the course. Prerequisite: ATH 511, 512, 513, 514, 515, 516, 520.</p>	<p><b>ATH 521</b> <span style="float: right;"><b>3</b></span>  <b>THERAPEUTIC EXERCISE AND RECONDITIONING II</b>            This course follows ATH 520 with the continued application of therapeutic exercise in the rehabilitation of patients across the lifespan after injury or illness. Lecture and classroom laboratory work are required. Prerequisite: ATH 517.</p>
<p><b>ATH 518</b> <span style="float: right;"><b>3</b></span>  <b>CLINICAL INTEGRATION IV</b>            Under the supervision of a preceptor, students will demonstrate clinical skill proficiencies while integrating knowledge into clinical decision making during the performance of direct patient care. Specifically, clinical practice will focus on the prevention, treatment, immediate care, evaluation, and rehabilitation of orthopedic, general medical, and psychosocial conditions. As students display competence with/through the curricular content assessments in Athletic Training, they will be given increased responsibility in directly working with patients. This course begins before the first official day of the fall semester. Students must complete a minimum of 90 clinical hours during the course. Prerequisite: ATH 517.</p>	<p><b>ATH 525</b> <span style="float: right;"><b>2</b></span>  <b>HEALTH AND RECOVERY</b>            This course is designed to teach students the relationship between the different components of health (physical, psychosocial, and cognitive) and the healing process. The focus will be on the role of the athletic trainer to provide care to address the physical, psychosocial and cognitive dimensions of health in the healing process following injury, chronic conditions, and illness on patients across the lifespan. This course will include lecture and simulation. Prerequisite: 510, 511, 512, 513, 516, 520.</p>
<p><b>ATH 519</b> <span style="float: right;"><b>2</b></span>  <b>CLINICAL INTEGRATION V</b>            Under the supervision of a preceptor, students will demonstrate clinical skill proficiencies while integrating knowledge into clinical decision making during the performance of direct patient care. Specifically, clinical practice will focus on the prevention, treatment, immediate care, evaluation, and rehabilitation of injuries and/or illnesses and psychosocial conditions. As students display competence with/through the curricular content assessments in Athletic Training, they will be given increased responsibility in directly working with patients. Prerequisite: ATH 518.</p>	<p><b>ATH 528</b> <span style="float: right;"><b>1-2</b></span>  <b>TOPICS IN ATHLETIC TRAINING</b>            This course offers students the opportunity to discuss current trends from the literature and practice of athletic training. Topics may include: clinical and classroom learning styles and methods of assessment, emerging evaluation and treatment strategies, alternative medicine, ethics, cultural competence, and technology in medicine.</p>
	<p><b>ATH 553</b> <span style="float: right;"><b>3</b></span>  <b>PHARMACOLOGY FOR ATHLETIC TRAINERS</b>            This course introduces the physiological action of pharmacological agents on body systems including drug categories, chemical makeup, drug classes, indications/contraindications, dosing, allergies, side effects, safety, legal issues, and drug testing for the general population and the physically active. Prerequisites: Admission to the Master of Science in Athletic Training Program. Same as ATH 453.</p>

## Athletic Training (ATH)

### **ATH 600** **1** **SEMINAR I**

This course provides an integration of prior coursework and expertise in athletic training preparation for the Board of Certification (BOC) Exam and a forum for discussion of current athletic training issues for the development of a research project. Students will develop a study plan and use this study plan, and associated assignments, tests, and simulations to begin preparation for the Board of Certification Examination (includes completion of a comprehensive written and standardized clinical exam at 75% or higher). Identification of a research topic for completion of ATH 614 and 615 will also occur. Prerequisite: ATH 516, 520.

### **ATH 601** **2** **SEMINAR II**

This course is designed to evaluate students' understanding and improvement at the subtask level of the five BOC practice domain areas. Students will gain detailed knowledge of their understanding. An individualized four-part study plan and program will be completed by each student at the subtask level for domains I-III. Students must pay (register) and complete the ACES workshop update offered during the course. Prerequisite: 517, 525, 600.

### **ATH 602** **2** **SEMINAR III**

This course is designed to evaluate students' understanding and improvement at the subtask level of the five BOC practice domain areas. Students will gain detailed knowledge of their understanding. A detailed individualized four-part study plan and program will be completed by each student at the subtask level for domains IV and V. Testing simulations over all five BOC domains will be required. Students must pass a BOC practice exam at 70% or higher in each practice domain as a final requirement for graduation. Prerequisite: ATH 518, 601, 610, 614.

### **ATH 610** **2** **HEALTHCARE ADMINISTRATION I**

This course addresses the organization and administration aspects of healthcare in educational settings. Students study topics such as medical record keeping (paper and electronic), facility design and maintenance, leadership strategies, insurance issues, public relations, and legal and ethical issues related to healthcare. Prerequisite: ATH 517, 525, 600.

### **ATH 611** **2** **HEALTHCARE ADMINISTRATION II**

This course addresses the organization and administration aspects of healthcare in private clinics, industrial settings, and others. Students study topics such as medical record keeping (paper and electronic), facility design and maintenance, leadership strategies, insurance issues, public relations, and legal and ethical issues related to healthcare. Prerequisite: ATH 518, 601, 610, 614.

### **ATH 614** **1** **RESEARCH AND PROFESSIONAL BEHAVIORS I**

This course is designed to provide foundational knowledge in evidence-based practice, research methodology, the role of research within the profession of athletic training, and professional behavior expectations, responsibilities, and techniques in the healthcare professions. Students will gain knowledge of data gathering programs and interdisciplinary research. Students will use the topic identified in ATH 601 to complete a research project proposal including a topic introduction, literature review, methodology, and IRB review. Prerequisite: ATH 517, 525, 600.

### **ATH 615** **3** **RESEARCH AND PROFESSIONAL BEHAVIORS II**

This course is designed for students to meet and work with their research team and mentor to analyze and synthesize data to complete their research project. The project will be presented in print and/or poster format following appropriate professional guidelines. Prerequisite: ATH 614.

## Counseling (CNL)

<p><b>CNL 590</b>  <b>FOUNDATIONS OF PROFESSIONAL COUNSELING</b>                      This course provides an overview of the history, trends, and contextual issues related to professional counseling. Topics of discussion include licensure, specialties within the profession, and characteristics of the effective counselor. Through experiential exercises and audio/videotaping, students will also develop an understanding of basic helping skills and techniques.</p>	<p><b>3</b></p>	<p><b>CNL 605</b>  <b>RESEARCH AND EVALUATION</b>                      This course provides an understanding of basic statistics, research design and implementation, and research report development. Additional topics reviewed include program evaluation, needs assessment, publication of research findings, and ethical and legal considerations relevant to professional counselors.</p>	<p><b>3</b></p>
<p><b>CNL 600</b>  <b>COUNSELING THEORY</b>                      The basic theory, principles, and techniques of counseling are explained. The major theoretical approaches to counseling and therapy are examined, including Psychodynamic, existential-humanist, and cognitive-behavioral. Students will learn how to apply theory in conceptualizing client concerns. Issues related to diversity and difference, as well as bias embedded in theories, will also be explored.</p>	<p><b>3</b></p>	<p><b>CNL 606</b>  <b>HUMAN DEVELOPMENT AND LEARNING</b>                      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.</p>	<p><b>3</b></p>
<p><b>CNL 601</b>  <b>SOCIAL AND CULTURAL FOUNDATIONS OF COUNSELING</b>                      This course provides an overview of counseling approaches and unique therapeutic considerations in working with individuals from various populations. Particular attention will be paid to how 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 areas of discomfort, as well as their experiences with privilege and oppression.</p>	<p><b>3</b></p>	<p><b>CNL 607</b>  <b>SUBSTANCE ABUSE COUNSELING</b>                      This course provides an overview of the historical development of addiction treatment in the United States. The disease concept of addiction will be introduced as well as other developmental and theoretical models for understanding addiction. Differentiation will be made between substance "misuse," "abuse," and "dependency." Addiction to substances will be explored as well as other behavioral addictions such as gaming, problem gambling, and sex.</p>	<p><b>3</b></p>
<p><b>CNL 602</b>  <b>PROFESSIONAL AND ETHICAL ISSUES</b>                      This course provides an overview of ethical and legal standards, risk management, professional credentialing, and standards for professional counselors. Also examines professional roles and functions, professional goals and objectives, and professional organizations and associations.</p>	<p><b>3</b></p>	<p><b>CNL 608</b>  <b>INDIVIDUAL ASSESSMENT</b>                      This course provides an overview of educational and psychometric theories and approaches. Includes discussion of data and information gathering methods, psychometric statistics, reliability and validity, and the use of assessment in helping relationships. Students will be taught how to administer and interpret tests and inventories designed to measure intelligence, personality, interests, and abilities.</p>	<p><b>3</b></p>
<p><b>CNL 603</b>  <b>COUNSELING SKILLS</b>                      A fundamental study of the helping relationship is provided. The course provides an overview of basic and advanced counseling skills, including listening, reflection, rapport building, creating a therapeutic alliance, interviewing, goal-setting, session structuring, and confrontation. Information regarding facilitation of client self-awareness and change will be provided. The importance of therapist self-understanding and development will be emphasized throughout the course. Prerequisites: CNL 590 and CNL 600.</p>	<p><b>3</b></p>	<p><b>CNL 609</b>  <b>COUPLES AND FAMILY COUNSELING</b>                      This course provides a theoretical and practical foundation for intervening with couples and families. Students will learn current approaches to couple and family counseling, with an emphasis on systemic models of family functioning and therapeutic intervention.</p>	<p><b>3</b></p>
<p><b>CNL 604</b>  <b>MALADAPTIVE BEHAVIOR AND PSYCHOPATHOLOGY</b>                      This course provides an introduction to the study of maladaptive behavior. Definition and etiology of disorders in the DSM will be discussed. The course also provides a review of various methods of treatment related to the disorders covered. Prerequisites: CNL 590 and CNL 600.</p>	<p><b>3</b></p>	<p><b>CNL 610</b>  <b>GROUP COUNSELING</b>                      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.</p>	<p><b>3</b></p>
<p><b>CNL 611</b>  <b>CAREER DEVELOPMENT AND COUNSELING</b>                      This course provides a review of career development theories and decision-making models, as well as approaches to providing career counseling. Occupational and educational information sources, as well as career assessment instruments, will also be examined.</p>	<p><b>3</b></p>	<p><b>CNL 611</b>  <b>CAREER DEVELOPMENT AND COUNSELING</b>                      This course provides a review of career development theories and decision-making models, as well as approaches to providing career counseling. Occupational and educational information sources, as well as career assessment instruments, will also be examined.</p>	<p><b>3</b></p>

## Counseling (CNL)

### **CNL 614** **3**

#### **GRIEF, LOSS, AND CRISIS INTERVENTION**

This course explores the unique emotional process and counseling techniques for grief and loss as they occur across the life span. The course also provides students with a theoretical and practical background in crisis intervention in community settings. Students will understand the principles of crisis intervention as applied to people experiencing trauma-causing events.

### **CNL 630** **3**

#### **INDIVIDUAL COUNSELING PRACTICUM**

This course is a supervised practice of advanced individual counseling skills. Students must accrue a minimum of 100 clock hours for this experience. Emphasis is placed on the development of the counselor/client relationship. The focus of the course is on theory integration, assessment, instrument administration and interpretation, counseling technique, and referral/termination procedures. Prerequisites: CNL 590, 600, 602, 603, 610, and 611.

### **CNL 635** **3**

#### **GROUP COUNSELING PRACTICUM**

This course is a supervised, pre-internship counseling experience where students learn to apply theory with entry-level counseling skills. Students must accrue a minimum of 100 clock hours for this experience. Emphasis is placed on counseling skills as applied to group work. Prerequisites: CNL 590, 600, 602, 603, 610, and 611.

### **CNL 637** **6**

#### **INTERNSHIP I**

This course provides supervised clinical experience at an approved training site. Students must accrue a minimum of 300 hours of experience. In addition to the required hours working at the training site, students enrolled in an internship also meet weekly in an internship group supervision led by a faculty member. Supervision facilitates students' clinical skills such as client conceptualization, application of theory, treatment planning, and intervention. Prerequisite: CNL 630 and 635.

### **CNL 638** **6**

#### **INTERNSHIP II**

This course is an extension of Internship I. It provides supervised clinical experience at an approved training site. Students must accrue a minimum of 300 hours of experience. In addition to the required hours working at the training site, students meet weekly in an internship group supervision. Supervision facilitates students' clinical skills such as client conceptualization, application of theory, treatment planning, and intervention. Prerequisites: CNL 637.

### **CNL 697** **0**

#### **COMPREHENSIVE EXAMINATION**

This noncredit, credit/no credit course serves as an indicator of students' attempts at the program's comprehensive exams. Detailed information about the Clinical Mental Health Counseling Program's comprehensive examination is located in the graduate catalog and the program's student handbook. May be attempted a maximum of three times.



## Education-Curriculum and Instruction (EDC)

### **EDC 730** **3**

#### **TRENDS AND ISSUES IN CURRICULUM**

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

### **EDC 732** **3**

#### **ADVANCED INSTRUCTIONAL DESIGN**

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

### **EDC 736** **2**

#### **ADVANCED EDUCATIONAL TECHNOLOGY**

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

### **EDC 738** **3**

#### **RESEARCH AND THEORY IN TEACHING**

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

### **EDC 750** **3**

#### **PRACTICUM IN CURRICULUM DESIGN AND INSTRUCTION**

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



## Education-Doctorate (EDD)

<p><b>EDD 760</b> <b>DOCTORATE IN EDUCATION SEMINAR</b> This course provides an orientation to the program including the Conceptual Framework, program standards, academic policies, and dissertation requirements. It also provides a check on the match of individual professional goals with the program values and standards, as well as a continuing assessment of progress on achieving program standards.</p>	0	<p>needs and will offer diverse strategies for teachers to enhance their instruction and promote student learning. Instruction will focus on the best of Gardner's Multiple Intelligences, Bloom's Taxonomy, whole language, direct instruction, readiness grouping, learning profiles, and personality profiles and utilize them in differentiated learning for all students in the regular classroom.</p>
<p><b>EDD 764</b> <b>EDUCATIONAL PROGRAM PLANNING</b> This course examines the purposes and processes of planning comprehensive school programs and short-range, individual projects. A variety of planning models and analytical tools is considered, along with examples of their applicability for educational planning and problem solving. This course will also address current images of leadership, leadership and management practices, school culture and contexts, promoting student learning, and staff professional growth as they apply to instructional leadership at the school and school district level.</p>	3	<p><b>EDD 774</b> <b>ADVANCED RESEARCH METHODS</b> This course presents technical and analytical tools needed to assess school district and unit performance and to conduct research on educational problems and issues. It is designed to provide students with a thorough background in the fundamental principles of research design and methods in education, and the knowledge and skills necessary to design and carry out studies appropriate to a wide variety of research problems. It focuses on tailoring the research design and methodology to most effectively address the problem or issue of concern, including qualitative, quantitative, and mixed-method designs.</p>
<p><b>EDD 766</b> <b>HUMAN DEVELOPMENT AND EDUCATIONAL PROCESSES</b> This course examines the process of human development and learning through the ages by critically examining cross-cultural/multi-cultural research and developmental theories designed to describe and interpret the physical, social, emotional, intellectual, and psychological processes involved. Emphasis will be placed on the range of individual, family, environmental, cultural, and diversity factors that may enhance or inhibit human growth and development and on the critical role that human relationships play in the lifelong interactive processes of learning and growth.</p>	3	<p><b>EDD 776</b> <b>CRITICAL ISSUES AND DEVELOPMENTS IN CURRICULUM DESIGN AND INSTRUCTION</b> In this course, the critical issues, problems, and trends in education are examined. The course will address policy making, implementing, and evaluating at the school site and the school district levels; skills of policy analysis and policy development; and identification of issues appropriate for policy study. Emphasis will be placed on selected current issues that identify how national, state, and regional factors affect the operations of schools and development of strategies for effectively dealing with these challenges.</p>
<p><b>EDD 768</b> <b>QUALITATIVE RESEARCH/QUANTITATIVE RESEARCH</b> This course addresses the intermediate and advanced qualitative and quantitative research methods in education. Qualitatively, the course addresses forming research questions, writing field notes, and collecting, organizing, and analyzing a variety of data. Advanced methods including sampling strategies, observational and interview techniques, questionnaire construction, and data analysis are also addressed. The design issues of triangulation subjectivity and trustworthiness are explored. Ethics and ethical issues in qualitative research are presented. Quantitatively, the course addresses the logic of statistical inference and hypothesis testing, and provides a study of analysis of variance and multiple regressions, with a computer-oriented approach. The design of multi-variable studies, multivariate data analysis, and other advanced methods using statistical computer programs will be examined.</p>	3	<p><b>EDD 797</b> <b>DISSERTATION</b> The dissertation for the Doctor of Education focuses on informing and improving educational practice. It is expected that the dissertation will reflect appropriate use of theory for addressing a problem in a specific applied setting leading to recommendations for decisions and actions. The dissertation is expected to be a report on a well-designed study, including an overview of the problem being addressed and the qualitative or quantitative analytical approach used a review of relevant literature, a summary of information collected and the results of analyses, and conclusions and recommendations.</p>
<p><b>EDD 770</b> <b>DIFFERENTIATED INSTRUCTION</b> This course will review the theory-based differentiated models of instruction to provide students with a strong background in a variety of instructional modalities. Students will learn the necessary pedagogy and classroom strategies to deliver instruction that is appropriate for populations of students served by a school district. The course will offer a survey of effective methods for using assessment to determine student</p>	3	<p><b>EDD 798</b> <b>DISSERTATION CONTINUING STUDY</b> Must be taken if EDD 797 is not completed within a single semester. May be taken a total of three times across three consecutive terms (terms are Fall, Spring, and Summer). Credit/no credit only.</p>
<p><b>EDD 770</b> <b>DIFFERENTIATED INSTRUCTION</b> This course will review the theory-based differentiated models of instruction to provide students with a strong background in a variety of instructional modalities. Students will learn the necessary pedagogy and classroom strategies to deliver instruction that is appropriate for populations of students served by a school district. The course will offer a survey of effective methods for using assessment to determine student</p>	3	<p><b>EDD 799</b> <b>CONTINUING ENROLLMENT</b> Must be taken if EDD 797 is not completed and EDD 798 was taken three times. Must be taken every consecutive term until EDD 797 is successfully completed or seven-year program limit has elapsed. Credit/no credit only.</p>

## Education-Leadership (EDL)

<p><b>EDL 600</b>  <b>INTRODUCTION TO PRINCIPAL PREPARATION</b>                      This course prepares candidates for admission to the McKendree University Principal Preparation Program. Included is the completion of state requirements for admission to principal preparation programs that involve an interview by program faculty, a written response to an in-basket scenario, and submission of a detailed admission portfolio to be developed during the course.</p> <p><b>EDL 601</b>  <b>TECHNOLOGY APPLICATIONS FOR SCHOOL ADMINISTRATORS</b>                      This course prepares the prospective school administrator in advanced technology standards and applications. The focus is on the use of technology for effective teaching, learning, and administrative needs including assessment programs that support other current curricular and non-curricular issues and initiatives. Standards to be addressed through structured activities and assignments include the National Educational Technology Standards for Administrators. Topics include the electronic submission of applications and reports required by state and federal agencies.</p> <p><b>EDL 610</b>  <b>SUPERVISION OF INSTRUCTION</b>                      This course examines the administrator's role in the application of effective supervisory practices as they relate to certified and non-certified personnel. This course includes a 12 hour, field experience component. Completion of this course includes meeting the requirements of the process to be used to evaluate certified staff per the provisions of Section 24A-3 of the Illinois School Code [105 ILCS 5/24A-3].</p> <p><b>EDL 620</b>  <b>SCHOOL LAW</b>                      This course addresses the laws and policies that affect schools in Illinois. Illinois State laws and regulations, as influenced by federal constitutional and statutory laws, will be examined as they relate to governing, managing, and implementing school programs. Included are a study of state and federal laws, regulations and case law affecting Illinois public schools, and State and federal laws, regulations, and case law regarding programs for students with disabilities and English language learners.</p> <p><b>EDL 625</b>  <b>FINANCE AND FACILITIES FOR PRINCIPALS</b>                      Introduction to social, economic, and political considerations in public financing of education. The course will examine sources of revenues, federal-state-local allocation systems, and local educational agency financial planning and budgeting. It also covers the administration and use of existing district buildings and grounds and health and safety issues that affect students, staff, and community. Included are studies of the needs of students with special needs and early learning programs. This course includes a 10-hour field experience component. Prerequisite: Admission to the Principal Preparation Program.</p>	<p>1</p> <p>2</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p>	<p><b>EDL 630</b>  <b>LEADERSHIP THEORY</b>                      Provides an overview of the role of vision in leadership and organizational development from the perspective of the principal as an educational leader. The course enables participants to develop a clear vision of the goal of leadership and to examine the premise that the personal vision of a leader must be the starting point for the development of a vision for an organization through a study of various leadership and change theories. Included are: leadership practices to improve teaching and learning for all students including students with special needs and early learning programs; focusing on scientifically-based interventions to enhance an understanding of literacy skills, strategies to address reading problems and reading in the content areas, to address numeracy skills and effective problem-solving, effective instructional strategies; and addressing the needs of at-risk learners. Prerequisite: Admission to the Principal Preparation Program.</p> <p><b>EDL 640</b>  <b>SCHOOL AND COMMUNITY RELATIONS</b>                      Examines the influence of the social and political structures and conditions on school leadership, personnel, programs, and activities. Strategies for collaborating, interacting and cooperating with parents, community leaders, businesses, and organizations for support in the effective attainment of school objectives and the educational goals of the community are emphasized. Included are leadership practices to communicate and collaborate with internal and external publics on issues related to special education, and other current curricular and non-curricular issues and initiatives.</p> <p><b>EDL 690</b>  <b>INTERNSHIP I - PRINCIPAL</b>                      Summer internship for candidates in the principal program in a school under the joint supervision of a qualified school administrator and the University. This course provides candidates with practical experience related to principal certification standards. A four-week full-time residency as an intern in a school is required for this course. Portfolio artifacts will be developed to show performance activities that meet state certification standards. The internship course sequence includes meeting 13 required Southern Regional Education Board (SREB) competencies with 36 indicators in addition to program standards. Prerequisite: Admission to the Principal Preparation Program.</p> <p><b>EDL 691</b>  <b>INTERNSHIP II - PRINCIPAL</b>                      Fall internship for candidates in the principal program in a school under the joint supervision of a qualified school administrator and the University. This course provides candidates with practical experience related to principal certification standards. Portfolio artifacts will be developed to show performance activities that meet state certification standards. The internship course sequence includes meeting 13 required SREB competencies with 36 indicators in addition to program standards. Prerequisite: EDL 690 and Admission to the Principal Preparation Program.</p>	<p>3</p> <p>3</p> <p>1</p> <p>2</p>
---	---	--	-------------------------------------



## Education-Leadership (EDL)

<p><b>EDL 692</b> <span style="float: right;"><b>4</b></span>  <b>INTERNSHIP III – PRINCIPAL</b>                  Spring internship for candidates in the principal program in a school under the joint supervision of a qualified school administrator and the University. This course provides candidates with practical experience related to principal certification standards. Portfolio artifacts will be developed to show performance activities that meet certification standards. The internship course sequence includes meeting 13 required SREB competencies with 36 indicators in addition to program standards. Prerequisite: EDL 691 and Admission to the Principal Preparation Program.</p>	<p><b>EDL 735</b> <span style="float: right;"><b>3</b></span>  <b>THE BOARD OF EDUCATION, COMMUNITY, ORGANIZATIONAL THEORY, AND LEADERSHIP</b>                  This course focuses on the theory and application of effective leadership strategies in the areas of bureaucracy, sociopolitical systems, and open systems, skillful board governance, problem solving, innovation, the intersection of business and professional organizations, professional development, facilities, safety, compliance, and accountability. This course includes technical/adaptive learning development strategies for board and organizational leadership, motivation, communication, educational marketing, conflict management, data analysis and improvement, organizational change, internal and external pressures, regional, national, and international accountability.</p>
<p><b>EDL 694</b> <span style="float: right;"><b>3</b></span>  <b>INTERNSHIP IN TEACHER LEADERSHIP</b>                  Internship for candidates in the Teacher Leadership Licensure program. Internship in a school under the joint supervision of a certified school administrator and the University. This course is designed to provide candidates with practical experience related to Teacher Leadership Licensure standards. Portfolio artifacts will be developed to show performance activities that meet licensure standards. The internship is a 120-hour, 16-week experience. Prerequisite: All major course requirements completed.</p>	<p><b>EDL 737</b> <span style="float: right;"><b>3</b></span>  <b>FINANCE THEORY, APPLICATION, AND MANAGEMENT OF RESOURCES</b>                  This course will offer an engaged approach to financial planning, management, monitoring, and fiscal accountability regarding financing Illinois Public Schools. Finance theory will be applied to contemporary situations in the various types and sizes of school districts in Illinois. Methods of financing areas such as special education, early childhood, gifted, English Language Learners (ELL), reading, buildings and grounds, and transportation management will be explored. Budget and tax levy discussions will take place along with strategic and long-term planning that promote efficiency and a safe and healthy environment. This course will have a 20-hour field experience.</p>
<p><b>EDL 699</b> <span style="float: right;"><b>1</b></span>  <b>PORTFOLIO ASSESSMENT</b>                  Candidates complete a P-12 leadership competency portfolio. Materials are reviewed and assessed in light of required McKendree University and Illinois standards for School Leaders. Concurrent enrollment: EDL 692 or EDL 694. Prerequisite: Admission to the Teacher Leadership Licensure Program.</p>	<p><b>EDL 741</b> <span style="float: right;"><b>3</b></span>  <b>ADVANCED ROLES AND RESPONSIBILITIES FOR THE SUPERINTENDENT</b>                  This course will provide significant opportunities focusing on a superintendent's ability to apply his/her conceptual knowledge of theories of advanced leadership and supervision. Areas of focus will include: transformational versus transactional leadership, student achievement and accountability, finance and collective bargaining, and politics and community engagement. Other timely senior leadership and management activities will take place, such as collaborative leadership strategies, early childhood, IEP planning, and development, along with corresponding 504 plans. This course will have a 20-hour field experience, including the completion of the superintendent module for licensure.</p>
<p><b>EDL 731</b> <span style="float: right;"><b>3</b></span>  <b>ADVANCED LEGAL/POLICY/POLITICAL ISSUES</b>                  This course focuses on advanced legal, policy, and political issues that include the importance of ethical behavior in school leadership decision-making. The basic principles and applications of school law and how it impacts school leadership decisions are emphasized in this course. Current legal issues, legislation, and court cases will be explored, along with working with the media, the State Board, and legislative leaders. Students will work directly with school attorneys to understand the relationship between the superintendent and legal authorities. Ten hours of field experience are included in this course.</p>	<p><b>EDL 751</b> <span style="float: right;"><b>1</b></span>  <b>INTERNSHIP I – SUPERINTENDENT</b>                  This internship is part of the capstone program experience in which students will apply their conceptual theoretical base from the leadership specialist courses to the superintendent's position. Instruction will be linked to authentic tasks/practices/and procedures of the superintendent. This internship course will be conducted in a school district under the joint supervision of a state qualified school superintendent and a McKendree University supervisor. A portfolio will be included to show performance activities that meet state licensure standards. The internship will have 80 hours of required intern work.</p>
<p><b>EDL 733</b> <span style="float: right;"><b>3</b></span>  <b>SUPERINTENDENCY</b>                  The superintendency focuses on the leadership roles of the superintendent of schools as he/she works with the board of education, central school district administrative staff, building principals, school staff members, the learning community of citizens, government, and social leaders. Specific instruction includes leadership in the areas of the following: district direction and strategic planning, curriculum and instruction, personnel administration, principal evaluation modules, finance and business management, and buildings and grounds. The course includes leadership in the various types and sizes of school districts. Attention is given to the role of the superintendent to lead the district in the development of the staff, students, community, and education profession. Twenty hours of field experience are included in this course.</p>	

## Education-Leadership (EDL)

### **EDL 752** **2**

#### **INTERNSHIP II – SUPERINTENDENT**

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

### **EDL 753** **2**

#### **INTERNSHIP III – SUPERINTENDENT**

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

## Education-Reading (EDR)

### **EDR 510** **3**

#### **ADOLESCENT LITERATURE**

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

### **EDR 621** **3**

#### **CLASSROOM DIAGNOSTIC TECHNIQUES AND TESTING PROCEDURES FOR THE TEACHING OF READING I**

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 to identify reading levels and areas of instructional focus. The advantages and limitations of standardized reading tests and other assessment devices are also considered as are issues related to diagnostic options within the school. Prerequisite: EDU 430/530 and EDU 412/512.

### **EDR 623** **3**

#### **STRATEGIES AND INTERVENTIONS TO ASSIST STRUGGLING READERS**

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

### **EDR 680** **1-3**

#### **INDEPENDENT STUDY IN READING**

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

### **EDR 697** **3**

#### **PRACTICUM IN READING**

A supervised 90-hour practicum in teaching elementary or secondary students with reading difficulties. The course focus will be on assessment of readers' strengths and needs and the design and implementation of instruction to assist students in becoming better readers. Prerequisite: EDU 412/512, EDU 430/530, EDR 510, EDR 623, EDR 621, and consent of the program director.



## Specialist in Education (EDS)

**EDS 700** **1**  
**FOUNDATIONS OF TEACHER LEADERSHIP AND ADMINISTRATIVE LEADERSHIP**  
 This course provides an overview of current educational issues and establishes the context for advanced graduate study in education. Students will be introduced to the purposes, goals, and objectives of the Specialist in Education program at McKendree University. The tools needed for advanced study will be developed including the use of library resources, technology, educational databases, and research support.

**EDS 701** **1**  
**FOUNDATIONS OF ADMINISTRATIVE LEADERSHIP**  
 This course prepares candidates for admission to the McKendree University Superintendent Licensure program. Students will also be introduced to the purposes, goals, and objectives of the Superintendent Licensure program. Course requirements include an interview with two or more of the program's full-time faculty members and submission of an admission portfolio.

**EDS 702** **3**  
**SCHOOL IMPROVEMENT AND ORGANIZATIONAL DEVELOPMENT**  
 This course examines school organization and the correlates of effective schools. It develops leadership skills, which can cause meaningful change in education and service to all students including students with language barriers and special needs. The course will address issues of a district organization, operation, and resources to produce a safe, efficient, and a collaborative learning environment that leads to school improvement. Students will participate in case studies, inbox exercises, and simulations. Ten hours of field experience are included in this course.

**EDS 704** **3**  
**HUMAN DIVERSITY FOR EDUCATIONAL LEADERS**  
 This course provides resources necessary for students to understand diverse cultures and communication styles and to use this knowledge to establish themselves as facilitators who offer an inclusive educational vision for the district and the community. Students will develop collaborative and dialogue skills including working with the English Language Learner (ELL).

**EDS 706** **3**  
**ADMINISTRATION OF HUMAN RESOURCES**  
 This course develops skills for administration of human resources. Emphasis is placed on planning, enrollment, forecasting, professional development and selection, contract administration, legal requirements, and Danielson evaluation model. Students will be encouraged to do the CEC state-required Principal Evaluation Training. Focus activities include encouraging student candidates to work on hiring a diverse population including minorities, non-English speaking professionals, and top candidates from all gender individuals and appropriately licensed areas.

**EDS 708** **3**  
**PROGRAM EVALUATION IN EDUCATION – EVALUATING STUDENT ACHIEVEMENT**  
 This course examines methods of evaluating educational programs and promoting student learning using accepted models and data-gathering procedures. The rationale for and nature of educational evaluation, planning evaluation, evaluation models, assessment programs, implementing and sampling strategies, data-gathering tools and techniques, data analysis, and reporting and interpreting evaluation results will be explored. How to use technology to maximize student improvement will be part of the evaluation process.

**EDS 722** **3**  
**EVALUATION AND APPLICATION OF RESEARCH**  
 This course examines the major tools that educators need to critically evaluate and use research to make decisions and solve problems. Students will review case studies related to a practical problem in a school or district, review the related research, and evaluate the validity, reliability, and usefulness of the findings. Students will complete a program evaluation/school improvement project, review of the literature, analysis of relevant data drawn from an existing database, and development of a plan of action.

## Education (EDU)

<p><b>EDU 501</b>  <b>METHODS OF TEACHING FINE ARTS (ELEMENTARY)</b>            This course prepares students with the understanding, concepts, techniques and materials of the visual arts, music, drama and dance. Students understand the cultural dimensions of the arts and the interrelationships among the art forms. Students are given the tools to promote artistic development, appreciation and performance. Students will be able to use various tools, including technology, to create, analyze and perform works of art. Prerequisite: Admission to the Teacher Education Program.</p>	<p><b>3</b></p>	<p><b>EDU 509B</b>  <b>FIELD PRACTICUM I (MIDDLE SCHOOL)</b>            Field experience in a classroom of a local middle school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 40 contact hours (4 hours per day, one day per week) over a ten-week period. Concurrent enrollment: EDU 509.</p>	<p><b>0</b></p>
<p><b>EDU 503</b>  <b>MIDDLE SCHOOL PHILOSOPHY AND PRACTICES</b>            Examines ideas and practices about middle school teachers. Focuses on middle school philosophy, curriculum and instruction, and current practices. Includes instructional methods for designing and teaching developmentally appropriate content programs in middle schools including content area reading instruction. Examines organization and scheduling procedures as well as team teaching components. Complements knowledge acquired from methods courses and examines their application to middle school ideas and practices or upper elementary grades and junior high schools. Scheduled visits to area middle schools may be included as part of the course activities.</p>	<p><b>3</b></p>	<p><b>EDU 509C</b>  <b>FIELD PRACTICUM I (SECONDARY)</b>            Field experience in a classroom of a local secondary school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 40 contact hours (4 hours per day, one day per week) over a ten-week period. Concurrent enrollment: EDU 509.</p>	<p><b>0</b></p>
<p><b>EDU 504</b>  <b>EARLY ADOLESCENTS AND SCHOOLING</b>            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 students in middle school grades (5-8) and ages (10-14).</p>	<p><b>3</b></p>	<p><b>EDU 509D</b>  <b>FIELD PRACTICUM I (K-12)</b>            Field experience in a classroom of a local elementary, middle or high school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 40 contact hours (4 hours per day, one day per week) over a ten-week period. Concurrent enrollment: EDU 509.</p>	<p><b>0</b></p>
<p><b>EDU 507</b>  <b>WORKSHOPS</b>            An intensive course for 5 days (or equivalent) presented by guest instructors and regular staff members. Does not count toward a major.</p>	<p><b>1</b></p>	<p><b>EDU 510</b>  <b>INTRODUCTION TO TEACHING</b>            This introductory course for graduate-level initial licensure candidates explores various topics related to American education such as the history and philosophy of public education, school organization and structure, legal issues, professional ethics and standards, and teaching duties and responsibilities.</p>	<p><b>2</b></p>
<p><b>EDU 509</b>  <b>INTRODUCTION TO INSTRUCTIONAL PLANNING AND DELIVERY</b>            This course prepares teacher candidates with strategies to plan and design instruction based upon knowledge of the content, students, community, and curriculum goals. The teacher candidates develop lessons for delivery in the classroom utilizing a variety of instructional strategies needed to enhance the development of critical thinking and problem-solving skills, which are required in the current standards-based curriculum.</p>	<p><b>3</b></p>	<p><b>EDU 511</b>  <b>TEACHING AND LEARNING WITH TECHNOLOGY</b>            This course provides an overview of current computer applications and models of educational technology for the classroom through a hands-on project-based approach. Students will be able to creatively and effectively integrate the use of technology in the K-12 curriculum. Emphasis will be placed on learning how to use current technologies in a classroom setting. Particular focus will be placed on the pedagogy and how to effectively implement technology tools in the classroom to instruct students. Course activities include the use of Microsoft Office applications, educational software, and Internet research.</p>	<p><b>2</b></p>
<p><b>EDU 509A</b>  <b>FIELD PRACTICUM I (ELEMENTARY)</b>            Field experience in a classroom of a local elementary school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 40 contact hours (4 hours per day, one day per week) over a ten-week period. Concurrent enrollment: EDU 509.</p>	<p><b>0</b></p>	<p><b>EDU 512</b>  <b>METHODS OF TEACHING READING AND WRITING IN THE CONTENT AREAS</b>            This course focuses on methods to enable interaction with content texts. Emphasis is on strategies for teaching vocabulary, concepts, comprehension, reasoning, and organization in specialty subject areas at the middle and secondary levels. Required of all teaching majors in middle and secondary education. Instructional methods appropriate for the exceptional, disadvantaged, and culturally different learner will be included. Knowledge of and appreciation for cultural diversity is stressed.</p>	<p><b>3</b></p>



## Education (EDU)

<p><b>EDU 520</b> <span style="float: right;"><b>3</b></span>  <b>THE LEARNING ENVIRONMENT</b>                      This course prepares teacher candidates to understand what fuels individual/group motivation and how to use that knowledge to create a learning environment that encourages positive social interaction, active learning, and self-motivation to learn/achieve.</p>	<p><b>EDU 530</b> <span style="float: right;"><b>3</b></span>  <b>EARLY LITERACY</b>                      This course is designed to familiarize future teachers with the theoretical background, research base, and practical information needed to provide for a balanced perspective in the teaching of reading. Students will learn and practice the major approaches to reading instruction and assessment. Emergent literacy and content area reading strategies will be included. Methods for adapting instruction for the exceptional, disadvantaged, and culturally different child will be included. Prerequisite: Admission to the Teacher Education Program.</p>
<p><b>EDU 520A</b> <span style="float: right;"><b>0</b></span>  <b>FIELD PRACTICUM II (ELEMENTARY)</b>                      Field experience in a classroom of a local elementary school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 50 contact hours (5 hours per day, one day per week OR 2.5 hours per day twice a week) over a ten-week period. Prerequisite: EDU 509A.</p>	<p><b>EDU 535</b> <span style="float: right;"><b>3</b></span>  <b>METHODS OF TEACHING CONTENT AREA READING (ELEMENTARY)</b>                      This course involves a study about the teaching of content area reading in elementary school. Emphasis is placed on an understanding of the reading process, research-based best practices, the importance of content area reading instruction, and current methods and materials used in content area reading instruction and assessment. Lecture-discussions, small group/workshop exercises, reflective writing, and simulated teaching may comprise the class activity format.</p>
<p><b>EDU 520B</b> <span style="float: right;"><b>0</b></span>  <b>FIELD PRACTICUM II (MIDDLE SCHOOL)</b>                      Field experience in a classroom of a local middle school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 50 contact hours (5 hours per day, one day per week OR 2.5 hours per day twice a week) over a ten-week period. Prerequisite: EDU 509B.</p>	<p><b>EDU 541</b> <span style="float: right;"><b>3</b></span>  <b>TEACHING ELEMENTARY MATHEMATICS</b>                      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.</p>
<p><b>EDU 520C</b> <span style="float: right;"><b>0</b></span>  <b>FIELD PRACTICUM II (SECONDARY)</b>                      Field experience in a classroom of a local secondary school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 50 contact hours (5 hours per day, one day per week OR 2.5 hours per day twice a week) over a ten-week period. Prerequisite: EDU 509C.</p>	<p><b>EDU 542</b> <span style="float: right;"><b>3</b></span>  <b>TEACHING SCIENCE IN THE ELEMENTARY CLASSROOM</b>                      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.</p>
<p><b>EDU 520D</b> <span style="float: right;"><b>0</b></span>  <b>FIELD PRACTICUM II (K-12)</b>                      Field experience in a classroom of a local elementary, middle, or high school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 50 contact hours (5 hours per day, one day per week OR 2.5 hours per day twice a week) over a ten-week period. Concurrent enrollment: EDU 520. Each semester. Prerequisite: EDU 509D.</p>	<p><b>EDU 545</b> <span style="float: right;"><b>3</b></span>  <b>LEARNING AND TEACHING LANGUAGE ARTS (ELEMENTARY)</b>                      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.</p>
<p><b>EDU 529</b> <span style="float: right;"><b>3</b></span>  <b>CHILDREN'S LITERATURE</b>                      A thorough foundation of the genres of children's literature is taught as a basis for literacy and curriculum in the elementary classroom. Particular emphasis is given to the various reader-response methods associated with using children's literature in the classroom. In addition, the Caldecott, Newbery, and Coretta Scott King award winners are explored while other pieces are evaluated in terms of selecting high-quality literature for the classroom. The history of children's literature, censorship, and the use of multicultural literature are just a few of the additional topics covered in this course. Prerequisite: Admission to the Teacher Education Program.</p>	

## Education (EDU)

<p><b>EDU 546</b> <span style="float: right;"><b>3</b></span>  <b>METHODS OF TEACHING AND LEARNING SOCIAL SCIENCE IN THE ELEMENTARY CLASSROOM</b>            This course is designed to introduce teacher candidates to social science education in 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.</p>	<p><b>EDU 559</b> <span style="float: right;"><b>3</b></span>  <b>METHODS OF TEACHING SOCIAL STUDIES (MIDDLE SCHOOL)</b>            A discussion of current methods, trends, and concepts in teaching the social sciences at the middle school level. Emphasis is placed on the development of appropriate objectives and reviewing curricular and instructional materials for teaching disciplines within social sciences. Instructional methods appropriate for the exceptional, disadvantaged, and culturally different learner will be included. Knowledge of and appreciation for cultural diversity is stressed. Prerequisite: Admission to the Teacher Education Program.</p>
<p><b>EDU 546A</b> <span style="float: right;"><b>0</b></span>  <b>FIELD PRACTICUM III (ELEMENTARY)</b>            Field experience in a classroom of a local elementary school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 60 contact hours (6 hours per day, one day per week OR 3 hours per day twice a week) over a ten-week period. Concurrent enrollment: EDU 546.</p>	<p><b>EDU 559B</b> <span style="float: right;"><b>0</b></span>  <b>FIELD PRACTICUM III (MIDDLE SCHOOL SOCIAL STUDIES)</b>            Field experience in a social studies classroom of a local middle school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 60 contact hours (6 hours per day, one day per week OR 3 hours per day twice a week) over a ten-week period. Prerequisite: EDU 520B.</p>
<p><b>EDU 551</b> <span style="float: right;"><b>3</b></span>  <b>METHODS OF TEACHING PHYSICAL EDUCATION (PreK-12)</b>            Physical education candidates develop knowledge and skills for planning, implementing and evaluating appropriate effective physical education progressions and programs for grades K-12. The course will focus on knowledge skills related to effective instructional strategies, efficient management and organizational principals, and motivational techniques specific to teaching physical education. Does not count toward a major in physical education. Prerequisite: Admission to the Teacher Education Program.</p>	<p><b>EDU 560</b> <span style="float: right;"><b>2</b></span>  <b>MOVEMENT CONCEPTS FOR ELEMENTARY TEACHERS</b>            This course provides elementary education majors with exposure to movement and physical fitness concepts as well as to types of individual and team activities that help elementary students develop active lifestyles and improved quality of life. Prerequisite: Admission to the Teacher Education Program.</p>
<p><b>EDU 551D</b> <span style="float: right;"><b>0</b></span>  <b>FIELD PRACTICUM III (PreK-12 PHYSICAL EDUCATION)</b>            Field experience in a physical education classroom of a local elementary, middle or high school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 60 contact hours (6 hours per day, one day per week OR 3 hours per day twice a week) over a ten-week period. Prerequisite: EDU 520D.</p>	<p><b>EDU 570</b> <span style="float: right;"><b>3</b></span>  <b>MULTIDISCIPLINARY STUDIES SEMINAR</b>            This course allows exploration of interdisciplinary studies in content fields. Students must enroll in the section appropriate to the content field of teaching licensure. A major paper related to the content field and indicative of graduate-level work is a requirement of this course.</p>
<p><b>EDU 553</b> <span style="float: right;"><b>3</b></span>  <b>TEACHING ENGLISH LANGUAGE LEARNERS</b>            This course addresses the concepts, research and best practices for planning and implementing effective instruction to meet the needs of English language learners in a supportive environment. The appropriate use of materials and methods that are culturally responsive, academically rigorous, and developmentally appropriate will be examined.</p>	<p><b>EDU 571</b> <span style="float: right;"><b>3</b></span>  <b>METHODS OF TEACHING SOCIAL STUDIES (SECONDARY)</b>            A discussion of current methods, trends, and concepts in teaching the social sciences. Emphasis is given to the development of appropriate objectives and to reviewing curricular and instructional materials for teaching 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.</p>
<p><b>EDU 558</b> <span style="float: right;"><b>3</b></span>  <b>ASSESSING STUDENT LEARNING</b>            A review of theory, policy, and practice related to the assessment of student learning outcomes in the K-12 classroom. Content includes the writing of instructional objectives, types of assessment and their construction, and the analysis and use of test results. The focus is on strategies for assessing student learning and use of assessment data in instructional decision making.</p>	<p><b>EDU 571C</b> <span style="float: right;"><b>0</b></span>  <b>FIELD PRACTICUM III (SECONDARY SOCIAL STUDIES)</b>            Field experience in a social studies classroom of a local high school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 60 contact hours (6 hours per day, one day per week OR 3 hours per day twice a week) over a ten-week period. Prerequisite: EDU 520C.</p>

## Education (EDU)

<p><b>EDU 572</b> <b>3</b>  <b>METHODS OF TEACHING SCIENCE (SECONDARY)</b>                      A review of current teaching methods and strategies of science programs at the middle and secondary levels. Emphasis is placed upon inquiry approaches and appropriate curricular and instructional materials. Required of all teaching majors in middle and secondary science education. Instructional methods appropriate for the exceptional, disadvantaged, and culturally different learner are included.</p>	<p><b>EDU 575</b> <b>3</b>  <b>METHODS OF TEACHING ENGLISH AND LANGUAGE ARTS (SECONDARY)</b>                      A survey of appropriate methods and materials useful in teaching English in the middle and secondary schools including evaluation of written compositions and an introduction to current approaches to literary analysis. Instructional methods appropriate for the exceptional, disadvantaged, and culturally different learner are included. Required of all teaching majors in and secondary English and language arts. Prerequisite: EDU 520.</p>
<p><b>EDU 572C</b> <b>0</b>  <b>FIELD PRACTICUM III (SECONDARY SCIENCE)</b>                      Field experience in a science classroom of a local high school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 60 contact hours (6 hours per day, one day per week OR 3 hours per day twice a week) over a ten-week period. Prerequisite: EDU 520C.</p>	<p><b>EDU 575C</b> <b>0</b>  <b>FIELD PRACTICUM III (SECONDARY ENGLISH/LA)</b>                      Field experience in an English/Language Arts classroom of a local high school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 60 contact hours (6 hours per day, one day per week OR 3 hours per day twice a week) over a ten-week period. Prerequisite: EDU 520C.</p>
<p><b>EDU 573</b> <b>3</b>  <b>METHODS OF TEACHING MATHEMATICS (SECONDARY)</b>                      An introduction to current methods, concepts and curricular materials appropriate for use in middle and secondary mathematics. Required of all teaching majors in middle and secondary mathematics education. Instructional methods appropriate for the exceptional, disadvantaged, and culturally different learner are included. This course should be taken during the semester preceding student teaching.</p>	<p><b>EDU 577</b> <b>3</b>  <b>METHODS OF TEACHING ENGLISH AND LANGUAGE ARTS (MIDDLE SCHOOL)</b>                      A survey of appropriate methods and materials useful in teaching English and language arts at the middle school level. Emphasis is placed on evaluation of written compositions and 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. Prerequisite: Admission to the Teacher Education Program.</p>
<p><b>EDU 573C</b> <b>0</b>  <b>FIELD PRACTICUM III (SECONDARY MATHEMATICS)</b>                      Field experience in a mathematics classroom of a local high school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 60 contact hours (6 hours per day, one day per week OR 3 hours per day twice a week) over a ten-week period. Prerequisite: EDU 520C.</p>	<p><b>EDU 577B</b> <b>0</b>  <b>FIELD PRACTICUM III (MIDDLE SCHOOL ENGLISH AND LANGUAGE ARTS)</b>                      Field experience in an English/Language Arts classroom of a local middle school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 60 contact hours (6 hours per day, one day per week OR 3 hours per day twice a week) over a ten-week period. Prerequisite: EDU 520B.</p>
<p><b>EDU 574</b> <b>3</b>  <b>METHODS OF TEACHING MATHEMATICS (MIDDLE SCHOOL)</b>                      Introduction to and practice of current methods, concepts, and curricular materials appropriate for use in middle school mathematics. Emphasis is placed on implementing goals of the NCTM Standards. Includes use of calculators, computers, and manipulatives as tools for learning mathematics. Methods of instructing the exceptional, disadvantaged, and culturally different child are also included. Prerequisite: Admission to the Teacher Education Program.</p>	<p><b>EDU 578</b> <b>3</b>  <b>METHODS OF TEACHING SCIENCE (MIDDLE)</b>                      A review of current teaching methods and strategies of science programs at the middle school level. Emphasis is placed on inquiry approaches and appropriate curricular and instructional materials. Instructional methods appropriate for the exceptional, disadvantaged, and culturally different learner are included. Prerequisite: EDU 420. Concurrent enrollment: Admission to the Teacher Education Program.</p>
<p><b>EDU 574B</b> <b>0</b>  <b>FIELD PRACTICUM III (MIDDLE SCHOOL MATHEMATICS)</b>                      Field experience in a mathematics classroom of a local middle school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 60 contact hours (6 hours per day, one day per week OR 3 hours per day twice a week) over a ten-week period. Prerequisite: EDU 520B.</p>	<p><b>EDU 578B</b> <b>0</b>  <b>FIELD PRACTICUM III (MIDDLE SCHOOL SCIENCE)</b>                      Field experience in a science classroom of a local middle school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 60 contact hours (6 hours per day, one day per week OR 3 hours per day twice a week) over a ten-week period. Prerequisite: EDU 520B.</p>

## Education (EDU)

<p><b>EDU 579</b> <span style="float: right;"><b>3</b></span>  <b>INSTRUCTIONAL STRATEGIES FOR ADULT LEARNERS</b>  Principles and practice of adult learning and instruction; selection and use of appropriate instructional design strategies and materials in a variety of work contexts. Traditional methods, as well as innovative approaches, will be included. Prerequisite: Completion of EDU 210/510.</p>	<p><b>EDU 611</b> <span style="float: right;"><b>3</b></span>  <b>CURRICULUM THEORY AND DESIGN</b>  This course will examine the historical, social, and political aspects of curriculum design and instruction. Dominant and alternative ways of thinking about curriculum and its evaluation will be presented. Included are: differentiated instruction, curriculum mapping, using Rubrics, exploring theory, and developing a curriculum design, as well as other current curricular issues and initiatives. The course focuses on literacy and numeracy, English Language Learner (ELL), early childhood, technology, the exceptional child, gifted, assessment, and the needs of the school/district in improving student learning.</p>
<p><b>EDU 580-589</b> <span style="float: right;"><b>1-3</b></span>  <b>TOPICS IN EDUCATION</b>  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.</p>	<p><b>EDU 612</b> <span style="float: right;"><b>3</b></span>  <b>INSTRUCTIONAL AND CURRICULAR DESIGN AND EVALUATION</b>  Through a review of research and a sharing of their own instructional practice, students will critique their own instructional practices and develop a plan for instructional improvement. The course focuses on the use of processes that determine how children respond to scientific, research-based interventions that are designed to screen students who may be at risk of academic failure; monitor the effectiveness of instruction proposed for students identified as at risk; and modify instruction as needed to meet the needs of each student. This course includes a 10-hour field experience component.</p>
<p><b>EDU 590</b> <span style="float: right;"><b>1</b></span>  <b>STUDENT TEACHING SEMINAR</b>  This course addresses the student teaching field experience and culminating assessments for program completion and licensure. Concurrent enrollment: EDU 692, 693, 695, or 696, or SPE 697.</p>	<p><b>EDU 613</b> <span style="float: right;"><b>0</b></span>  <b>FIELD PRACTICUM II</b>  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 in increase in responsibility through the six-week experience. The teacher candidate will be expected to teach at least one full lesson in the assigned classroom, though more may take place at the discretion of the cooperating teacher. The cooperating teacher must be present in the classroom at all times when the teacher candidate is on site. An evaluation of the teaching assignment is completed by the cooperating teacher and a university supervisor. Prerequisite: Admission to the Teacher Education Program; Concurrent enrollment with EDU 611.</p>
<p><b>EDU 599</b> <span style="float: right;"><b>0</b></span>  <b>TEACHING PERFORMANCE ASSESSMENT</b>  This is the final state licensure examination needed for elementary, secondary and special areas (K-12) licensure in the state of Illinois.</p>	<p><b>EDU 614</b> <span style="float: right;"><b>0</b></span>  <b>FIELD PRACTICUM III</b>  Field experience meets 6 hours per week for 8 weeks. These assignments involve increased opportunities and experiences conducting teaching assignments. The teacher candidate is assigned to an appropriate teacher for each semester. Through the 8 week assignment, the teacher candidate will have increased teaching responsibility and will be expected to teach at least one complete lesson, though more may be assigned. The evaluation will be completed by the classroom teacher and a university supervisor. Prerequisite: Admission to the Teacher Education Program. Concurrent enrollment for Elementary: EDU 530/545/546; and for Secondary: Content Methods course.</p>
<p><b>EDU 600</b> <span style="float: right;"><b>0</b></span>  <b>PROFESSIONAL EDUCATOR SEMINAR</b>  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.</p>	
<p><b>EDU 601</b> <span style="float: right;"><b>1-3</b></span>  <b>INDEPENDENT STUDY</b>  Intensive independent study of a chosen subject not available through regular courses. Available only to degree-seeking students. Prerequisite: Approval of Director of Education.</p>	
<p><b>EDU 602</b> <span style="float: right;"><b>3</b></span>  <b>MULTICULTURAL EDUCATION</b>  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.</p>	

## Education (EDU)

<p><b>EDU 615</b>  <b>CONTEMPORARY ISSUES IN EDUCATION</b>                      Assists experienced educators in the public schools to become more aware of issues in education that 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 with the teaching and leadership situation. Studies include an understanding of Illinois Professional Teaching Standards, identification of bullying, understanding the different types of bullying behavior and its harm to individual students and the school; and the importance of teaching, promoting, and rewarding a peaceful and productive school climate.</p>	<p><b>3</b></p>	<p><b>EDU 651</b>  <b>ETHICS OF EDUCATIONAL LEADERSHIP</b>                      A study of leadership roles in P-12 education and ethics as applied to school leadership. Instructor consent.</p>	<p><b>3</b></p>
<p><b>EDU 616</b>  <b>INSTRUCTIONAL METHODS IN EDUCATIONAL STUDIES</b>                      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.</p>	<p><b>3</b></p>	<p><b>EDU 670</b>  <b>INTERNSHIP</b>                      This is an intensive field experience course that requires full-time classroom teaching. This course may be repeated for credit. Instructor consent.</p>	<p><b>4</b></p>
<p><b>EDU 621</b>  <b>CHARACTER DEVELOPMENT IN EDUCATION</b>                      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.</p>	<p><b>3</b></p>	<p><b>EDU 680-689</b>  <b>CONTEMPORARY TOPICS IN EDUCATION</b>                      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.</p>	<p><b>1-3</b></p>
<p><b>EDU 641</b>  <b>EDUCATIONAL RESEARCH AND STATISTICS</b>                      This course will examine both quantitative and qualitative methods in educational research. It will equip students with the necessary tools to conduct field research as well as to critically understand and evaluate the research of others. Must be taken concurrently with EDU 645.</p>	<p><b>3</b></p>	<p><b>EDU 691</b>  <b>INTERNSHIP IN EDUCATIONAL STUDIES</b>                      A supervised 200-hour internship in a non-school setting for students enrolled in the Educational Studies program.</p>	<p><b>4</b></p>
<p><b>EDU 645</b>  <b>ACTION RESEARCH PLANNING</b>                      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 that includes a rationale for the research project, the review of literature, and the methodology for the research project including a statement on how the research will impact improvement of student learning, which will be shared with classmates. Must be taken concurrently with EDU 641.</p>	<p><b>2</b></p>	<p><b>EDU 692</b>  <b>STUDENT TEACHING AND SEMINAR (MIDDLE SCHOOL)</b>                      Field experience in a selected classroom of a local middle school under the guidance and supervision of an experienced teacher and university supervisor. Full-time student teaching for fall or spring session is 16 weeks.</p>	<p><b>5</b></p>
<p><b>EDU 650</b>  <b>ADVANCED EDUCATIONAL PSYCHOLOGY</b>                      A seminar course examining the major theories of teaching, learning, classroom management strategies, assessing student variability, and cultural diversity. In addition, emphasis will be placed on applications of learning theory, research skills, and contemporary issues. Significant independent research required. Same as PSY 650.</p>	<p><b>3</b></p>	<p><b>EDU 693</b>  <b>STUDENT TEACHING AND SEMINAR (K-12)</b>                      Field experience is split into two 8-week placements. One experience is in a local elementary and one experience is in a local high school under the guidance and supervision of an experienced teacher and clinical supervisor. Full-time student teaching for fall or spring session (16 weeks). Prerequisites: Passing score on the Illinois content area examination and admission to student teaching. Concurrent enrollment: EDU 599.</p>	<p><b>5</b></p>
		<p><b>EDU 694</b>  <b>PRACTICUM IN CURRICULUM DESIGN AND INSTRUCTION</b>                      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.</p>	<p><b>3</b></p>

## Education (EDU)

### **EDU 695** **5**

#### **STUDENT TEACHING AND SEMINAR (ELEMENTARY)**

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

### **EDU 696** **5**

#### **STUDENT TEACHING AND SEMINAR (SECONDARY)**

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

### **EDU 697** **2**

#### **ACTION RESEARCH PROJECT**

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 an appropriate format including a statement on how the research had an impact on student learning.

### **EDU 698** **1**

#### **PORTFOLIO REVIEW**

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

### **EDU 699** **4**

#### **ACTION RESEARCH THESIS**

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

## Master of Business Administration (MBA)

<p><b>MBA 501</b> <span style="float: right;"><b>3</b></span>  <b>FOUNDATIONS OF ACCOUNTING AND FINANCE</b>            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.</p>	<p><b>MBA 621</b> <span style="float: right;"><b>3</b></span>  <b>ACCOUNTING FOR MANAGERS</b>            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.</p>
<p><b>MBA 502</b> <span style="float: right;"><b>3</b></span>  <b>ECONOMICS FOR MANAGERS</b>            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 macroeconomy. Prerequisite: Admission to the MBA program.</p>	<p><b>MBA 622</b> <span style="float: right;"><b>3</b></span>  <b>ECONOMICS OF THE FIRM</b>            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.</p>
<p><b>MBA 503</b> <span style="float: right;"><b>3</b></span>  <b>MARKETING AND MANAGEMENT CONCEPTS</b>            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.</p>	<p><b>MBA 623</b> <span style="float: right;"><b>3</b></span>  <b>BUSINESS RESEARCH METHODS AND APPLICATIONS</b>            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.</p>
<p><b>MBA 504</b> <span style="float: right;"><b>3</b></span>  <b>QUANTITATIVE AND STATISTICAL TOOLS</b>            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.</p>	<p><b>MBA 625</b> <span style="float: right;"><b>3</b></span>  <b>LEGAL ISSUES FOR MANAGERS</b>            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.</p>
<p><b>MBA 570</b> <span style="float: right;"><b>3</b></span>  <b>FOUNDATIONS IN CYBER DEFENSE</b>            This course introduces foundational concepts in cyber defense. Students in this course will be introduced to basic programming and scripting languages such as Powershell and Python, foundational networking strategies, topology, and configuration, the principles of data flow and communications technology, the framework of General Data Protection Regulation, and the legal and ethical environment of cyber defense.</p>	<p><b>MBA 630</b> <span style="float: right;"><b>3</b></span>  <b>PEOPLE MANAGEMENT</b>            This course provides an overview of the core functions of human resources. This is followed by in-depth coverage of employment and labor law, diversity management, job analysis and design, staffing, recruitment and retention, and total rewards as a means of leveraging organizational success through human capital optimization.</p>
<p><b>MBA 571</b> <span style="float: right;"><b>1-3</b></span>  <b>INTERNSHIP IN BUSINESS</b></p>	<p><b>MBA 631</b> <span style="float: right;"><b>3</b></span>  <b>CORPORATE FINANCE</b>            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.</p>

## Master of Business Administration (MBA)

<p><b>MBA 632</b>  <b>INVESTMENTS AND FINANCIAL MARKETS</b>            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.</p>	<p><b>3</b></p>	<p><b>MBA 641</b>  <b>ELECTRONIC COMMERCE</b>            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.</p>	<p><b>3</b></p>
<p><b>MBA 633</b>  <b>MERGERS AND ACQUISITIONS</b>            This course covers elements of the acquisition process including strategic orientation, analysis and valuation, transaction structuring, operational integration, and post-merger management. The goal of this course is to help students gain an understanding of the role that mergers and acquisitions play within the context of corporate strategy, and the essential elements of successful mergers and acquisitions. Prerequisite: MBA 631.</p>	<p><b>3</b></p>	<p><b>MBA 642</b>  <b>CUSTOMERS AND COMPETITIVE ADVANTAGE</b>            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.</p>	<p><b>3</b></p>
<p><b>MBA 634</b>  <b>FINANCIAL TAXATION AND STRATEGIC PLANNING</b>            The course will explore the implications of taxation on corporate strategy and policy, specifically as it applies to the context of various corporate decisions, such as organizational structuring, mergers and acquisitions, corporate investment, and compensation. Students will gain an understanding of general taxation regulations and how they interact with corporate-level, business-unit-level, and functional-level strategies of corporations. Prerequisite: MBA 631.</p>	<p><b>3</b></p>	<p><b>MBA 643</b>  <b>DIGITAL MARKETING</b>            This course explores the evolution of marketing that has accompanied evolutions in information technology. Specifically, students will learn how the Internet has influenced all elements of marketing-management process including marketing research, opportunity and industry analysis, segmentation and targeting, and marketing-mix (4 Ps) development. Students will also learn best practices for delivering value by leveraging technology and the Internet to identify potential product/market development opportunities, to refine the segmentation process, to develop and improve supply chains and distribution channels, to develop and communicate an effective marketing message to the target market. Prerequisite: MBA 642.</p>	<p><b>3</b></p>
<p><b>MBA 636</b>  <b>LEADING ORGANIZATIONAL CHANGE</b>            The course takes a meso-level approach toward the development of key human resource leader skills and behaviors. The course includes comprehensive content on change management behaviors, select HR organizational development practices, the role of internal human resource consultants, managing individuals vs. teams, leveraging performance appraisal results, and training and development functions. Students will complete a variety of self-assessments and evaluate leader effectiveness through a multi-media case covering a contested merger.</p>	<p><b>3</b></p>	<p><b>MBA 644</b>  <b>BUSINESS TO BUSINESS MARKETING</b>            This course will highlight the similarities of Business-to-Business (B2B) marketing to Business-to-Consumer (B2C) marketing. The focus will be on discussion of the unique nature and characteristics of the B2B marketing environment that works with a different buying behavior, buying cycle, and marketing mix. In addition, this course provides a tool to measure B2B performance.</p>	<p><b>3</b></p>
<p><b>MBA 637</b>  <b>FINANCIAL ANALYSIS AND REPORTING</b>            This course presents a practical framework for analyzing a corporation from a financial perspective. Students will gain proficiency in analyzing various financial statements for the purposes of performance analysis, strategic planning and forecasting, financial compliance, and reporting. Students will understand the implications of these topics, not only as they relate to the organizational context, but also as they relate to and interact with the broader economic context.</p>	<p><b>3</b></p>	<p><b>MBA 645</b>  <b>SOCIAL MEDIA MARKETING</b>            This course expands on the topic of digital marketing by exploring the impact of social media on the ways that people interact with one another, especially within the context of the consumer decision process. Students will explore the intersection of social media with the traditional framework of marketing, and they will learn best practices for leveraging social media to enhance the firm's strategic marketing goals. Prerequisite: MBA 642.</p>	<p><b>3</b></p>



## Master of Business Administration (MBA)

<p><b>MBA 646</b>  <b>MARKETING ANALYTICS</b>            This course presents a framework for analyzing data in the opportunity/market analysis process, as well as key performance factors (kpf) and key performance indicators (kpi) within the overall marketing process. Students will also develop an understanding of the strategic implications of data related to a firm's Paid Media, Earned Media, and Owned Media results. Prerequisites: MBA 643, 645.</p>	<p><b>3</b></p>	<p><b>MBA 670</b>  <b>ADVANCED CONCEPTS IN CYBER DEFENSE</b>            This course explores the macro view of the landscapes of information security and cyber defense. Students in this course expand on such topics as network management, General Data Protection Regulation, the legal/ethical environment of cyber defense, and risk management. Students will also gain an understanding of confidentiality, integrity, and the accountability (CIA) triad model of creating information security policies in an organization.</p>	<p><b>3</b></p>
<p><b>MBA 651</b>  <b>GLOBAL ORGANIZATION AND MANAGEMENT</b>            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 equivalent.</p>	<p><b>3</b></p>	<p><b>MBA 672</b>  <b>CYBER SYSTEMS ADMINISTRATION AND ANALYSIS</b>            This course introduces students to the latest technology and evidence-based practices related to cyber systems needs assessment, systems requirements planning, systems and architecture development, and secure provisioning from a risk-management perspective. Students will also gain an understanding of the principles of software assurance and establishing a robust environment for planning, evaluating, and ensuring the technical and functional characteristics of information systems.</p>	<p><b>3</b></p>
<p><b>MBA 652</b>  <b>ORGANIZATIONAL BEHAVIOR</b>            Individual and group behavior in the organization setting is investigated in this course. The principles of organizational behavior are studied with a focus on application. Topics covered will include but are not limited to motivation, teamwork and group behavior, employee participation, job enrichment, job design, communications, diversity, decision making, change, and conflict resolution.</p>	<p><b>3</b></p>	<p><b>MBA 674</b>  <b>CYBER THREAT ASSESSMENT AND RESPONSE</b>            This course helps students understand the importance of identifying, analyzing, and mitigating threats to information systems and/or networks. Students will learn the best practices for cyber defense infrastructure support, vulnerability assessment and management, cyber investigation, event management, and incident response from the framework perspective of security information event management.</p>	<p><b>3</b></p>
<p><b>MBA 653</b>  <b>STAKEHOLDER MANAGEMENT AND ETHICS</b>            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.</p>	<p><b>3</b></p>	<p><b>MBA 676</b>  <b>CYBER DEFENSE MANAGEMENT AND LEADERSHIP</b>            This course helps students understand the executive management perspective of cyber defense. In this course, students will learn the principles related to executing decision-making authority, as well as establishing vision and direction for an organization's cyber defense. Students will also learn best practices for developing policy, plans, and strategy in compliance with laws and regulations, and in support of cyber defense activities.</p>	<p><b>3</b></p>
<p><b>MBA 661</b>  <b>CORPORATE STRATEGY AND LEADERSHIP</b>            This capstone course requires students to integrate and apply previous MBA courses to executive decision-making and leadership. Themes such as leadership styles, charismatic and transformational leadership, groupthink, the cult of personality, and the ethics of leadership will be explored from potential links between leadership and organizational performance at different levels. Students will apply the strategic management process and entrepreneurial approaches for business financing in case studies or business plans in the analysis of for-profit organizations. Prerequisite: Completion of at least 27 hours of MBA core courses.</p>	<p><b>3</b></p>	<p><b>MBA 680</b>  <b>READINGS IN BUSINESS TOPICS</b>            Readings are selected by the supervising teacher and the student based on the student's interests. The readings approved by the designated instructor may be selected from classic works, current literature, or on-line sources. The course will conclude with either a written or oral report made by the student to the teacher. Prerequisite: Completion of all foundation of business knowledge courses. Approval of the Director of the MBA Program.</p>	<p><b>3</b></p>
<p><b>MBA 662</b>  <b>STRATEGIC HR AND GLOBALIZATION</b>            This course takes a comprehensive approach that illustrates the strategic role of human resources in guiding organizational success. Human resource's roles in facilitating globalization, ethical compliance and CSR, metrics, and workforce planning are addressed. Emphasis is placed on risk management and the use of technologies and e-resources to accomplish organizational goals. Complex, integrative human resource cases will be used extensively.</p>	<p><b>3</b></p>		

## Master of Health Administration (MHA)

<p><b>MHA 500</b> <b>HEALTHCARE OPERATIONS AND ECONOMICS</b> This course delineates the delivery of healthcare at the local, national, and global level along with the value of a systems approach to healthcare. Students will examine trends and regulations impacting healthcare, as well as challenges in cost, access, and quality. The shift to patient- and family-centered care and engagement will be explored. Payer sources, as well as factors impacting reimbursement such as pay-for-performance, will be examined.</p>	3	<p><b>MHA 601</b> <b>LEADING AND MANAGING IN ORGANIZATIONS AND SYSTEMS</b> This course explores the theoretical foundations of leadership and management and its application to healthcare systems. Students will gain perspective regarding leadership theories, systems thinking, change models, as well as complexity leadership theory. Organizational communication skills to foster team-building processes and interprofessional collaboration will be examined. Students will also examine the value of human resource management. Through this course, students will engage in 20 hours of experiential learning activities.</p>	3
<p><b>MHA 501/NSG 501</b> <b>HEALTH POLICY AND LEGAL ASPECTS IN HEALTHCARE</b> This course prepares graduate-level students to participate in planning and implementation of quality care in a variety of healthcare systems. The focus is on analysis of healthcare policy and legal aspects of health systems at multiple levels including locally, nationally, and internationally. Students develop a healthcare policy paper exploring the role of the law and healthcare policy within healthcare systems.</p>	3	<p><b>MHA 604/NSG 604</b> <b>QUALITY, SAFETY, AND PERFORMANCE IN HEALTHCARE ORGANIZATIONS</b> This course focuses on the impact of quality, safety, and performance in organizations. Students will develop skills to manage and ensure safety and quality within the various healthcare organizations. Students will explore evidence-based strategies for improving quality in the healthcare system, as well as the agencies that are focused on ensuring that quality and performance are met within the organization. Through this course, students will engage in 20 hours of experiential learning activities.</p>	3
<p><b>MHA 502/NSG 502</b> <b>ETHICS, SOCIAL JUSTICE, DIVERSITY, AND HEALTH EQUITY</b> In this course, students analyze the concepts of social justice, diversity, and health equity in the context of fundamental ethical theories, constructs, and philosophies. Students will explore the impact of the social determinants of health and the experience of health disparities that impact health systems as well as health outcomes at the individual, group, community, national, and global levels.</p>	3	<p><b>MHA 630</b> <b>FINANCIAL MANAGEMENT OF HEALTHCARE ORGANIZATIONS</b> This course examines the financial decisions impacting healthcare managers in a variety of settings. Students will investigate the use of fiscal data to support managerial decision making. Fiscal concepts include budgeting, capital expenditures, risk management, mergers and corporate governance, cost accounting, cost-variance analyses, and personnel costs in the current healthcare environment.</p>	3
<p><b>MHA 503/MBA 503</b> <b>MARKETING AND MANAGEMENT CONCEPTS</b> 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.</p>	3	<p><b>MHA 652/MBA 652</b> <b>ORGANIZATIONAL BEHAVIOR</b> Individual and group behavior in the organization setting is investigated in this course. The principles of organizational behavior are studied with a focus on application. Topics covered will include, but are not limited to, motivation, teamwork and group behavior, employee participation, job enrichment, job design, communications, diversity, decision making, change, and conflict resolution.</p>	3
<p><b>MHA 600</b> <b>DRIVING SUCCESS AND SUSTAINABILITY WITH STRATEGIC PLANNING</b> This course examines the impact of strategic planning based on evidence-based practice to positively impact health organizations including population health. The value of strategic planning to drive organizational success will be explored, including the need to engage patients and families in the process. Students will also explore the value of technology, information systems, and data mining to guide strategic planning. The value of measurement and process evaluations in organizations will be emphasized.</p>	3	<p><b>MHA 660</b> <b>HEALTH ADMINISTRATION CAPSTONE PROJECT AND PRACTICUM</b> This is a practicum course where the student synthesizes previous healthcare administration graduate course content to develop competence in the professional role through practice with a preceptor. Specific areas of concentration include communication/relationship building, leadership in the healthcare environment, professionalism, and business skills. This is a concentrated practice experience involving 40 hours with a preceptor and supported by conferences with faculty. This capstone course directs the production of a project that demonstrates the ability to perform systematic inquiry and analysis using measurement and process evaluation. The project displays professional relevance, as well as practical and direct application of evidence-based principles. MHA 660 must be taken during the final semester of study.</p>	3

## Nursing (NSG)

<p><b>NSG 500</b> <b>EVIDENCE-BASED PRACTICE IN HEALTHCARE</b> This course prepares students to extend their knowledge level and enhance utilization of the latest evidence-based practices. Statistical reporting methods and interpretation of statistical data will be examined. Building upon their baccalaureate education, graduate students will critique and synthesize evidence-based studies in nursing and related healthcare fields with the aim of developing evidence-based standards. The value of the role of healthcare leaders in developing protocols and policies based on the best evidence will be explored. The field of implementation science will be examined with healthcare leaders collaborating to communicate and disseminate evidence-based standards into practice.</p>	3	<p><b>NSG 602</b> <b>HUMAN BEHAVIOR IN ORGANIZATIONS</b> This course examines individual and group behavior within the context of an organization. A dynamic, systems approach to facilitating work relationships is emphasized. Techniques for organizational change, group decision making, and conflict management are analyzed based on evidence-based practice concepts. Pre/co-requisite: NSG 500.</p>	3
<p><b>NSG 501</b> <b>HEALTH POLICY AND LEGAL ASPECTS IN HEALTHCARE</b> This course prepares graduate-level students to participate in planning and implementation of quality care in a variety of healthcare systems. The focus is on analysis of healthcare policy and legal aspects of health systems at multiple levels including locally, nationally, and internationally. Students develop a healthcare policy paper exploring the role of the law and healthcare policy within healthcare systems.</p>	3	<p><b>NSG 603</b> <b>MANAGEMENT OF FISCAL SYSTEMS</b> Students investigate the use of fiscal data to support managerial decision-making. Fiscal concepts explored include cost accounting, cost variance analyses, and personnel costs in the current healthcare environment. Students will apply this knowledge in preparation of a budget. Through this course, students will engage in 20 hours of experiential learning activities. Pre/co-requisite: NSG 500.</p>	3
<p><b>NSG 502</b> <b>ETHICS, SOCIAL JUSTICE, DIVERSITY, AND HEALTH EQUITY</b> In this course, students analyze the concepts of social justice, diversity, and health equity in the context of fundamental ethical theories, constructs, and philosophies. Students will explore the impact of the social determinants of health and the experience of health disparities that impact health systems, as well as health outcomes at the individual, group, community, national, and global levels.</p>	3	<p><b>NSG 604</b> <b>QUALITY, SAFETY, AND PERFORMANCE IN ORGANIZATIONS</b> This course focuses on the impact of quality, safety, and performance in organizations. Students will develop skills to manage and ensure safety and quality within the various healthcare organizations. Students will explore evidence-based strategies for improving quality in the healthcare system, as well as the agencies that are focused on ensuring that quality and performance are met within the organization. Through this course, students will engage in 20 hours of experiential learning activities. Pre/co-requisite: NSG 500.</p>	3
<p><b>NSG 600</b> <b>FOUNDATIONS OF NURSING MANAGEMENT</b> This course explores the theoretical foundations of management and its applications to nursing practice at all levels. Students critically examine the process of nursing management in healthcare. Students will examine the role of nursing administration as it relates to Nursing Administration: Scope and Standards of Practice. This course will also delineate various change management models. In addition, students will explore the challenges facing nursing administration regarding all-hazard preparedness. Pre/co-requisite: NSG 500.</p>	3	<p><b>NSG 606</b> <b>ADVANCED HEALTH ASSESSMENT</b> This course provides the opportunity to apply advanced health assessment techniques, obtain comprehensive histories, and interpret health status data leading to the development of optimum plans of care. Students explore cultural, ethical, and developmental variations through production of a plan of care for a selected client. This course includes 40 hours of experiential learning and practice of physical examination skills with a nurse practitioner. Pre/co-requisite: NSG 500.</p>	3
<p><b>NSG 601</b> <b>NURSING INFORMATICS</b> This course introduces the principles of modern informatics in nursing management. Processes of data storage, transmission, and communication are examined. The relevance of data mining will be explored, as well as the impact of technology and telemedicine in healthcare. Through this course, students will engage in 20 hours of experiential learning activities. Pre/co-requisite: NSG 500.</p>	3	<p><b>NSG 609</b> <b>FOUNDATIONS OF NURSING EDUCATION</b> This course analyzes educational theories and philosophies. The application of adult learning principles will be explored including learning styles and learner motivation. The course includes an examination of the influence of institutional culture and nursing trends. Students will examine the role of nursing education as it relates to the scope and standards of practice for academic nurse educators and clinical nurse educators. Pre/co-requisite: NSG 500.</p>	3
<p><b>NSG 615</b> <b>EDUCATIONAL METHODS AND STRATEGIES</b> This course explores instructional design and the selection of appropriate educational strategies, methods, and materials. The importance of connecting classroom content with clinical experiences is examined. The impact of digital technology to facilitate the teaching/learning process is differentiated. Current research regarding best practices in simulation, online learning, and distance education is investigated. Pre/co-requisite: NSG 500, 609.</p>	3		3

## Nursing (NSG)

<p><b>NSG 616</b>  <b>ASSESSMENT AND EVALUATIONS IN NURSING EDUCATION</b>                      This course explores formative and summative assessment in nursing education to determine evaluation of student learning, including ethical/legal aspects of student evaluation in the academic setting. Program and course evaluation are discussed, in consideration of the impact of accrediting and regulatory agencies. The process of faculty evaluation is explored. Students develop an instructional session to demonstrate expertise in the nurse educator role. Pre/co-requisites: NSG 500, 609, 615.</p>	<p><b>3</b></p>	<p><b>NSG 621</b>  <b>NURSE MANAGER CLINICAL PRACTICUM AND SCHOLARLY PROJECT</b>                      This is a capstone clinical practicum and scholarly project course. Through the capstone course, nurse manager students demonstrate their ability to effectively implement evidence-based improvement or change within healthcare. The practicum experience is the setting for the scholarly project and provides opportunities to observe, reflect on, and operationalize concepts from the foundational graduate coursework within the nurse manager concentration. In addition to attaining course-defined outcomes, students will define individualized outcomes for their practicum experience with focus on developing competence in specialty areas and leadership. This is a concentrated practice experience involving 90 hours with a preceptor and supported by conferences with faculty. Prerequisite: NSG 500. Co-requisites: All 600 level courses. NSG 621 must be taken during the final semester of study.</p>	<p><b>6</b></p>
<p><b>NSG 617</b>  <b>ADVANCED CLINICAL PATHOPHYSIOLOGY &amp; PHARMACOLOGY</b>                      Students investigate the biological basis for physiological diseases differentiating normal lifespan changes, benign variations, and pathology. Students explore principles of clinical pharmacology with an introduction to pharmacotherapeutics necessary to manage patients' disease processes across the lifespan. Students will engage in 40 hours of experiential learning with a master's-prepared preceptor to develop skills as a nurse educator in the clinical setting with pre-licensure students. Pre/co-requisites: NSG 500, 609, 615, 616.</p>	<p><b>3</b></p>	<p><b>NSG 650</b>  <b>POPULATION HEALTH AND EPIDEMIOLOGY</b>                      In this course, students develop fundamental knowledge of principles and practices related to the study, prevention, and control of health-related conditions in the human population. Emphasis will be placed on the awareness and application of the principles, methods, and research of epidemiology to issues in global healthcare practice.</p>	<p><b>3</b></p>
<p><b>NSG 618</b>  <b>NURSE EDUCATOR PRACTICUM AND SCHOLARLY PROJECT</b>                      In this capstone course, students in the nurse educator concentration synthesize and apply previous theoretical content. In addition to attaining course-defined outcomes, students will define individualized outcomes with focus on developing competence as a nurse educator through 70 hours of experiential learning with a master's prepared educator/preceptor in the academic and practice settings. The scholarly project provides the students the opportunity to demonstrate their ability to effectively implement an evidence-based change or improvement in nursing education. Pre/co-requisites: NSG 500, 609, 615, 616. NSG 618 must be taken during the final semester of study.</p>	<p><b>6</b></p>	<p><b>NSG 651</b>  <b>IMPACTING POPULATION HEALTH AND WELLNESS ACROSS THE CONTINUUM</b>                      In this course, students synthesize previous graduate course work in the context of population health through conceptualizing and foundational development of their population health practice. Areas of focus include ethics, communication, policy, cultural diversity, nursing research, and role development in the context of population health. Students will examine the broad factors that influence health. Through this course, students will engage in 10 hours of experiential learning. Pre/co-requisite: NSG 500.</p>	<p><b>3</b></p>
<p><b>NSG 619</b>  <b>NURSE MANAGER PRACTICUM WITH BUSINESS APPLICATION</b>                      In this course for the nurse manager concentration, the student synthesizes previous graduate course content with the emphasis on business application. Students develop competence in the manager role through practice with a preceptor focusing on the area of business applications. This is a concentrated practice experience involving 15 hours with a preceptor and supported by conferences with faculty. Pre/co-requisites: NSG 500.</p>	<p><b>1</b></p>	<p><b>NSG 652</b>  <b>FOUNDATIONS OF POPULATION HEALTH</b>                      In this course, students develop foundational knowledge of theories, systems, and concepts of population health. Emphasis will be placed on the assimilation of population health-based principles and thinking in healthcare delivery and empowering students with fundamental educational theories and philosophies to impact outcomes at the individual, group, population, and global levels. Through this course, students will engage in 30 hours of experiential learning. Pre/co-requisite: NSG 500.</p>	<p><b>3</b></p>
		<p><b>NSG 653</b>  <b>LEADERSHIP IN POPULATION HEALTH</b>                      In this course, students engage in active learning activities to develop leadership skills in building teams, connecting with partners, and collaborating with stakeholders to promote population health practice and improve outcomes. Focus will be placed on leadership theory and tools, change principles, and group dynamics to foster shared vision and effective group function among diverse stakeholders. Pre/co-requisite: NSG 500.</p>	<p><b>3</b></p>

## Nursing (NSG)

<p><b>NSG 654</b>  <b>PRIMARY, SECONDARY, AND TERTIARY PREVENTION TO PROMOTE INDIVIDUAL AND POPULATION OUTCOMES</b>            This course prepares students to synthesize scientific and clinical evidence encompassing primary, secondary, and tertiary prevention for application into practice to improve health outcomes at the individual, group, aggregate, and population levels. Emphasis involves the student's development of skills to critically analyze and evaluate the evidence for effective application of programming in the healthcare delivery realm and methodology to evaluate program and health outcomes. Pre/co-requisite: NSG 500.</p>	3	<p><b>NSG 710</b>  <b>QUALITY, SAFETY IMPROVEMENT, AND RISK MANAGEMENT WITH INFORMATION TECHNOLOGY</b>            This course provides students with a theoretical and methodological foundation for understanding and applying information technology to achieve patient safety and quality improvement goals. The emphasis is on skills and competencies needed to provide leadership to ensure quality and safety in the healthcare environment. Students will examine the value of technology and information systems to support evidence-based practice, guidelines, and policy across various health settings. Students will use current health technology tools to monitor key organization, risk management, and quality indicators.</p>	2
<p><b>NSG 656</b>  <b>ADVANCED POPULATION HEALTH PRACTICUM AND SCHOLARLY PROJECT</b>            This is a capstone clinical practicum and scholarly project course. Through the capstone course, population health students demonstrate their ability to effectively implement an evidence-based population health improvement or change through the completion of their scholarly project. The practicum experience is the setting for the scholarly project and provides opportunities to observe, reflect on, and operationalize concepts from the foundational graduate coursework within the population health concentration. In addition to attaining course-defined outcomes, students will define individualized outcomes for their practicum experience with focus on developing competence in specialty areas and population health. This is a concentrated practice experience involving 90 hours with a preceptor and supported by conferences with faculty. Prerequisite: NSG 500. Co-requisites: All 600 level courses. NSG 656 must be completed during the final semester of study.</p>	6	<p><b>NSG 720</b>  <b>ANALYTICAL METHODS FOR EVIDENCE-BASED PRACTICE AND RESEARCH TRANSLATION</b>            This course prepares students to synthesize scientific and clinical evidence for application into practice to improve healthcare outcomes. The course addresses the integration of translational research into health services practice and its value to the ethical nurse leader. Students develop skills to critically evaluate theories, concepts, and methods relevant to the review, analysis, synthesis, and application of scientific evidence to nursing and interprofessional healthcare practice.</p>	3
<p><b>NSG 680-689</b>  <b>READINGS IN NURSING TOPICS</b>            Readings are selected by a nursing faculty member based on the student's interests. For successful completion, the student will submit an extensive written report on the selected readings. Prerequisite: Approval of the Nursing Division Chair. Pre/co-requisite: NSG 500.</p>	1-2	<p><b>NSG 730</b>  <b>APPLIED ORGANIZATIONAL ANALYSIS IN SYSTEMS</b>            This course prepares students to develop organizational and institutional processes of defining an overarching strategy or direction for the organization, including decisional support for allocation of resources. Students will explore strategies to create, sustain, and evaluate change in complex micro-and-macro systems. Tools to determine direction, strategies, and courses of action will be a primary focus. Students will use collaborative and interprofessional skills to explore proposed system solutions.</p>	3
<p><b>NSG 700</b>  <b>ETHICAL, LEGAL, AND SOCIAL JUSTICE IN LEADERSHIP</b>            This course prepares students for administrative practice by integrating nursing science with principles of social justice, ethics, and legal aspects in various healthcare settings. Strategies are identified to lead the healthcare team through complex ethical and legal issues related to emerging information and patient care technologies. Students analyze the relationships among ethical, legal, and regulatory issues to advocate for social justice, equality, and the development of ethical policies at the organizational and systems levels.</p>	2	<p><b>NSG 740</b>  <b>ADVANCED FINANCIAL MANAGEMENT OF HEALTHCARE RESOURCES</b>            This course prepares students to critically analyze the principles of finance and fiscal management in healthcare systems. Economic issues that impact healthcare systems and patient care delivery will be analyzed. Financial reports and statements will be analyzed to determine the profitability and fiscal stability of organizations. Forecasting techniques and research will be used to evaluate the effectiveness of financial management strategies. The influence of global trends on the healthcare delivery system will be reviewed.</p>	3
		<p><b>NSG 750</b>  <b>STRATEGIC LEADERSHIP, INNOVATION, AND ENTREPRENEURSHIP</b>            This course provides students with advanced systems knowledge and skills to achieve significant strategic change in the dynamic healthcare organization. Students explore leadership theories and strategies for managing individuals, groups, or systems, while accounting for organizational culture and changing government complexities. Innovative and cutting edge phenomena in healthcare will be explored, as well as entrepreneurship. The course will foster team-building processes and interprofessional collaboration.</p>	3

## Nursing (NSG)

<p><b>NSG 760</b>  <b>LEADING CHANGE BY TRANSFORMING POLICY AND SYSTEMS</b>          This course prepares students to explore and critically evaluate the role of nursing and nurse leaders/scholars in health policy planning and development. Students will examine competing paradigms and explore the many dimensions of policy, politics, and social action and their impact on patient outcomes. This course will expand the student's knowledge base regarding organizational change theory. The complexity of internal and external factors impacting change into today's healthcare environment, including societal and global change will also be a primary focus.</p>	<p><b>3</b></p>	<p><b>NSG 792</b>  <b>DNP ADVANCED NURSING PROJECT III</b>          This course is the culmination of the DNP program with students successfully implementing and evaluating their DNP Advanced Nursing Project with plans for or evidence of knowledge dissemination. Students' own evidence-based analysis and data from either clinical practice and/or epidemiological studies will be used to guide the design and development of interventions directed at practice change, system changes, or aggregate health improvements. Students complete an oral presentation and defense of their projects to a Team lead by their Chair.</p>	<p><b>5</b></p>
<p><b>NSG 770</b>  <b>POPULATION-FOCUSED SYSTEM IMPROVEMENT AND DESIGN</b>          This course is focused on evidence found in current research combined with the principles of epidemiology to design, plan, and manage healthcare populations. Students will critically analyze and synthesize practice assessment, intervention, and evaluation of outcomes for populations. Students will develop and support data-driven decisions to design strategies to impact population health.</p>	<p><b>3</b></p>	<p><b>NSG 793</b>  <b>DNP ADVANCED NURSING PROJECT CONTINUATION</b>          This course is the continuation of the DNP Advanced Nursing Project. DNP students will enroll in NSG 793 each semester (fall, spring, summer) following enrollment in NSG 792 for work toward the completion of their DNP Advanced Nursing Project. This course is the culmination of the DNP program with students successfully implementing and evaluating their DNP Advanced Nursing Project with plans for or evidence of knowledge dissemination. Students' own evidence-based analysis and data from either clinical practice and/or epidemiological studies will be used to guide the design and development of interventions directed at practice change, system changes, or aggregate health improvements. Students complete an oral presentation and defense of their projects to a team led by their chairperson.</p>	<p><b>1</b></p>
<p><b>NSG 790</b>  <b>DNP ADVANCED NURSING PROJECT I</b>          This course prepares students as they initiate exploration and analysis of their selected client, population, and/or system. Students' own evidence-based analysis and data from either clinical practice and/or epidemiological studies will be used to guide the DNP Advanced Nursing Project. The proposed project will be directed at practice change, system changes, or aggregate health improvements. Analysis of socio-economic, cultural, ethical, and political implications will be incorporated into the project proposal. Students will prepare a project overview. In addition, the student will complete Team and Chair Team selection during this course.</p>	<p><b>1</b></p>		
<p><b>NSG 791</b>  <b>DNP ADVANCED NURSING PROJECT II</b>          This course prepares students to further the exploration and analysis of their selected client, population, and/or system. Students' own evidence-based analysis and data from either clinical practice and/or epidemiological studies will be used to guide the design and development of interventions directed at practice change, system changes, or aggregate health improvements. In this course, students will finalize the DNP Advanced Nursing Project problem statement, refine the Review of Literature, and initiate the Methodology required for the DNP Advanced Nursing Project. Students will complete the DNP Advanced Nursing Project proposal, apply for Institutional Review Board (IRB) approval, and obtain approval to collect data.</p>	<p><b>2</b></p>		

## Psychology (PSY)

### **PSY 504** **3**

#### **EARLY ADOLESCENTS AND SCHOOLING**

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 students in the middle school grades (5-8) and ages (10-14). Required course for the Illinois middle school endorsement on elementary and/or secondary license. Same as EDU 504. Each semester. (NOTE: EDU 504 meets one of the two I.S.B.E. requirements for the Middle School Endorsement.)

### **PSY 650** **3**

#### **ADVANCED EDUCATIONAL PSYCHOLOGY**

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

## Special Education (SPE)

<p><b>SPE 500</b> <span style="float: right;"><b>2</b></span>  <b>FOUNDATIONS OF SPECIAL EDUCATION</b>                      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.</p>	<p><b>SPE 530</b> <span style="float: right;"><b>2</b></span>  <b>LANGUAGE DEVELOPMENT</b>                      The exploration of theories, research, and methods regarding typical and atypical language development concerning school-aged students with learning difficulties. The role of language in learning and communication, as well as cultural and environmental effects on student development, are examined.</p>
<p><b>SPE 505</b> <span style="float: right;"><b>3</b></span>  <b>INSTRUCTION OF DIVERSE LEARNERS</b>                      A study of learners with cross-categorical disabilities as they differ from the norm in physical, emotional, cognitive, cultural, or social characteristics. A detailed focus on the characteristics and methods for working with students across the various disability categories and includes meeting the needs of these learners through differentiated instruction in the least restrictive environment. Prerequisites: EDU 509, 510.</p>	<p><b>SPE 540</b> <span style="float: right;"><b>3</b></span>  <b>ASSISTIVE TECHNOLOGY AND LOW INCIDENCE DISABILITIES</b>                      The understanding of low-incidence populations including strategies and techniques for meeting educational, social-emotional, and physical needs. A strong emphasis directed toward the use of assistive technology from a Universal Design for Learning (UDL) perspective.</p>
<p><b>SPE 509A</b> <span style="float: right;"><b>0</b></span>  <b>FIELD PRACTICUM I</b>                      Field experience for initial licensure teacher candidates in a special education classroom of a local school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 40 contact hours over a ten-week period. Concurrent enrollment: EDU 509.</p>	<p><b>SPE 592</b> <span style="float: right;"><b>3</b></span>  <b>ASSESSMENT AND PROGRESS MONITORING IN SPECIAL EDUCATION</b>                      The understanding of nondiscriminatory evaluation in identification and eligibility of individuals with disabilities. Formal and informal assessment procedures and techniques for monitoring student progress in classroom and school settings.</p>
<p><b>SPE 510</b> <span style="float: right;"><b>3</b></span>  <b>BEHAVIOR MANAGEMENT</b>                      Theoretical foundations of behavioral strategies, approaches, and techniques for effective classroom management for individuals with disabilities. Behavioral assessment and selection, implementation, and evaluation of appropriate interventions will be addressed.</p>	<p><b>SPE 594</b> <span style="float: right;"><b>3</b></span>  <b>METHODS OF TEACHING STUDENTS WITH DISABILITIES</b>                      The examination and implementation of research-based effective strategies and materials for teaching students with disabilities. A focus on academic and social aspects of learning will be addressed in a variety of classroom settings across the curriculum.</p>
<p><b>SPE 510A</b> <span style="float: right;"><b>0</b></span>  <b>FIELD PRACTICUM II</b>                      Field experience for initial licensure teacher candidates in a special education classroom of a local school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 50 contact hours over a ten-week period. Concurrent enrollment: SPE 510.</p>	<p><b>SPE 594A</b> <span style="float: right;"><b>0</b></span>  <b>FIELD PRACTICUM III</b>                      Field experience for initial licensure teacher candidates in a special education classroom of a local school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 60 contact hours over a ten-week period. Concurrent enrollment: SPE 594.</p>
<p><b>SPE 520</b> <span style="float: right;"><b>2</b></span>  <b>COLLABORATION AND CONSULTATION IN SPECIAL EDUCATION</b>                      The examination of effective collaboration and consultation between special educators and school personnel, community members, families, and learners. The roles and responsibilities of stakeholders on IEP development and implementation will be investigated.</p>	<p><b>SPE 594B</b> <span style="float: right;"><b>0</b></span>  <b>FIELD PRACTICUM III</b>                      Field experience for licensed teachers in a special education classroom of a local school under the guidance and supervision of an experienced teacher and university supervisor. This field experience will consist of 40 contact hours. Concurrent enrollment: SPE 594.</p>
	<p><b>SPE 599</b> <span style="float: right;"><b>0</b></span>  <b>TEACHER PERFORMANCE ASSESSMENT</b>                      This is the final state licensure examination needed for special education licensure in the state of Illinois.</p>



## Special Education (SPE)

**SPE 690** **3**

**CHARACTERISTICS OF STUDENTS WITH DISABILITIES**

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

**SPE 691** **3**

**ADAPTING THE CURRICULUM FOR STUDENTS WITH SPECIAL NEEDS**

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

**SPE 695** **6**

**PRACTICUM: STUDENTS WITH DISABILITIES**

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

**SPE 697** **5**

**STUDENT TEACHING: STUDENTS WITH DISABILITIES**

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

## University Courses (UNI)

**UNI 505 0****ORIENTATION TO MCKENDREE ONLINE**

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

**UNI 705 0****ORIENTATION TO MCKENDREE ONLINE**

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



## Board of Trustees

### OFFICERS

#### Chairman

**Daniel J. Lett '91**  
St. Louis, MO

#### Vice Chair

**George W. Obernagel III '78**  
Waterloo, IL

#### Secretary

**John L. Bailey '76**  
Dallas, TX

#### Treasurer

**Thomas E. Holloway**  
Edwardsville, IL

## Current Honorary and Trustee Emeritus

**Dr. Paul S. Funkhouser '70**  
Trustee Emeritus 2015

**Jacqueline Joyner-Kersee**  
Honorary Trustee 1992

**Allen A. Kaisor**  
Trustee Emeritus 1998

**Rev. Dr. Miley E. Palmer '58**  
Trustee Emeritus 2021

## Board Members

**Jamie A. Auffmanberg Jr.**  
O'Fallon, IL

**Bishop Frank J. Beard\***  
Springfield, IL

**Deborah A. Belsheim**  
Venice, FL

**Barbara M. Carstens '86**  
O'Fallon, IL

**Linda Cassens**  
Edwardsville, IL

**Daniel C. Dobbins '81\***  
O'Fallon, IL

**Rev. Robert H. Edwards '57**  
Mascoutah, IL

**Ryan M. Furniss '00**  
St. Louis, MO

**Michael F. Gauble '66**  
Chesterfield, MO

**Wayne Klenke**  
Clayton, MO

**Joe Koppeis**  
Columbia, IL

**Jeff C. Lanter '85**  
Belleville, IL

**Jackie I. Leemon '85**  
Wellington, FL

**Richard H. Lloyd**  
Lebanon, IL

**Michael C. Marchal**  
Highland, IL

**Gregory M. Mennerick '06**  
Chesterfield, MO

**Matthew R. Olmsted '01**  
Hong Kong, China

**A. Maria Page '89, '06**  
Shiloh, IL

**James P. Poneta**  
St. Louis, MO

**Dr. Valerie L. Thaxton '76**  
Shiloh, IL

**Nicholas I. Tropiano '69**  
North Wales, PA

**Mark Waltermire**  
Maryville, IL

**Rev. Sylvester Weatherall '88**  
Bloomington, IL

**J. Randy Wells**  
Flora, IL

**Rebecca K. Wohltman '09**  
O'Fallon, IL

*\* Ex-Officio Members*



## President's Cabinet

**Daniel C. Dobbins, BBA**  
President of the University  
BBA, McKendree University  
MBA, Southern Illinois University - Edwardsville

**Joni J. Bastian, PhD**  
Vice President for Student Affairs and Dean of Students  
BS, Illinois State University  
MA, Webster University  
PhD, Saint Louis University

**Tami J. Eggleston, PhD**  
Provost and Dean of the University  
Professor of Psychology  
BS, Morningside College  
MS, PhD, Iowa State University

**Anthony Francis, MA**  
Director of Athletics  
Associate Director of Athletics/Compliance  
BA, University of Alaska - Anchorage  
MA, California Baptist University

**Chris Hall, BA**  
Vice President for Admission and Financial Aid  
BA, University of Memphis

**Daryl Hancock, MS**  
Vice President for Operations  
BS, University of Illinois - Urbana/Champaign  
MA, Naval War College  
MS, Purdue University

**Stephen L. Kull, BA**  
Vice President for Institutional Advancement  
BA, Texas A&M University

**Marilee Kaye Montanaro, EdD, MBA**  
Vice President for Administration & Finance  
BA, MBA, University of Rochester  
EdD, St. John Fisher College



## Office of Academic Affairs

### Tami J. Eggleston, PhD

Provost and Dean of the University  
 Professor of Psychology  
 BS, Morningside College  
 MS, PhD, Iowa State University

### J. Alan Alewine, PhD

Associate Provost  
 Professor of Mathematics  
 BS, Furman University  
 MS, PhD, Vanderbilt University

### Melissa Meeker, EdD

Dean of Worldwide Programs  
 BSEd, McKendree College  
 MAEd, McKendree University  
 EdD, Northcentral University

### Tammy Uchello, BSBA

Academic Affairs Office Manager  
 AAS, AA, Mississippi Gulf Coast Community College  
 BSBA, University of Southern Mississippi

### Academic Records

#### Jessica L. Hopkins, MBA

Director of Academic Records and Registrar  
 AA, Kaskaskia College  
 BS, Southern Illinois University – Edwardsville  
 MBA, McKendree University

### Holman Library

#### Deborah J. Houk, MLS

Director of Holman Library  
 AA, Belleville Area College  
 BA, McKendree College  
 MLS, University of Missouri – Columbia

## Current Emeriti Administrators and Faculty

### David Ahola, PhD

Professor Emeritus of Political Science 2003

### Ted Anderson, PhD

Professor Emeritus of Biology 2004

### Shirley Baugh, MS

Director Emeritus of Human Resources 2021

### Ronald J. Black, PhD

James M. Hamill Professor Emeritus of English 2004

### Sara S. Bolten, MS

Senior Instructor Emeritus of Nursing 2021

### Murella A. Bosse, PhD

Professor Emeritus of Psychology 2012

### Mary Frances Daylor, RN

Nurse and Health Educator Emeritus 2011

### James R. Drake, MFA

Professor Emeritus of Art 2011

### Martha M. Eggers, MEd

Assistant Professor Emeritus of Education 2012

### Patrick A. Folk, PhD

Professor Emeritus of History 2015

### John R. Greenfield, PhD

Professor Emeritus of English 2017

### Irwin Halfond, PhD

Professor Emeritus of History 2019

### William A. Haskins, PhD

Professor Emeritus of Speech Communication 2012

### Lyn J. Huxford, PhD

Professor Emeritus of Sociology 2014

### K. Jean Kirts, PhD

Professor Emeritus of Physical Education 2007

### Sally A. Mayhew, MBA

Vice President Emeritus for Administration and Finance 2017

### Philip W. Neale, PhD

Professor Emeritus of Philosophy 2006

### David L. Ottinger, MFA

Professor Emeritus of Art 2016

### Feza A. Ozturk, PhD

Professor Emeritus of Chemistry 2018

### Thomas A. Pawlow, MS

Associate Dean Emeritus 2015

### Myron C. Reese, PhD

Professor Emeritus of Chemistry 2018

### Deanne F. Riess, PhD

Associate Professor Emeritus of Health Promotion/  
 Wellness and Physical Education 2021

### Dennis P. Ryan, PhD

Professor Emeritus of Mathematics 2020

### Michèle Stacey-Doyle, PhD

Professor Emeritus of English 2013

### Jane V. Weingartner, MA

Director Emeritus of Gift Planning 2004

### Janice M. Wiegmann, PhD, RN

Professor Emeritus of Nursing 2020

## Faculty *(Year of hiring in parentheses)*

### **Eric B. Abrams, PhD (2006)**

Associate Professor of Economics  
 BS, Carnegie Mellon University  
 PhD, University of Iowa

### **J. Alan Alewine, PhD (2002)**

Professor of Mathematics  
 Associate Provost  
 BS, Furman University  
 MS, PhD, Vanderbilt University

### **Katherine D. Alford, PhD (2019)**

Assistant Professor of Education  
 BA, University of Northern Colorado  
 MA, Northern Arizona University  
 PhD, Arizona State University

### **Richard Baker, DNP, ENP, FNP (2020)**

Assistant Professor of Nursing  
 BSN, Southwest Baptist University  
 MSN, University of Missouri – Kansas City  
 DNP, Saint Louis University

### **Roxanne Beard, PhD (2015)**

Professor of Management  
 BS, Bowling Green State University  
 MBA, University of Findlay  
 PhD, Capella University

### **Brenda D. Boudreau, PhD (1998)**

Professor of English  
 BS, Framingham University  
 MA, PhD, West Virginia University

### **Guy A. Boysen, PhD (2012)**

Professor of Psychology  
 Provost Fellow  
 BA, St. John's University  
 MS, PhD, Iowa State University

### **Ann V. Collins, PhD (2007)**

Professor of Political Science  
 BA, Texas State University – San Marcos  
 MA, Louisiana State University  
 MA, PhD, Washington University

### **Nichole B. DeWall, PhD (2008)**

Professor of English  
 BA, St. Olaf College  
 MA, University of Nebraska  
 PhD, Northeastern University

### **Darryn R. Diuguid, PhD (2008)**

Professor of Education  
 BA, Western Kentucky University  
 BS, MA, Eastern Kentucky University  
 PhD, Saint Louis University

### **Brittany L. Dobill, DBA (2019)**

Assistant Professor of Marketing  
 BBA, MBA, McKendree University  
 DBA, Liberty University

### **Vincent K. Dunlap, PhD (2019)**

Associate Professor of Chemistry  
 BS, University of Central Arkansas  
 PhD, State University of New York – Buffalo

### **Heather A. Dye, PhD (2007)**

Professor of Mathematics  
 BS, BA, State University of New York – Buffalo  
 MS, University of Texas  
 PhD, University of Illinois – Chicago

### **Ahed A. Elmsallati, PhD (2017)**

Assistant Professor of Computing  
 BS, University of Tripoli  
 MS, New Mexico State University  
 PhD, University of Colorado

### **George J. Fero, EdD (2001)**

Professor of Education  
 BM, Youngstown State University  
 MA, Ohio State University  
 EdD, Northern Arizona University

### **Sara L. Frank, PhD (2018)**

Associate Professor of Communication  
 Provost Fellow  
 BA, McKendree University  
 MA, University of Missouri – St. Louis  
 PhD, University of Missouri – Columbia

### **Brian K. Frederking, PhD (1998)**

Professor of Political Science  
 BA, McKendree College  
 MA, PhD, Syracuse University

### **Jennifer A. Funk, MLIS (2011)**

Access Services Librarian  
 Assistant Professor  
 BA, Southern Illinois University – Edwardsville  
 MLIS, San Jose State University  
 MAEd, McKendree University

### **Katy Gayford, PhD, ATC, LAT (2007)**

Assistant Professor of Athletic Training  
 Chair, Division of Health Professions  
 BS, Western Illinois University  
 MS, Indiana State University  
 PhD, Saint Louis University

### **Stephen P. Hagan, PhD (2011)**

Associate Professor of Sociology  
 BA, MA, PhD, Southern Illinois University – Carbondale

### **Michael E. Hahn, PhD (2019)**

Assistant Professor of Psychology  
 BS, Southern Illinois University – Edwardsville  
 MS, PhD, Saint Louis University

### **Dawn M. Hankins, PhD, ATC, LAT (1997)**

Professor of Athletic Training  
 Director of the MS in Athletic Training program  
 BA, Coe College  
 MS, Southern Illinois University – Carbondale  
 PhD, Saint Louis University

**Allie Helfrich, PhD (2021)**

Assistant Professor of Marketing  
 BS, Eastern Illinois University  
 MS, Illinois State University  
 PhD, University of Missouri – Columbia

**Deborah J. Houk, MLS (1996)**

Director of Holman Library  
 Assistant Professor  
 AA, Belleville Area College  
 BA, McKendree College  
 MLS, University of Missouri – Columbia

**M. Terese Kasson, MSBA, CPA (2004)**

Instructor of Accounting Faculty  
 Athletic Representative  
 BS, University of Notre Dame  
 MSBA, Washington University

**Angela D. LaMora, PhD (2014)**

Associate Professor of Biology  
 Chair, Division of Science and Mathematics  
 BS, Lindenwood University  
 PhD, St. Louis University School of Medicine

**Shelly L. Lemons, PhD (2010)**

Professor of History  
 BA, Missouri Southern State College  
 MA, Missouri State University  
 PhD, Oklahoma State University

**Michael J. Louison, PhD (2018)**

Assistant Professor of Biology  
 BA, Ripon College  
 MS, PhD, University of Illinois – Urbana/Champaign

**Theodore B. Massey, MEd, MS (2014)**

Instructor of Computing  
 AS, West Coast University  
 BS, University of North Carolina at Greensboro  
 MEd, Northern Arizona University  
 MS, Florida Institute of Technology

**Jeralyn McAllister, DBA (2021)**

Assistant Professor of Accounting  
 BA, MBA, DBA, St. Leo University

**John T. McDonald, DMA (2017)**

Assistant Professor of Music Education  
 BM, Middle Tennessee State University  
 MM, East Carolina University  
 DMA, University of Missouri – Kansas City

**Martha E. McDonald, DNS, RN, CCNS, CNE (1993)**

Associate Professor of Nursing  
 AAS, Kaskaskia College  
 BSN, MSN, University of Evansville  
 DNS, Indiana University

**Mary McKee, MAEd, LAT, ATC (2021)**

Assistant Professor of Athletic Training  
 BS, MAEd, McKendree University

**Jennifer A. Moder-Bell, IPHD (2013)**

Associate Professor of Music Education  
 BMed, University of Illinois – Urbana/Champaign  
 MMed, Illinois State University  
 IPHD, University of Missouri – Kansas City

**William Moore, MS (2021)**

Lecturer of Health and Physical Education  
 BS, MS, Southern Illinois University – Edwardsville

**Mostafa G. Mostafa, PhD (2009)**

Associate Professor of Computing  
 Chair, Division of Computing  
 BS, Cairo University  
 MS, University of Louisville  
 PhD, University of Louisville

**Jenny I. Mueller, PhD (2002)**

Professor of English  
 BA, MA, University of Chicago  
 MFA, University of Iowa  
 PhD, University of Utah

**Richard E. Murphy, PhD (2015)**

Associate Professor of Communication  
 Provost Fellow  
 BS, University of Illinois – Springfield  
 MS, Illinois State University  
 PhD, University of Nebraska – Lincoln

**Karee M. Nasser, EdD (2011)**

Associate Professor of Special Education  
 Director of Teacher Education  
 BS, Auburn University  
 MEd, Middle Tennessee State University  
 EdD, Tennessee State University

**Jill L. Parsons, PhD, RN (2020)**

Associate Professor of Nursing  
 Director of MSN program  
 AS, Illinois Valley Community College  
 BSN, Saint Francis Medical Center College of Nursing  
 MSN, Saint Francis Medical Center College of Nursing  
 PhD, Saint Louis University

**Martha H. Patterson, PhD (2004)**

Professor of English BA, Carleton College  
 MA, PhD, University of Iowa

**Kian L. Pokorny, PhD (2002)**

Professor of Computing  
 BS, MS, Central Missouri State University  
 PhD, Louisiana Tech University

**P. Neil Quisenberry, PhD (2003)**

Professor of Sociology  
 Chair, Division of Social Sciences  
 BA, Western Kentucky University  
 MA, University of South Florida  
 PhD, University of Kentucky

**Richelle A. Rennegarbe, PhD, RN, CENP, CPPS (2009)**

Professor of Nursing Chair, Division of Nursing  
 Director of DNP program  
 ADN, Kaskaskia College  
 BSN, McKendree University  
 MSN, Southern Illinois University – Edwardsville  
 PhD, Southern Illinois University – Carbondale

**Timothy J. Ros, EdD (2021)**

Assistant Professor of Business  
 Director of MBA program  
 BAS, Troy University  
 Med, Pennsylvania State University  
 MBA, EdD, Liberty University

**M. Faisal Safa, PhD (2013)**

Associate Professor of Finance  
 BComm, MComm, University of Dhaka  
 MBA, Dalhousie University  
 MS, Georgia State University  
 PhD, University of New Orleans

**Jean M. Sampson, DMgt (2005)**

Professor of Management and Marketing Chair,  
 School of Business  
 BBA, McKendree College  
 MA, DMgt, Webster University

**Michele R. Schutzenhofer, PhD (2007)**

Professor of Biology  
 Provost Fellow  
 BS, McKendree College  
 PhD, Saint Louis University

**Peter J. Sigiols, DBA (2015)**

Associate Professor of Business Administration  
 BBA, MBA, Loyola University  
 JD, John Marshall Law School  
 DBA, Argosy University

**Julie Smirl, PhD, LCPC (2021)**

Assistant Professor of Counseling  
 Director of MA in Clinical Mental Health Counseling program  
 BA, St. Louis University  
 MA, University of North Florida  
 PhD, Southern Illinois University – Carbondale

**Kelly D. Stewart, EdD (2015)**

Associate Professor of Education  
 AA, Rend Lake College  
 BS, MS, PhD, Southern Illinois University – Carbondale

**Robyn S. Swink, PhD (2019)**

Assistant Professor of Sociology  
 BA, Webster University  
 MA, Southern Illinois University – Edwardsville  
 PhD, University of Missouri – Columbia

**Kendra Taylor, DNP, RN (2021)**

Assistant Professor of Nursing  
 Director of MHA program  
 ADN, Kaskaskia College  
 BSN, MSN, DNP, McKendree University

**Tyson A. Thomas, PhD (2018)**

Associate Professor of Economics  
 BS, MS, Southern Illinois University – Edwardsville  
 PhD, Kansas State University

**Lauren K. Thompson, PhD (2017)**

Associate Professor of History  
 BA, Marietta College  
 MA, West Virginia University  
 PhD, Florida State University

**Julie Tonsing-Meyer, EdD (2012)**

Professor of Education  
 BSEd, University of Missouri – St. Louis  
 MA, Maryville University  
 EdD, Northcentral University

**Robb D. Van Putte, PhD (1999)**

Professor of Biology  
 Occupant: The Harvey C. and  
 Winifred Ann Pitt Professorship of Biology  
 BA, Wittenberg University  
 PhD, Texas A&M University

**Janet L. Wicker, PhD (2004)**

Professor of Education  
 BA, Concordia University  
 MEd, PhD, Southern Illinois University – Carbondale

**Nancy S. Ypma, DMus (1988)**

Professor of Music  
 University Organist  
 Chair, Division of Visual and Performing Arts  
 Distinguished Service Professor  
 BA, University of California – Los Angeles  
 MMus, DMus, Northwestern University

**Kevin Zanelotti, PhD, (2006)**

Professor of Philosophy  
 Chair, Division of Humanities  
 BA, Goucher College  
 MA, PhD, University of Kentucky



## Index

<b>A.</b>		<b>H.</b>		<b>O.</b>	
Academic Honesty .....	21	Honor Societies .....	9	Office of Academic Affairs.....	133
Academic Policies.....	21			Official Graduation Dates .....	30
Accreditations.....	2	<b>I.</b>		Online Programs.....	8
Adding Classes .....	24	Independent Study .....	30	<b>P.</b>	
Additional Concentration		International Student Admission .....	14	Post-baccalaureate Certificates.....	36
After Graduation .....	24	International Students .....	14	Corporate Finance	
Administrative Withdrawal Policy .....	24			Cyber Defense	
Admission .....	10	<b>L.</b>		Digital Marketing	
Admission Requirements.....	11	Learning Outcomes .....	9	Human Resource Management	
Advising .....	20	Library .....	20	President's Cabinet .....	132
Applying for Financial Aid .....	16	Loans .....	16	Principal Preparation.....	56, 60
Approvals and Licenses.....	2			<b>R.</b>	
<b>B.</b>		<b>M.</b>		Reading Teacher Endorsement.....	70
Board of Trustees (Officers).....	131	Master of Arts in Clinical		Re-admission .....	13
Board of Trustees		Mental Health Counseling.....	82	Refunds .....	17
(Board Members) .....	131	Master of Arts in Education		Repeat/Delete.....	30
Board of Trustees		Special Education .....	52	Residence Requirement.....	30
(Current Honorary		Curriculum Design			
and Trustee Emeritus) .....	131	and Instruction .....	54	<b>S.</b>	
<b>C.</b>		Teacher Leadership Licensure .....	56	Satisfactory Academic	
Career Services.....	20	Educational Administration		Progress Policy .....	17
Challenges to Academic Decisions ..	24	and Leadership.....	60	Second Degree .....	30
Check Policy.....	16	Educational Studies .....	64	Severe Weather Policy.....	30
Continuing Dissertation Load.....	25	Educational Studies Emphasis		Special Education Endorsement .....	70
Course Descriptions .....	100	in Reading .....	66	Specialist in Education.....	73
Course Load.....	25	in Mathematics Instruction.....	68	Curriculum Design and Instruction	
<b>D.</b>		Master of Arts in		Superintendent Licensure	
Deficiencies.....	25	Health Administration .....	86	Student Services.....	19
Directed Study.....	26	Master of Arts in Teaching.....	45	<b>T.</b>	
Disability Services .....	20	Elementary Education		Teacher Leadership Licensure	
Doctor of Nursing Practice		Middle School Education		Endorsement .....	70
in Ethical Leadership.....	96	Secondary Education		Transfer of Credit.....	30
Dropping Classes .....	24	Physical Education			
<b>E.</b>		Special Education		<b>U.</b>	
Email .....	26	Master of Business Administration .	32	Undergraduate Students Enrolled	
Emeriti .....	133	Corporate Finance concentration		in Graduate Level Credit .....	31
Enrolling for Classes .....	13	Cyber Defense concentration		<b>V.</b>	
<b>F.</b>		Digital Marketing concentration		VA Policy on Class Attendance .....	31
Faculty .....	134	Human Resource Management			
Family Educational		concentration		<b>W.</b>	
Rights and Privacy Act (FERPA) .....	26	Master of Science in		Withdrawals.....	17
Financial Aid.....	16	Athletic Training .....	89	Withdrawals.....	31
Financial Information .....	15	Master of Science in Nursing.....	92	Writing Center .....	20
<b>G.</b>		Nursing Education			
Grade Changes.....	28	Nursing Management/			
Grade Forgiveness .....	28	Administration			
Grading System.....	29	Population Health			
Graduation Requirements .....	29	McKendree University .....	7		
		McKendree Worldwide.....	8		
		Mission .....	6		
		<b>N.</b>			
		Non-degree Seeking Admission .....	14		



**McKendree University**  
701 College Road  
Lebanon, IL 62254  
618-537-4481  
1-800-BEARCAT

Visit us on the web  
**[www.mckendree.edu](http://www.mckendree.edu)**



**MAKE YOUR MARK**