

Chicago State University

Graduate Catalog

2012-2014

College of Arts and Sciences

College of Education

College of Health Sciences

College of Pharmacy

This publication is a record of and an announcement of the 2012-2014 academic years. It is for informational purposes only and does not constitute a contract. The information was current at the time of publication. Faculty assignments and programs listed are subject to change, and individual departments and units should be consulted for further information. Courses listed in this publication are subject to revision without advance notice. Courses are not necessarily offered each term or each year. Individual departments or units should be consulted for information regarding regularity of course offerings.

Published August 2012 by authority of the State of Illinois. Chicago State University, 9501 S. King Drive, Chicago, Illinois 60628-1598. Nonprofit postage paid at Chicago, Illinois.

Chicago State University policy is to be in full compliance with all federal and state nondiscrimination and equal opportunity laws, orders, and regulations, and the university will not discriminate against any persons because of race, color, sex, religion, national origin, age, disability, or status as a Vietnam era or disabled veteran. This nondiscrimination policy applies to admissions, access to treatment, and employment in university programs and activities.

A Message from the President

Welcome to Chicago State University!

Chicago State University (CSU) is pleased to provide the 2012-2014 Graduate Catalog. This university catalog is the student's first point of reference to our diverse course offerings and unique programs that are tailored to support your particular interests and career goals.

Chicago State University is the oldest independently accredited public university in Chicago and has evolved into a multipurpose university committed to meeting the needs of students from across the country. For nearly 145 years, CSU has a history of producing highly competitive and well-trained graduates who are ready to compete in the global economy. Our award-winning faculty provides knowledge gained from real-world experiences.

The faculty, staff, administrators, alumni, and trustees are excited about the direction in which CSU is headed. CSU is experiencing a renaissance. We feel honored and privileged to lead the charge towards a new and revitalized CSU. Chicago State University is committed to ensuring that every student who enters our door is embraced, engaged, educated and empowered to succeed. Chicago State University is also committed to creating an educational atmosphere that has rigor and discipline in every academic program.

We challenge you to visit, tour, and become acquainted with the CSU Family. Allow us to assist you in charting your future and preparing for the new millennium.

Wayne D. Watson, PhD, President

Chicago State University Code of Excellence

As a member of the Chicago State University community, I pledge the following:

I will practice personal and academic integrity.

Dishonesty of any kind, including the practice of plagiarism or copying another person's scholarship, lying, deceit, excuse making and disloyalty in personal relationships, is not acceptable.

I will respect the dignity of all persons.

Behaviors that compromise or demean the dignity of individuals or groups, including hazing, intimidating, taunting, teasing, baiting, ridiculing, insulting, harassing and discriminating, are not acceptable.

I will respect the rights and property of others.

All forms of theft, vandalism, arson, misappropriation, malicious damage to and desecration or destruction of property are not acceptable. Any behavior that violates persons' rights to move about freely, to express themselves appropriately and to enjoy privacy is not acceptable.

I will strive for true cultural diversity and learn to accept and value the differences of others.

Denial of equal rights and opportunities for all, regardless of their age, sex, race, religion, disability, ethnic heritage, socioeconomic status, sexual orientation and gender equity, political, social or other affiliation or disaffiliation, is not acceptable.

I will respect the basic human rights.

Behaviors that are inconsiderate, insensitive, inhospitable, or inciteful or that unjustly or arbitrarily inhibit another's abilities to feel safe or welcomed in the pursuit of appropriate academic goals are not acceptable.

I will strive for personal and academic excellence.

Alliance to these ideals obligates us to be responsible for our own actions and deeds, take ownership of our education, pursue scholarship, and abide by all university rules and procedures.

I will strive to abide by the principles of this code and will encourage others to do the same.

Board of Trustees

Mr. Gary L. Rozier, *Chairman*

Ms. Zaldwaynaka Scott, Esq., *Vice Chairman*

Ms. Lisa Morrison Butler, *Secretary*

Mr. James T. Joyce

Mr. Adam L. Stanley

Mr. Anthony L. Young, *Attorney at Law*

Mr. David L. Anderson Jr., *Student Trustee*

Chief Administrative Officers

Dr. Wayne Watson

President

Dr. Napoleon Moses

Chief of Staff

Dr. Sandra Westbrooks,

Provost and Senior Vice President for Academic Affairs

Mr. Glenn Meeks

Vice President for Administration & Finance

Mrs. Angela Henderson

Vice President for Enrollment Management

Ms. Bernetta Bush

University Ethics & Diversity Officer

Mr. Patrick Cage

University General Counsel

Dr. Renee Mitchell

Director of Human Resources

Mr. Daniel Schumacher

Director of Intercollegiate Athletics

Ms. Farah Muscadin

Director of Intergovernmental Affairs

Mr. Ronnie Watson

Chief of University Police & University Services

Dr. Joseph A. Balogun

Dean, College of Health Sciences

Mr. Derrick Collins
Dean, College of Business

Dr. Sylvia Gist
Dean, College of Education

Dr. David Kanis
Interim Dean, College of Arts and Sciences

Dr. Miriam Mobley Smith
Dean, College of Pharmacy

Ms. Nellie Maynard
Interim Dean, Continuing Education and Non-Traditional Programs

Dr. Richard Darga
Dean, Library and Instruction Services

Dr. Philip Cronce
Interim Dean, Honors College

Dr. Theresa McKinney
Dean of Students

Academic Departments and Programs Directory

| Department/Program | Chair/Director | Phone/995+Extension | Building/Room |
|---|----------------|---------------------|---------------|
| Accounting and Finance | Collins | 3976 | BHS 435 |
| African American Studies | Harris | 4422 | SCI 321 |
| Art and Design | Dawson | 3984 | BHS 600 |
| Biological Sciences | Potluri | 2183 | SCI 310 |
| Chemistry and Physics | Sabella | 2180 | SCI 309 |
| Communications, Media Arts, and Theatre | List | 2280 | DH 116A |
| Community Outreach and Field Placement Services | Connell | 2392 | ED 322 |
| Criminal Justice | Perkins | 2108 | HWH 329 |
| Doctoral Studies in Education | Ellis | 2225 | ED 111 |
| Early Childhood and Bilingual Education | Steinhaus | 3932 | ED 321 |
| Elementary and Middle Level Education | Harrington | 2089 | ED 318 |

| | | | |
|---|---------------|----------|-----------------|
| Engineering Studies | Harton | 2357 | HWH 129 |
| English | Howard | 2189 | SCI 320 |
| Foreign Languages and Literature | Chierico | 2350 | HWH 301A |
| General Studies Program | Halpin | 2484 | HWH 330 |
| Geography, Sociology, History, African American Studies, and Anthropology | Redman | 2186 | SCI 321 |
| Graduate Programs in Education | Valenciano | 2390 | ED 319 |
| Health Information Administration | Price | 2593 | BHS 424 |
| Health Studies | Britt | 821-2201 | DH 127 |
| Philosophy and Political Science | Aka | 3815 | SCI 251 |
| Honors College | Cronce | 3801 | LIB 428 |
| Individualized Curriculum | Martin | 3817 | JDC 201 |
| International Programs | Hope | 2582 | SUB 240 |
| Liberal Studies | Halpin | 2484 | HWH 330 |
| Library, Information and Media Studies | Agada | 2503 | ED 208 |
| Marketing, Management, and Information Systems | Martin | 3953 | BHS 435 |
| Mathematics, Computer Science, and Economics | Attele | 2582 | HWH332 |
| Military Science | Delgado | 2242 | DH 104 |
| Music | Smith | 2155 | HWH 331 |
| Nursing | Ricks-Saulsby | 3992 | BHS 200A |
| Occupational Therapy | Roundtree | 2366 | DH 132 |
| Pharmacy Practice | Nobles-Knight | 821-2530 | DH 206 |
| Pharmaceutical Sciences | TBA | 821-2582 | DH 206 |
| Pre-law | Leach | 2445 | SCI 311 |
| Premedical Education | Abston | 3981 | SCI 221 |
| Psychology/Counseling | Dunn | 2394 | HWH 328 |
| Secondary Education, Professional Studies, and Recreation | Kutame | 2290 | JDC 216/ED 200B |
| Social Work | Rasheed | 2207 | SCI 116A |
| Teacher Certification & Accreditation [COE] | Liddicoatt | 2810 | ED 203 |

| | | | |
|----------------------------|--------|------|---------|
| Teacher Development Center | Grim | 2215 | ED 309 |
| University Without Walls | Martin | 3817 | JDC 201 |

Administrative Offices Directory

Cook Administration Building

| Building | Room |
|------------------------------|------|
| Administration and Finance | 304 |
| Academic Affairs | 306 |
| Alumni Affairs | 321 |
| Admissions | 200 |
| Board of Trustees | 300 |
| Bursar | 212 |
| Cashier | 211 |
| CSU Foundation | 322 |
| Duplicating Services | 130 |
| Enrollment Services | 210 |
| Equal Employment Opportunity | 317A |
| Evaluation and Advisement | 128 |
| Examinations | 126 |
| Financial Aid | 207 |
| President | 313 |
| Records and Registration | 128 |
| Student Employment | 206 |
| Wellness/Health Center | 131 |

Education Building

| Building | Room |
|-------------------------------|------|
| Dean, College of Education | 320 |
| Doctoral Studies in Education | 111 |

| | |
|---|------|
| Early Childhood and Bilingual Education | 321 |
| Child Care Center | 312 |
| Community Outreach and Field Placement Services | 322 |
| Contract and Extension Services | 107 |
| Elementary Education | 318 |
| Graduate Program In Education | 319 |
| Library Information and Media Studies | 208 |
| Reading | 318 |
| Secondary Education, Professional Studies, & Recreational | 200B |
| Teacher Certification and Cohort Services | 203 |
| Teacher Development Center | 309 |
| Textbook Learning Materials Program | 108 |

Business and Health Sciences Building

| Building | Room |
|--|------|
| Accounting and Finance | 435 |
| Art & Design | 600 |
| Dean, College of Business | 602 |
| Dean, College of Health Sciences | 607 |
| Health Information Administration | 427 |
| HIV/AIDS Research and Policy Institute | 408 |
| Management, Marketing, and Information Systems | 435 |
| Nursing | 200A |

Harold Washington Hall

| Building | Room |
|------------------|------|
| Criminal Justice | 329 |

| | |
|--|------|
| Dean, College of Arts and Sciences | 330 |
| Engineering Studies | 129 |
| Foreign Languages and Literatures | 301A |
| Mathematics, Computer Science, and Economics | 332 |
| Music | 331 |
| Psychology/Counseling | 328 |

Academic Library

| Building | Room |
|---|---------|
| Access Services (Inter Library Loan/Reserves) | 132 |
| Adaptive Technology (ADA) | 228 |
| Dr. Julian Sheinboks Sunroom and Auditorium | 410 |
| Archives and Records Management | 312 |
| Archives and Special Collections | 312 |
| All-Campus Computer Lab | 136 |
| Archives, Records Management, and Special Collections | 312 |
| Center for Research and Teaching Excellence [CTRE] | 318 |
| Circulation | 133 |
| Education Resource Center | 338 |
| Exhibit Lobby | 445 |
| General Collection/Open Stacks | 344-346 |
| Government Documents and Maps | 248-249 |
| Group Study Rooms | 224-244 |
| Honors College | 428 |
| Information Mall | 223 |
| CTRE Instructional Lab | 144 |
| Learning Assistance Center [LAC] | 450 |
| Library Administration | 442 |
| Library Instruction Classroom | 210 |

| | |
|---------------------------|-----------------------|
| Library Commons | 4 th Floor |
| Music and Performing Arts | 338 (324) |
| Periodicals | 250 |
| Conference Room | 454 |

Williams Science Center

| Building | Room |
|--|------|
| Biological Sciences | 310 |
| Calumet Environment Resource Center | 208 |
| Chemistry and Physics | 309 |
| English | 320 |
| Geography, Sociology, History, African-American Studies and Anthropology | 321 |
| Philosophy, and Political Science | 315 |
| Neighborhood Assistance Center | 212 |
| Premedical Education Program | 221 |
| Social Work | 116A |

Paul and Emily Douglas Hall

| Building | Room |
|--|------|
| Academic Computing | 122 |
| Breakey Theater | 102 |
| Campus Ministry | 304 |
| College of Pharmacy | 206 |
| Communication, Media Arts, and Theatre | 116A |
| Educational Opportunity Program | 132 |
| Gwendolyn Brooks Center | 208 |
| Health Studies | 127 |
| Military Science | 104 |
| Media Services | 120 |
| Student Support Services | 120 |

| | |
|----------------------------|-----------|
| Occupational Therapy | 132 |
| Radio Station (WCSU) | 132 |
| University Advising Center | 2nd Floor |

Jacoby Dickens Athletic & Physical Education Center (JDC)

| Building | Room |
|---|------|
| Fitness Center | 210A |
| Secondary Education, Professional Studies, and Recreation | 216 |
| Division of Continuing Education (options) | 201 |

Cordell Reed Student Union Building

| Building | Room |
|--|-------------------------------|
| Academic Support Services | 158 |
| Alumni Affairs | 160 |
| Cafeteria | East Wing |
| Career Development Center | 231 |
| Counseling Center | 190 |
| Computer Study Center | 150 |
| Abilities Office of Disabled Student Services | 198 |
| Game Room | East Wing, 2 nd FL |
| Latino Resource Center | 230 |
| International Programs | 240 |
| Office of the Dean of Students | 268-A |
| Office of Judicial Affairs | 247 |
| Ombudsperson | 190 |
| Residential Life Programming and Student Conduct | 247 |
| Student Activity Center | 260 |
| Student Government Association | 265 |
| Student Insurance | 268-O |

Emil and Patricia Jones Convocation Center

| Building | Room |
|----------------------|-----------|
| Athletics, Reception | 1503 |
| Athletic Director | 1505 |
| Business Manager | 1513 |
| Men's Basketball | 1519 |
| Men's Tennis | 1520 |
| Men's Track | 1521 |
| Women's Track | 1526 |
| Women's Basketball | 1528 |
| Sports Information | 1532 |
| Women's Golf | 1533 |
| Academic Coordinator | 1536 |
| Men's Golf | 1538 |
| Women's Golf | 1533 |
| Police Office | 1202/1203 |
| Building Manager | 1205/1206 |

Building Directory

Education (ED)

Business and Health Sciences (BHS)

Harold Washington Hall (HWH)

Williams Science Center (SCI)

Douglas Hall (DH)

Cook Administration (ADM)

Jacoby Dickens Athletic and Physical Education Center (JDC)

Physical Plant (O&M)

Robinson University Center (RUC)

Cordell Reed Student Union Building (CRSUB)

Residence Hall (RH)

Library (LIB)

Emile and Patricia Jones Convocation Center (JCC)

General Information

The University

Chicago State University is a fully-accredited, public, urban commuter and residential institution. Originally founded in 1867 as an experimental teacher training school, the institution has evolved into a multipurpose university committed to meeting the needs of the urban community.

The primary purpose of Chicago State University is instruction. Degrees are conferred at the bachelor's, master's, and doctoral levels. The university offers undergraduate programs in the College of Arts and Sciences, the College of Business, the College of Education, and the College of Health Sciences and through the Division of Continuing Education and Non-Traditional Programs. The university offers graduate programs in the College of Arts and Sciences, the College of Education, and the College of Health Sciences. In addition to degree programs, the university offers many courses, certificates and programs of study for in-service education available through late afternoon, evening, and Saturday classes; summer sessions; and extension courses.

Faculty and students of Chicago State University engage in scholarly and creative activities that complement and supplement the instructional programs of the university. Faculty and students also provide services to the public. These services integrate the university's research and instructional purposes and demonstrate their applications to practical matters of importance to governments, businesses, schools, social agencies and community groups. Public services are adjunct to the university's primary instructional purpose.

Chicago State University is sensitive to the diverse needs and characteristics of its student population. The university's multiracial student body reflects the demographics of the Chicago metropolitan area, particularly the southern and western areas of the city and adjacent suburbs. In addition, the student body includes more females than males, many part-time students who hold full-time employment, a substantial population of students from low-income backgrounds, and many students who are older than the traditional college age.

A dedicated faculty provides quality instruction in a caring, intellectually stimulating environment that addresses societal and technological changes as they impact students' needs. Students' academic and personal growth is also facilitated through extensive support services and living, learning, and serving experiences.

Chicago State University admits applicants who meet the admission criteria for its programs to undergraduate and graduate programs. The university is affirmatively committed to providing opportunities for enrollment to all students, regardless of racial or ethnic background, sex, religion, and social or economic circumstance.

Location

The university is located in a residential community on the south side of Chicago, approximately 12 miles from downtown. The 161-acre campus has contemporary buildings, attractively placed in a carefully preserved woodland setting. The university is conveniently served by the Dan Ryan expressway, the Chicago Transit Authority, Metra, and several bus routes. Ample parking is also available. The mailing address is 9501 S. King Drive, Chicago, Illinois 60628-1598. The phone number is 773/995-2000, and the website address is www.csu.edu.

Organization

The university is classified as a comprehensive urban university with a mission that incorporates instruction, research and public service. Chicago State University is governed by a Board of Trustees. The president has full power and responsibility within the framework of the general policies determined by the Board of Trustees in the organization, management, direction and supervision of the university and is held accountable to the board for the successful functioning of the institution in all its departments, divisions, and services. The general administration of the university is handled by the president.

The university is organized into four major divisions, each administered by a vice president: Academic Affairs, Administrative and External Affairs, Labor and Legal Affairs, and Enrollment, Planning, Office of Grants and Research Administration (OGRA) and Administration and Finance. Faculty, student and staff participation in university governance is accomplished through the Faculty Senate, Student Government, the Civil Service Council and membership on standing and ad hoc committees. These bodies and their committees consider and recommend policies, curricula and procedures to the president.

Core Values

Chicago State University values all of the following:

- Intellectual development
- Creative and innovative thinking and learning
- Dignity and unique talents of all persons
- Responsible choices and actions
- Personal and academic excellence
- Personal, professional and academic integrity
- Diversity
- Leadership, service, philanthropy, social justice, and entrepreneurship
- Pride in self, community and the university
- Lifelong learning

Vision Statement

Chicago State University will be recognized for innovations in both teaching and research and in promoting ethical leadership, entrepreneurship, and social and environmental justice. We will embrace, engage, educate, and empower our students and community to transform lives locally and globally.

Mission Statement

Chicago State University (CSU) is a public, comprehensive university that provides access to higher education for students of diverse backgrounds and educational needs. The university fosters the intellectual development and success of its student population through a rigorous, positive, and transformative educational experience. CSU is committed to teaching, research, service and community development including social justice, leadership and entrepreneurship.

History

Chicago State University [CSU] was founded as a teacher training school in Blue Island, Illinois, on September 2, 1867. Today, the university is a fully accredited public, urban institution located on 161 picturesque acres in a residential community on Chicago's South side. CSU is governed by a Board of Trustees, appointed by the Governor of Illinois. The university's five colleges - Arts and Sciences,

Business, Education, Health Sciences and Pharmacy – offer 346 undergraduate and 25 graduate and professional degree granting programs. CSU also offers an interdisciplinary Honors College for Students in all areas of study and has a Division of Continuing Education and Non-Traditional degree programs that offers extension courses, distance learning and not-for-credit programs to the entire Chicago community.

The Seal

The Chicago State University Seal is based on the design of the original Seal of the Normal School, probably the earliest symbol of Chicago State University. It appropriately reiterates the university's heritage and proud past.

The pine evergreen design is the symbol of vitality, life, and continued growth; it is always green and growing, persistent and long living. Each stage of the evergreen's growth broadens its base and increases its stature.

The motto "Responsibility" that encircles the evergreen characterizes the university's educational stance and its commitment to students and the urban community that it serves. The seal appears along with the Message from the President.

Accreditation

Chicago State University holds accreditations from the following:

- The Higher Learning Commission of the North Central Association of Colleges and Schools (NCA), 30 North LaSalle Street, Suite 2400, Chicago IL 60602, 312/263-0456, www.higherlearningcommission.org.
- National Collegiate Athletic Association (NCAA), Division I, 700 W. Washington Street, PO Box 6222, Indianapolis IN 46206-6222, 317/917-6222, www.ncaa.org.
- Council for Accreditation of Counseling and Related Educational Programs (CACREP), www.counseling.org/cacrep.
- National League for Nursing Accrediting Commission, Inc. (NLNAC), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, Phone: 404/975-5000 Fax: 404/975-5020, www.nlnac.org.
- Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM), 233 North Michigan Avenue, 21st floor, Chicago, IL 60601-5800, www.cahiim.org.
- Council on Social Work Education (CSWE), 1725 Duke Street, Suite 500, Alexandria, VA 22314-3457, 703/683-8080, www.cswe.org.
- Accreditation Council for Occupational Therapy Education (ACOTE) c/o Accreditation Department, American Occupational Therapy Association (AOTA), 4720 Montgomery Lane, Suite 200, Bethesda MD 20814-3449, 301/652-2682, www.aota.org.
- Accreditation Council for Pharmacy Education (ACPE), 135 S. LaSalle Street, Suite 4100, Chicago IL 60603, 312/664-3575, www.acpe-accredit.org.
- National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue, NW, Suite 500, Washington DC 20036, 202/466-7496, www.ncate.org.

The following programs meet NCATE-approved guidelines for specialization:

- Bilingual Education – Association for Childhood Education International
- Early Childhood Education – National Association for Education of Young Children
- Elementary Education – Association for Childhood Education International
- Library Information and Media Studies– American Association of School Librarians
- Physical Education – American Alliance for Health, Physical Education Recreation, and Dance
- Reading – International Reading Association
- School Administration – Educational Leadership Constituent Council
- Special Education – The Council for Exceptional Children

In addition to the accreditations listed above, Chicago State University’s teacher education programs are recognized by the Illinois State Board of Education (ISBE).

The university is a member in good standing of the American Association of Colleges for Teacher Education, and the American Association of State Colleges and Universities. It is also affiliated with the American Council on Education.

Housing and Residence Hall

Residence Hall is a three-story quadrangle, coeducational facility that houses approximately 330 students. There are 150 double rooms with adjoining bathrooms and 18 deluxe single rooms with private baths; in addition, ADA rooms are available. Each room comes furnished with beds, dressers, desks, chairs, closet space, cable TV, a phone jack and Internet with Ethernet and Wi-Fi access. All rooms are equipped with smoke detectors, water sprinklers, and units for controlling air and heat.

In the center of Residence Hall is a landscaped courtyard with trees, flowers, greenery and barbeque grills. The building also has several lounges for studying, socializing, or watching TV; a laundry facility; several vending machines; and an elevator. Residence Hall is staffed 24 hours a day. The main entrance to the building has a front desk, which is staffed and maintains video surveillance throughout the building.

Students have an option to live on campus for 9 or 12 months during the year. Meals are standard for students on the nine-month agreement. Community Living Standards in Residence Hall are published in the Student Calendar Handbook.

Information concerning on-campus housing can be obtained by contacting the Office of Housing and Residence Life at 773/995-4543.

School of Graduate and Professional Studies

Website: <http://www.csu.edu/graduateschool>

Kimberly Kelly
Admissions and Records Officer

Nicole Ford
Program Associate

Gloria Adams
Admissions Records Specialist

Graduate Education

Graduate education continues academic study beyond the baccalaureate level. Work at the graduate level expands and deepens knowledge and understanding of individual disciplines, emphasizes the connections among distinct fields, and sharpens students' critical and analytical skills. Students develop experience in conducting research while developing their skills in collecting, synthesizing, and analyzing data and presenting conclusions in writing. Within particular disciplines, graduate study enhances professional knowledge and skills in a context that stresses the enduring character and essential value of liberal learning.

Graduate education at the university is administered by the Dean of the School of Graduate and Professional Studies in collaboration with the Graduate and Professional Council. The Colleges of Arts and Sciences, Education, and Health Sciences offer programs leading to post-baccalaureate certificates and the master's degree. The College of Education offers the Doctorate of Education in Educational Leadership. The College of Pharmacy offers the Doctorate of Pharmacy. Graduate courses are offered in the late afternoon, evening, and on Saturday to accommodate students who are employed full-time. In addition to on-campus course offerings, graduate-level courses are offered off campus at extension sites throughout the Chicago area and its adjoining suburbs.

History of Graduate Education at Chicago State University

A graduate curriculum in the field of elementary education that led to a master's degree was inaugurated in 1938. Chicago State University was the first college in the state of Illinois devoted exclusively to teacher training that offered a graduate degree program. The program enabled college graduates with little or no previous work in education to obtain the professional preparation needed to teach in the elementary schools. A second graduate curriculum for teachers in service who needed specialized or advanced training in industrial education was introduced in 1941. World War II created conditions that prevented classes in this program to continue, and they were discontinued in 1943. In 1950, the college again enrolled a group of graduate students with little or no background in education or teaching experience. These students pursued an intensive program designed to prepare them as kindergarten teachers. Those completing the prescribed course of study and satisfying the requirements of passing a comprehensive examination and writing a thesis received a master's degree.

Graduate programs were reestablished in areas where there was a need in the school system, particularly in specialized fields, such as industrial education, library science, and biological sciences. In 1962, the Master of Arts in Teaching degree was established in English, geography, history and mathematics. By 1965, these evolved to the Master of Arts degrees. Other master's degree programs have been added over the years.

In 2005 and 2008, the university enrolled the first students in the Doctor of Education (EdD) in Educational Leadership Doctoral, and Pharm D in Pharmacy, respectively. Today, graduate education at Chicago State University brings together a community of scholars with a common interest in creative expression, research, and advanced study.

Organization and Administration of the Graduate School

The School of Graduate and Professional Studies at CSU is the vehicle for organizing, facilitating, and coordinating all graduate education throughout the university. The affairs of the Graduate School are administered by a graduate dean, with the advice and consultation of a Graduate Council.

The Dean of the Graduate School reports directly to the Provost and Vice President of Academic Affairs. The dean also meets with the graduate council and is responsible for the administration of both graduate instruction and research in ways that allow for the continual improvement of graduate education, including encouraging faculty research and assisting faculty in seeking support for research. Again in consultation with the graduate council, the dean provides oversight of academic programs that include admission of graduate students, matriculation, financial aid, and academic progress until graduation, in consultation with the graduate faculty of departments and programs. The dean has final responsibility for approving admission for such matters as variations to candidacy, questions of supervision, academic progress, and submission and examination of theses. The graduate faculty and the School of Graduate and Professional Studies office staff are always accessible to students and are available in person and through technological channels.

Mission of the Graduate School

The school of Graduate and Professional Studies supports the university's mission through providing high quality teaching and by maintaining an environment that promotes learning and research opportunities for faculty and post-baccalaureate students.

In practice, this means:

- advancing the development of the school with regard to students' interests and needed experiences;
- serving as a focal point for the development of new initiatives that benefit the university's short and long term goals for graduate level programs and services;
- providing the administrative process for maintaining appropriate standards and compliance with established policies for graduate programs;
- promoting a research-based learning environment that provides experiences and knowledge for developing critical analysis skills needed for graduate students; and
- ensuring that graduate students have a voice in the governance of graduate education at the university. NOTE: Establishment of a graduate student "think tank" and a graduate student council that function in an advisory capacity to the Graduate Council.

The Graduate Faculty

There is an expectation that faculty and student scholarship at the graduate level should be relevant to the world of professional practice and that applied research is the natural outcome of such efforts. Faculty engaged in graduate education are productive and creative teachers who serve as role models and mentors for students. They direct graduate research and encourage graduate students to become involved in research that culminates in publication in professional journals. Additionally, graduate faculties develop and evaluate comprehensive and qualifying examinations and serve on graduate student committees (thesis, program and/or dissertation) as members and chairpersons.

The graduate faculty at Chicago State University is comprised of those members of the teaching and research faculty who have been so designated by the Graduate and Professional Studies Council, on recommendation of the academic departments acting on appropriate nominations. Graduate faculty members are encouraged to show evidence of scholarly activity and undergo periodic review of their graduate faculty appointments.

The Graduate and Professional Studies Council

The Office of Graduate Admissions achieves its mission of providing quality graduate and professional studies programs within a system of shared governance through the Graduate Council. The Dean of the Graduate School chairs the Graduate and Professional Studies Council. The Council is composed of a representative from each graduate and professional program plus seven ex-officio members (Dean of Education, Dean of Arts and Sciences, Dean of Health Sciences, Division of Continuing Education, Dean of Pharmacy, and a representative from the provost's office and the registrar's office). The Graduate Council provides oversight authority of graduate and professional programs by recommending and reviewing academic policies, programs, and services of the Graduate and Professional School. The Graduate Council is also responsible for standards of admission, retention and graduation, curriculum issues in graduate and professional programs, interdisciplinary program development, approval of new graduate courses and programs, and matters of educational policy related to graduate education. Standing committees include Policy and Standards, Graduate and Professional Studies Faculty Credentials, Recruitment and Admissions, Student Appeals and Petitions, Graduate and Professional Colloquia Committee, and the Thesis/Dissertation Completion Fellowship Committee.

Graduate and professional students may petition the council for exceptions to the policies. The council has the authority for granting exceptions. The Graduate and Professional Studies Council Appeal Forms can be obtained within the School of Graduate and Professional Studies. Normally, appeals are first handled at the departmental and/or college level. Further appeal may be made to the dean of the respective academic college, the Graduate and Professional Studies Council, and ultimately the Office of the Provost and Vice President for Academic Affairs.

General Admission Requirements

Admission to Doctoral Programs

To be eligible for admission to a doctoral program, individuals must hold the master's degree from a regionally accredited college or university and present a record of prior academic performance that indicates potential for success in a doctoral program. Applicants with a grade point average of 3.5 or

better (on a 4.00 scale) of all graduate work and who satisfy specific departmental requirements are generally recommended for regular admission.

Admission to the College of Pharmacy

Please refer to the College of Pharmacy section of this catalog for the admission process for the College of Pharmacy.

Admission to Master's Programs

To be eligible for admission to graduate study, individuals must hold a bachelor's degree from a regionally accredited college or university and present a record of prior academic performance that indicates potential for success in graduate level studies. Applicants with a grade point average of 3.0 or better (on a 4.00 scale) for the final 60 semester credit hours of undergraduate and/or graduate courses and who satisfy specific departmental criteria are generally recommended for full admission. Applicants with a grade point average is between 2.75 and 2.99 for the final 60 semester credit hours of undergraduate and/or graduate courses (depending on the program for which they are applying) may qualify for conditional admission (see Conditional Admission below).

Applicants are expected to have completed a general education program that includes courses in the natural sciences, biological sciences, mathematics, social sciences, and the humanities. In addition, programs may have other course prerequisites or admission test requirements (e.g., GRE, MAT, etc.) or require additional documentation. A term of student teaching, a year or more of satisfactory teaching experience, or Initial or Standard Teacher Certificate is required by some degree programs in education. Refer to specific degree requirements in the departmental listings for details on prior student teaching and other prerequisites for individual programs.

Upon admission, each student is assigned by their program to an advisor whose purpose is to guide the student's progress towards completion of the degree. The official program of courses is formulated by the student in consultation with the graduate advisor. This must be done before enrollment in the first semester.

Admission to Graduate Certificate Programs

To be eligible for admission for a graduate certificate program, students must hold a bachelor's degree from an accredited college or university, have a grade point average of 3.0 or better (on a 4.0 scale) for the final 60 semester credit hours of undergraduate and/or graduate courses, and satisfy specific departmental criteria. A maximum of two graduate courses (6 semester hours) from another institution can be transferred into a certificate program. Graduate credits earned in a graduate certificate program may be applied toward a subsequent master's degree with specific consent by the department.

Admission of International Students

Chicago State University is approved by the US Department of Justice Immigration and Naturalization Service to enroll international (nonimmigrant) students. In general, international students must meet the same academic standards for admission that apply to US citizens. All applicants must provide evidence of their former academic work, English proficiency, and adequate financial resources.

A course-by-course evaluation of all foreign educational credentials is required and may be forwarded by any of the following and/or professional evaluation service agencies:

Educational Credentials Evaluators (ECE)

PO Box 92970
Milwaukee, WI 53202-0970
(414) 289-3400
eval@ece.org

World Education Services (WES)
PO Box 745 Old Chelsea Station
New York, NY 10113-0745
(212) 219-7300
info@wes.org

Josef Silny and Associates (USA)
PO Box 248233
Coral Gables, FL 33124
info@jsilney.com

Applicants must submit the following documents: (1) application for admission to a master's degree program; (2) a personal data form; (3) notarized CSU declaration and certification of financial support form; (4) two official transcripts sent directly from all colleges and universities attended previously (one with an English translation); (5) a foreign credential evaluation; and (6) \$100 application fee if English is not the native language, an official copy of scores received on the Test of English as a Foreign Language (TOEFL). International students are requested to have their materials in at least one month before the admission deadline (Two months are recommended for students needing a visa.). Further information about obtaining a visa can be obtained from the Office of International Programs (773/995-2582).

English Certification (International)

An applicant whose native language is not English must present a minimum score of 550 on the written test or a minimum score of 69 on the computer test. The score must be less than two years old prior to the beginning of the academic term for which admission is desired and obtained from Educational Testing Services, Box 995, Princeton, New Jersey 08540. For TOEFL information, contact www.toefl.org.

Notification of Admission

Admission to graduate study is a two-tier process. When all necessary documentation has been received, a preliminary evaluation is done in the Office of Graduate Admissions prior to sending the application to the department to which the student has applied. These evaluations are performed by departmental staff, and they may take several days. Incomplete applications are not forwarded to the academic departments. The application admission evaluation is based on the student's prior academic record. After reviewing the completed application, the department forwards a written admission decision to the Office of Graduate Admissions as to whether or not the student should be admitted to degree status. The Office of Graduate Admissions then notifies the student in writing of the university's decision. Students are strongly encouraged to retain their admission letter for future reference. The term for which the applicant is admitted is stated in the official admission letter prepared by the graduate school.

Any applicant who knowingly withholds information or gives false information on an application for admission or readmission may become ineligible for admission to the university or may be subject to disciplinary action including expulsion.

Types of Admission

FULL ADMISSION

Applicants meeting all university admission requirements, including the required 3.0 grade point average and all requirements set by the department administering the program may be granted full admission to degree status. Applicants for doctoral programs have only one category of admission: full.

CONDITIONAL ADMISSION

The records of students whose grade point average is between 2.75 and 2.99 (on a 4.00 scale) for the final sixty semester credit hours of undergraduate/graduate courses are reviewed individually for other evidence of potential for success in graduate study to determine eligibility for conditional admission.

Students who have met the prescribed requirements should contact the graduate school and file a written request (Change of Status Form) to have their conditional status changed. Conditional status may be removed by satisfying all other conditions as set by the department (e.g., missing prerequisites, submission of final transcript, and admission to candidacy). Students admitted with grade point averages below 3.0 must achieve a B average (3.0) in the first nine semester hours of graduate course work, as prescribed by the department.

Students not meeting the prescribed requirements will lose their conditional admission status and may not continue in the degree program. The student may choose to continue non-degree study as a student-at-large or apply for admission to another degree program, but not in the department in which he or she was conditionally enrolled.

CHANGE OF STATUS (CONDITIONAL TO FULL ADMISSION)

Graduate students who have been conditionally admitted to a degree program at Chicago State University and who have met the prescribed requirements (conditions) must file a Change of Status request with the School of Graduate and Professional Studies by obtaining an approval signature from the graduate advisor of the program to which the student was admitted. Students not meeting the prescribed requirements will lose their conditional admission status and may not continue in the degree program. The responsibility for removal of conditional status rests with the student.

EARLY ADMISSION (GRADUATING SENIORS)

Chicago State University graduating seniors who will have earned the bachelor's degree before enrolling as a graduate or professional student may apply to graduate study and be considered for early admission. In this case, admission will be held in abeyance until receipt by the Graduate School of the final official transcript showing the conferral of the bachelor's degree. Those who do not subsequently receive the bachelor's degree will have their admission rescinded, and all graduate credit earned will be lost.

Admission to Candidacy

Select academic departments have prescriptions for evaluating a student's eligibility for Admission to Candidacy status. Admission to Candidacy is the formal approval for pursuit of a graduate degree after it is determined that all specified preliminary requirements have been met. These prescriptions do not include academic deficiencies of a remedial nature, but are designed as a proving ground for indication of future success in the program. After having been admitted to graduate study with the objective of earning an advanced degree, the graduate student must apply for and be admitted to candidacy for the

degree sought. Specific information regarding procedures for achieving candidacy is available in the academic department administering a graduate program.

Change of Program

Graduate students who have been formally admitted to a degree program may apply for a change of program for admission to another graduate program. To apply, interested students must complete the change of program form from the Graduate School to obtain a release from the department in which they are currently pursuing a degree. Once released, the student automatically becomes a graduate-at-large student while the new application is processed for admission to the new department. There is no guarantee that the new program will admit the transferring student. The same admission process and requirements are followed for the transferring applicant as for a new applicant. No additional application fee is required.

No Shows

Students are expected to enroll in the term for which they have been admitted. At the discretion of the Office of Graduate Admissions and the academic department supervising the degree program, students may defer their initial term of enrollment for no more than one academic year by submitting a written request directly to the School of Graduate and Professional Studies. Students will be held accountable under the policies and procedures in effect at the time of their initial enrollment. The time to complete the degree will remain in accord with their initial admission date.

Applying for Admission

There is a \$30.00 nonrefundable application fee due at the time of application. Applications submitted without the admission fee will not be processed. Applications for admission to the fall semester must be submitted by March 15th (For the counseling program, the deadline is March 1.). Applications for admission to the spring semester must be submitted by October 15th. International students must have all their applications completed and submitted at least one month prior to these deadlines (Two months is recommended for those requiring student visas.). It is important that these deadline dates are met to ensure admission in the appropriate semester. Applications for admission to a degree program for the summer session are at the discretion of the department administering the program.

Applicants may choose to enroll for courses as graduate students-at-large while their applications are pending. Enrollment as a graduate-at-large student (see Graduate-at-Large) is in no way a guarantee of future admission to a degree program. Students choosing to enroll with graduate-at-large status must meet the admission requirements for non-degree status and are advised that certain admission and enrollment restrictions may apply.

Application forms and information about programs and admission are available in the School of Graduate and Professional Studies or from our web site at <http://www.csu.edu/graduateschool/>.

Graduation Rates

| CSU SIX-YEAR GRADUATION RATES* 2006-2012 | | |
|--|---------------|-----------|
| COHORT | CSU GRAD RATE | GRAD YEAR |
| FALL 2000 | 18.0% | 2006 |
| FALL 2001 | 16.5% | 2007 |
| FALL 2002 | 12.8% | 2008 |
| FALL 2003 | 14.1% | 2009 |
| FALL 2004 | 13.9% | 2010 |
| FALL 2005 | 20.9% | 2011 |
| FALL 2006 | 19.8% | 2012 |

* Graduation rates are based on first-time full-time freshman enrollment.

Document produced by the Office of Institutional Effectiveness & Research (Revised 2012)

Applying for Admission to the College of Pharmacy

Refer to the College of Pharmacy section of this catalog on information for the application procedure.

Official Transcripts

Applicants must submit official transcripts from all institutions previously attended. Transcripts must arrive sealed, display degree earned, completion date, and program completed and bear the signature of the school's registrar. It is the student's responsibility to ensure that all requested transcripts are received by the published application deadline. Transcripts previously submitted to the undergraduate or graduate school at CSU or the Teacher Certification Office cannot be reused with a new application process. Additionally, applicants to the following programs must submit two official copies of all transcripts: School Counseling, General Administration, Special Education, Reading, and Library Information and Media Studies.

Transfer Credit

A student may petition to have graduate credit earned at other regionally accredited colleges and universities that were not used towards a degree or applied to a degree program at Chicago State University. Approval is dependent upon the department supervising the degree program and the graduate dean. For an evaluation of transfer credit taken prior to admission at CSU, the student must indicate on the application for admission any transfer credit he or she wishes to have considered. All courses must have been taken within the time limit for completing the degree program prior to the conferral of the graduate degree (see Time Limit under Academic Regulations). Grades earned must be at least a B. In general, up to nine semester hours from other universities may be accepted in transfer towards the degree. Some programs, however, accept fewer. As many as 12 graduate hours taken at CSU may be accepted.

Admitted CSU students who wish to enroll in graduate courses at other universities must have approval of both the graduate advisor and graduate dean prior to enrollment. (Secure the appropriate form from the School of Graduate and Professional Studies.) Graduate credit from other accredited universities may be accepted towards a degree program if the courses for which transfer credit is requested are

within a degree-program sequence the student selected at that university. These courses must be comparable to those taught at CSU. Only graduate courses can be transferred.

Graduate courses used to meet requirements toward a previous graduate degree cannot be counted toward a second degree. However, courses taken to meet requirements for a graduate certificate program may be counted toward a degree program later. Likewise, graduate courses taken as part of a teacher certification program at CSU (but not an MAT program) may be used to satisfy requirements for a master's degree.

Pursuing Multiple Degrees

Graduate students may not work on two graduate degrees concurrently. Additionally, students may not apply to more than one graduate program at a time. Graduate courses that have been used for completion of a prior degree may not be used to satisfy requirements for a second degree. Students are not required to repeat content in the case of overlap of previously taken graduate courses; instead, students complete electives in order to meet semester hour requirements.

Readmission/Reentry

Graduate students who have withdrawn from the university in good academic standing (i.e., with a grade point average of 2.8 or better and with all accounts cleared prior to withdrawal) and who wish to reenroll, should apply to the university prior to the beginning of the semester or term for which they plan to reenter and must complete their degree within 6 years of entry to the university. Students admitted to a degree or graduate certificate program must obtain the signature of the academic department supervising the graduate program.

If a student is not enrolled for two calendar years or more, the student is responsible for knowing degree requirements in effect at the time of resumption of enrollment. Exceptions are possible only at departmental discretion. The degree requirements in effect at the time of resumption of enrollment are the ones to be followed unless the department grants an exception.

Leave of Absence

A Leave of Absence (LOA) may be granted for graduate students in good academic standing to take a leave from their degree or graduate certificate program for a specified period of time. Students normally apply for Leave of Absence status under specific circumstances. Leave of Absence status indicates a continuing relationship with the university that allows the student to resume studies after the designated "leave" period. Since students on leave are not eligible to receive financial support, a LOA may affect the status of their financial aid. Students are responsible for determining the requirements of their funding agency and/or academic unit prior to applying for a Leave of Absence. Leave is not granted retroactively, nor to a student whose registration is not current or whose time to complete the degree in program has elapsed. Additional information is available from the department supervising the degree program.

Extension of Time Limits to Complete the Degree

Graduate students, who have not completed their program within the required time limit (starting from the date of the original admission to graduate study) but are in good academic standing, should apply to their department for an extension of time prior to the beginning of the semester in which they plan to reenter. The student must file a petition for an extension explaining the circumstances and a plan for completion. All extensions are voted on by the Graduate and Professional Studies Council. This

extension, if granted, is usually given for a period of one academic year only. Exceptions are granted by the Graduate and Professional Studies Council.

Students who have not completed their degree and are not in good academic standing must also apply for reinstatement and an extension of their program.

Academic Reinstatement

A graduate student or a graduate-at-large student who has been academically dismissed may petition for academic reinstatement. Students may be reinstated upon recommendation of the Graduate Dean and/or Graduate Council and/or the department supervising the program. Normally, if the student is reinstated, courses that have been completed will be credited to the degree, and only outstanding degree requirements must be completed. The start date remains the date of initial entry to the program, and the time limit for completion of the degree is not affected. A student may be reinstated on the recommendation of the department if

- the student is in good academic standing;
- any delinquent fees or charges are paid, including tuition and continuing fees owed for the period during which the student did not register;
- the time limit for degree completion, including the sessions in which the student was not registered, has not expired.

A student who was required to withdraw for academic reasons is not necessarily eligible for reinstatement.

Admission as a Graduate-at-Large

Non-degree admission to the School of Graduate and Professional Studies is granted to those who wish to enroll in courses but do not intend to qualify for a degree. Students who hold at least a bachelor's degree from an accredited college or university and who wish to enroll in graduate courses for their own personal enrichment or professional advancement may do so by completing a short student information form in the School of Graduate and Professional Studies. There is a nonrefundable \$30 application fee. Applicants for graduate-at-large status must present proof of degree at the time of application. A maximum of twelve semester hours taken in graduate-at-large status at Chicago State University prior to formal admission may be applied to a master's degree program at Chicago State University with the approval of the department administering the program. (Some programs only permit 6 hours.) Admission on a non-degree basis does not imply eligibility for matriculation or acceptance in any degree program.

Off-campus Extension Services

The Office of Contract and Extension Services is designed to meet the needs of continuing professional education of adults in off-campus locations throughout the city and state. The university works cooperatively with other educational institutions, organizations, agencies and state-supported institutions to serve, particularly, residents of the South and West suburban areas of Chicago.

Extension opportunities can be scheduled at locations convenient to places of employment or residence by request to the Division of Continuing Education and Non-Traditional Degree Programs. For more information, contact the Extension Services Department at 773/995-2214 or via the web at www.csu.edu/ContED/extensionservices.htm.

Financial Information

Tuition and fees are set annually by the Chicago State University Board of Trustees and are subject to change. The tuition and fees listed below are for the fall 2004 semester. The Class Schedule Bulletin published each term should be referenced for current information.

Nine hours is considered full-time for graduate students.

Fall 2012 Illinois/Contiguous State Residents Graduate Tuition (per credit hour)

NOTE: Graduate tuition rates apply to all students holding a baccalaureate degree, regardless of the level of course work in which they intend to enroll. This policy applies to those who are seeking a second bachelor's degree, are non-degree seeking, or are seeking a certificate.

| Tuition Rate | Hours | Tuition Cost | Fees | Tuition and Fee Total |
|--------------|-------|--------------|------------|-----------------------|
| \$276.00 | 1 | \$276.00 | \$423.00 | \$699.00 |
| \$276.00 | 2 | \$552.00 | \$423.00 | \$975.00 |
| \$276.00 | 3 | \$828.00 | \$423.00 | \$1,251.00 |
| \$276.00 | 4 | \$1,104.00 | \$423.00 | \$1,527.00 |
| \$276.00 | 5 | \$1,380.00 | \$423.00 | \$1,803.00 |
| \$276.00 | 6 | \$1,656.00 | \$423.00 | \$2,079.00 |
| \$276.00 | 7 | \$1,932.00 | \$423.00 | \$2,355.00 |
| \$276.00 | 8 | \$2,208.00 | \$423.00 | \$2,631.00 |
| \$276.00 | 9 | \$2,484.00 | \$423.00 | \$2,907.00 |
| \$276.00 | 10 | \$2,760.00 | \$423.00 | \$3,183.00 |
| \$276.00 | 11 | \$3,036.00 | \$423.00 | \$3,459.00 |
| \$276.00 | 12 | \$3,312.00 | \$1,207.00 | \$4,519.00 |
| \$276.00 | 13 | \$3,588.00 | \$1,207.00 | \$4,795.00 |
| \$276.00 | 14 | \$3,864.00 | \$1,207.00 | \$5,071.00 |
| \$276.00 | 15 | \$4,140.00 | \$1,207.00 | \$5,347.00 |

Fall 2012 Illinois Non-Resident Graduate Tuition (per credit hour)

| Tuition Rate | Hours | Tuition Cost | Fees | Tuition and Fee Total |
|--------------|-------|--------------|------|-----------------------|
|--------------|-------|--------------|------|-----------------------|

| | | | | |
|----------|----|------------|------------|------------|
| \$527.00 | 1 | \$527.00 | \$423.00 | \$950.00 |
| \$527.00 | 2 | \$1,054.00 | \$423.00 | \$1,477.00 |
| \$527.00 | 3 | \$1,581.00 | \$423.00 | \$2,004.00 |
| \$527.00 | 4 | \$2,108.00 | \$423.00 | \$2,531.00 |
| \$527.00 | 5 | \$2,635.00 | \$423.00 | \$3,058.00 |
| \$527.00 | 6 | \$3,162.00 | \$423.00 | \$3,585.00 |
| \$527.00 | 7 | \$3,689.00 | \$423.00 | \$4,112.00 |
| \$527.00 | 8 | \$4,216.00 | \$423.00 | \$4,639.00 |
| \$527.00 | 9 | \$4,743.00 | \$423.00 | \$5,166.00 |
| \$527.00 | 10 | \$5,270.00 | \$423.00 | \$5,693.00 |
| \$527.00 | 11 | \$5,797.00 | \$423.00 | \$6,220.00 |
| \$527.00 | 12 | \$6,324.00 | \$1,207.00 | \$7,531.00 |
| \$527.00 | 13 | \$6,851.00 | \$1,207.00 | \$8,058.00 |
| \$527.00 | 14 | \$7,378.00 | \$1,207.00 | \$8,585.00 |
| \$527.00 | 15 | \$7,905.00 | \$1,207.00 | \$9,112.00 |

In-State/Contiguous State On-Campus Doctoral Tuition and Mandatory Fees*

| Tuition Rate | Hours | Tuition Cost | Fees | Tuition and Fee Total |
|---------------------|--------------|---------------------|-------------|------------------------------|
| \$293.00 | 1 | \$293.00 | \$423.00 | \$716.00 |
| \$293.00 | 2 | \$586.00 | \$423.00 | \$1,009.00 |
| \$293.00 | 3 | \$879.00 | \$423.00 | \$1,302.00 |
| \$293.00 | 4 | \$1,172.00 | \$423.00 | \$1,595.00 |
| \$293.00 | 5 | \$1,465.00 | \$423.00 | \$1,888.00 |
| \$293.00 | 6 | \$1,758.00 | \$423.00 | \$2,181.00 |
| \$293.00 | 7 | \$2,051.00 | \$423.00 | \$2,474.00 |
| \$293.00 | 8 | \$2,344.00 | \$423.00 | \$2,767.00 |
| \$293.00 | 9 | \$2,637.00 | \$423.00 | \$3,060.00 |
| \$293.00 | 10 | \$2,930.00 | \$423.00 | \$3,353.00 |
| \$293.00 | 11 | \$3,223.00 | \$423.00 | \$3,646.00 |

| | | | | |
|----------|----|------------|------------|------------|
| \$293.00 | 12 | \$3,516.00 | \$1,207.00 | \$4,723.00 |
| \$293.00 | 13 | \$3,809.00 | \$1,207.00 | \$5,016.00 |
| \$293.00 | 14 | \$4,102.00 | \$1,207.00 | \$5,309.00 |
| \$293.00 | 15 | \$4,395.00 | \$1,207.00 | \$5,602.00 |

Out-of-State, On-Campus Doctoral Tuition and Mandatory Fees*

| Tuition Rate | Hours | Tuition Cost | Fees | Tuition & Fee Total |
|--------------|-------|--------------|------------|---------------------|
| \$548.00 | 1 | \$548.00 | \$423.00 | \$971.00 |
| \$548.00 | 2 | \$1,096.00 | \$423.00 | \$1,519.00 |
| \$548.00 | 3 | \$1,644.00 | \$423.00 | \$2,067.00 |
| \$548.00 | 4 | \$2,192.00 | \$423.00 | \$2,615.00 |
| \$548.00 | 5 | \$2,740.00 | \$423.00 | \$3,163.00 |
| \$548.00 | 6 | \$3,288.00 | \$423.00 | \$3,711.00 |
| \$548.00 | 7 | \$3,836.00 | \$423.00 | \$4,259.00 |
| \$548.00 | 8 | \$4,384.00 | \$423.00 | \$4,807.00 |
| \$548.00 | 9 | \$4,932.00 | \$423.00 | \$5,355.00 |
| \$548.00 | 10 | \$5,480.00 | \$423.00 | \$5,903.00 |
| \$548.00 | 11 | \$6,028.00 | \$423.00 | \$6,451.00 |
| \$548.00 | 12 | \$6,576.00 | \$1,207.00 | \$7,783.00 |
| \$548.00 | 13 | \$7,124.00 | \$1,207.00 | \$8,331.00 |
| \$548.00 | 14 | \$7,672.00 | \$1,207.00 | \$8,879.00 |
| \$548.00 | 15 | \$8,220.00 | \$1,207.00 | \$9,427.00 |

* Some courses have additional fees (e.g., laboratory fees). These are not included in the tuition and mandatory fee tables.

** Mandatory health insurance included.

In-State/Contiguous State, On-Campus Pharmacy College Tuition and Mandatory Fees

| Tuition Rate | Hours | Tuition Cost | Fees * | Tuition and Fee Total |
|--------------|-------|--------------|--------|-----------------------|
|--------------|-------|--------------|--------|-----------------------|

| | | | | |
|-------------|------|-------------|------------|-------------|
| \$11,028.00 | 0-11 | \$11,028.00 | \$485.50 | \$11,513.50 |
| \$11,028.00 | 12+ | \$11,028.00 | \$1,269.50 | \$12,297.50 |

Out-of-State, On-Campus Pharmacy College Tuition and Mandatory Fees

| Tuition Rate | Hours | Tuition Cost | Fees * | Tuition & Fee Total |
|--------------|-------|--------------|------------|---------------------|
| \$16,524.00 | 0-11 | \$16,524.00 | \$485.50 | \$17,009.50 |
| \$16,524.00 | 12+ | \$16,524.00 | \$1,269.50 | \$17,793.50 |

*College of Pharmacy students are assessed a \$62.50 Professional Student Service Fee.

Graduate Distance Learning Tuition

Illinois/Contiguous State Residents: \$276 + \$50 fee per course

Non-Illinois Residents: \$527 + \$50 fee per course

Graduate Off-Campus Tuition

Any combinations of off-campus and on-campus courses will have mandatory fees charged.

Graduate tuition rates apply to all students holding a baccalaureate degree, regardless of the level of course work in which they intend to enroll. This policy applies to those who are seeking a second bachelor's degree, are nondegree-seeking, or are seeking a certificate.

Illinois/ Contiguous State Residents: \$301.00.

Non-Illinois Residents: \$552.00.

Fee Breakdown for Fall 2012

FULL-TIME FEES

| Activity | Athletics | Health | Student Union | Facility |
|----------|-----------|---------|---------------|----------|
| \$55.00 | \$120.00 | \$30.00 | \$186.00 | \$102.00 |

| IT | CTA U-Pass | Insurance ¹ | Total |
|----------|------------|------------------------|------------|
| \$102.00 | \$113.00 | \$499.00 | \$1,207.00 |

PART-TIME FEES

| Activity | Athletics | Health | Student Union | Facility |
|----------|------------|------------------------|---------------|----------|
| \$36.00 | \$104.00 | \$21.00 | \$120.00 | \$71.00 |
| IT | CTA U-Pass | Insurance ¹ | Total | |
| \$71.00 | \$0.00 | \$0.00 | \$423.00 | |

¹Student Health Insurance rate under negotiation and subject to change

Fall 2011 Illinois Resident Tuition and Fees

MASTER'S

| Tuition Rate | Hours | Tuition Cost | Fees | Tuition and Fee Total |
|--------------|-------|--------------|------------|-----------------------|
| \$261.00 | 1 | \$261.00 | \$423.00 | \$684.00 |
| \$261.00 | 2 | \$522.00 | \$423.00 | \$945.00 |
| \$261.00 | 3 | \$783.00 | \$423.00 | \$1,206.00 |
| \$261.00 | 4 | \$1,044.00 | \$423.00 | \$1,467.00 |
| \$261.00 | 5 | \$1,305.00 | \$423.00 | \$1,728.00 |
| \$261.00 | 6 | \$1,566.00 | \$423.00 | \$1,989.00 |
| \$261.00 | 7 | \$1,827.00 | \$423.00 | \$2,250.00 |
| \$261.00 | 8 | \$2,088.00 | \$423.00 | \$2,511.00 |
| \$261.00 | 9 | \$2,349.00 | \$423.00 | \$2,772.00 |
| \$261.00 | 10 | \$2,610.00 | \$423.00 | \$3,033.00 |
| \$261.00 | 11 | \$2,871.00 | \$423.00 | \$3,294.00 |
| \$261.00 | 12 | \$3,132.00 | \$1,207.00 | \$4,339.00 |
| \$261.00 | 13 | \$3,393.00 | \$1,207.00 | \$4,600.00 |
| \$261.00 | 14 | \$3,654.00 | \$1,207.00 | \$4,861.00 |
| \$261.00 | 15 | \$3,915.00 | \$1,207.00 | \$5,122.00 |

DOCTORATE

| Tuition Rate | Hours | Tuition Cost | Fees | Tuition and Fee Total |
|--------------|-------|--------------|----------|-----------------------|
| \$277.00 | 1 | \$277.00 | \$423.00 | \$700.00 |

| | | | | |
|----------|----|------------|------------|------------|
| \$277.00 | 2 | \$554.00 | \$423.00 | \$977.00 |
| \$277.00 | 3 | \$831.00 | \$423.00 | \$1,254.00 |
| \$277.00 | 4 | \$1,108.00 | \$423.00 | \$1,531.00 |
| \$277.00 | 5 | \$1,385.00 | \$423.00 | \$1,808.00 |
| \$277.00 | 6 | \$1,662.00 | \$423.00 | \$2,085.00 |
| \$277.00 | 7 | \$1,939.00 | \$423.00 | \$2,362.00 |
| \$277.00 | 8 | \$2,216.00 | \$423.00 | \$2,639.00 |
| \$277.00 | 9 | \$2,493.00 | \$423.00 | \$2,916.00 |
| \$277.00 | 10 | \$2,770.00 | \$423.00 | \$3,193.00 |
| \$277.00 | 11 | \$3,047.00 | \$423.00 | \$3,470.00 |
| \$277.00 | 12 | \$3,324.00 | \$1,207.00 | \$4,531.00 |
| \$277.00 | 13 | \$3,601.00 | \$1,207.00 | \$4,808.00 |
| \$277.00 | 14 | \$3,878.00 | \$1,207.00 | \$5,085.00 |
| \$277.00 | 15 | \$4,155.00 | \$1,207.00 | \$5,362.00 |

PHARMACY

| Tuition Rate | Hours | Tuition Cost | Fees | Tuition and Fee Total |
|----------------------|-------|--------------|------------|-----------------------|
| \$918.50/credit hour | 1-12 | | \$423 | |
| \$11,022.00 | 12+ | \$11,022.00 | \$1,269.50 | \$12,291.50 |

Fall 2011 Non-Illinois Resident Tuition and Fees

GRADUATE

| Tuition Rate | Hours | Tuition Cost | Fees | Tuition and Fee Total |
|--------------|-------|--------------|----------|-----------------------|
| \$498.00 | 1 | \$498.00 | \$423.00 | \$921.00 |
| \$498.00 | 2 | \$996.00 | \$423.00 | \$1,419.00 |
| \$498.00 | 3 | \$1,494.00 | \$423.00 | \$1,917.00 |
| \$498.00 | 4 | \$1,992.00 | \$423.00 | \$2,415.00 |
| \$498.00 | 5 | \$2,490.00 | \$423.00 | \$2,913.00 |
| \$498.00 | 6 | \$2,988.00 | \$423.00 | \$3,411.00 |
| \$498.00 | 7 | \$3,486.00 | \$423.00 | \$3,909.00 |

| | | | | |
|----------|----|------------|------------|------------|
| \$498.00 | 8 | \$3,984.00 | \$423.00 | \$4,407.00 |
| \$498.00 | 9 | \$4,482.00 | \$423.00 | \$4,905.00 |
| \$498.00 | 10 | \$4,980.00 | \$423.00 | \$5,403.00 |
| \$498.00 | 11 | \$5,478.00 | \$423.00 | \$5,901.00 |
| \$498.00 | 12 | \$5,976.00 | \$1,207.00 | \$7,183.00 |
| \$498.00 | 13 | \$6,474.00 | \$1,207.00 | \$7,681.00 |
| \$498.00 | 14 | \$6,972.00 | \$1,207.00 | \$8,179.00 |
| \$498.00 | 15 | \$7,470.00 | \$1,207.00 | \$8,677.00 |

DOCTORATE

| Tuition Rate | Hours | Tuition Cost | Fees | Tuition and Fee Total |
|--------------|-------|--------------|------------|-----------------------|
| \$518.00 | 1 | \$518.00 | \$423.00 | \$941.00 |
| \$518.00 | 2 | \$1,036.00 | \$423.00 | \$1,459.00 |
| \$518.00 | 3 | \$1,554.00 | \$423.00 | \$1,977.00 |
| \$518.00 | 4 | \$2,072.00 | \$423.00 | \$2,495.00 |
| \$518.00 | 5 | \$2,590.00 | \$423.00 | \$3,013.00 |
| \$518.00 | 6 | \$3,108.00 | \$423.00 | \$3,531.00 |
| \$518.00 | 7 | \$3,626.00 | \$423.00 | \$4,049.00 |
| \$518.00 | 8 | \$4,144.00 | \$423.00 | \$4,567.00 |
| \$518.00 | 9 | \$4,662.00 | \$423.00 | \$5,085.00 |
| \$518.00 | 10 | \$5,180.00 | \$423.00 | \$5,603.00 |
| \$518.00 | 11 | \$5,698.00 | \$423.00 | \$6,121.00 |
| \$518.00 | 12 | \$6,216.00 | \$1,207.00 | \$7,423.00 |
| \$518.00 | 13 | \$6,734.00 | \$1,207.00 | \$7,941.00 |
| \$518.00 | 14 | \$7,252.00 | \$1,207.00 | \$8,459.00 |
| \$518.00 | 15 | \$7,770.00 | \$1,207.00 | \$8,977.00 |

PHARMACY

| Tuition Rate | Hours | Tuition Cost | Fees | Tuition and Fee Total |
|---------------------|-------|--------------|----------|-----------------------|
| \$1,377/credit hour | 1-12 | | \$423.00 | |

| | | | | |
|-------------|-----|-------------|------------|-------------|
| \$17,793.50 | 12+ | \$17,793.50 | \$1,269.50 | \$17,793.50 |
|-------------|-----|-------------|------------|-------------|

Graduate Off-Campus Tuition

Illinois Resident: \$286 + \$50 fee per course

Non-Illinois Resident: \$487 + \$50 fee per course

Graduate Distance Learning Tuition

Any combinations of off-campus and on-campus courses will have mandatory fees charged.

Graduate tuition rates apply to all students holding a baccalaureate degree, regardless of the level of course work in which they intend to enroll. This policy applies to those who are seeking a second-bachelor's degree, non-degree-seeking, or seeking a certificate.

Illinois Resident: \$311.00

Non-Illinois Resident: \$548.00

Fees

Mandatory fees apply to all on-campus students and students with combination off-campus and on-campus schedules regardless of student level or residency status. Shown fees are per semester.

Fee Breakdown for Fall 2011

FULL-TIME FEES

| Activity | Athletics | Health | Student Union | |
|----------|-----------|---------|---------------|--|
| \$55.00 | \$120.00 | \$30.00 | \$186.00 | |

| Facility | IT | CTA U-Pass | Insurance ¹ | Total |
|----------|----------|------------|------------------------|------------|
| \$102.00 | \$102.00 | \$113.00 | \$499.00 | \$1,207.00 |

PART-TIME FEES

| Activity | Athletics | Health | Student Union | |
|----------|-----------|---------|---------------|--|
| \$36.00 | \$104.00 | \$21.00 | \$120.00 | |

| Facility | IT | CTA U-Pass | Insurance ¹ | Total |
|----------|---------|------------|------------------------|----------|
| \$71.00 | \$71.00 | \$- | \$- | \$423.00 |

Fee Breakdown for Fall 2010

FULL-TIME FEES

| Activity | Athletics | Health | Student Union | Facility |
|----------|------------|------------------------|---------------|----------|
| \$55.00 | \$100.00 | \$30.00 | \$186.00 | \$102.00 |
| IT | CTA U-Pass | Insurance ¹ | Total | |
| \$102.00 | \$113.00 | \$460.00 | \$473.00 | |

PART-TIME FEES

| Activity | Athletics | Health | Student Union | Facility |
|----------|------------|------------------------|---------------|----------|
| \$36.00 | \$84.00 | \$21.00 | \$120.00 | \$71.00 |
| IT | CTA U-Pass | Insurance ¹ | Total | |
| \$71.00 | \$0.00 | \$0.00 | \$332.00 | |

¹Student Health Insurance rate under negotiation and subject to change.

Residence Hall Room and Board

| Double Room | Single Room | |
|-----------------------------------|----------------------------|----------------|
| Room and Board \$8221.50 per year | Room and Board \$12,197.30 | |
| \$4110.75 per semester | \$6098.65 per semester | |
| Residence Hall Application Fee | \$150.00 | Non-refundable |

Graduate Off-Campus Tuition

Illinois Resident: \$286 + \$50 fee per course

Non-Illinois Resident: \$487 + \$50 fee per course

Graduate Distance Learning Tuition

Any combinations of off-campus and on-campus courses will have mandatory fees charged.

Graduate tuition rates apply to all students holding a baccalaureate degree, regardless of the level of course work in which they intend to enroll. This policy applies to those who are seeking a second-bachelor's degree, non-degree-seeking, or seeking a certificate.

Illinois Resident: \$311.00

Non-Illinois Resident: \$548.00

Fees

Mandatory fees apply to all on-campus students and students with combination off-campus and on-campus schedules regardless of student level or residency status. Shown fees are per semester.

Graduate Degree and Certificate Programs

College of Arts and Sciences

MASTER OF ARTS

Clinical Mental Health
Counseling (School and Community)
English
Geography
History

MASTER OF SCIENCE

Biological Sciences
Computer Science
Criminal Justice
Mathematics

MASTER OF SOCIAL WORK

Social Work

MASTER OF FINE ARTS

Creative Writing

College of Education

DOCTOR OF EDUCATION

Educational Leadership

MASTER OF ARTS

General Administration
Higher Education Administration

MASTER OF ARTS IN TEACHING

Elementary Education

Early Childhood
Secondary Education

MASTER OF SCIENCE IN EDUCATION

Bilingual Education
Curriculum and Instruction
Early Childhood Education
Physical Education
Technology and Education

College of Health Sciences

MASTER OF PUBLIC HEALTH

Public Health

MASTER OF SCIENCE IN NURSING

Nursing

MASTER OF OCCUPATIONAL THERAPY

Occupational Therapy

College of Pharmacy

DOCTOR OF PHARMACY

Graduate Certificate Programs

Community Development
Computer Security
Corporate Safety Management
Geographical Information Systems
Health Information Administration
Information Technology Certificate (ITC)
Therapeutic Recreation

Post-Baccalaureate

Alcohol and other Drugs of Addiction
Urban Informed and Learning Telecommunication Management
Spirituality

Applying for Admission to the College of Pharmacy

Refer to the College of Pharmacy section of this catalog on information for the application procedure.

Official Transcripts

Applicants must submit official transcripts from all institutions previously attended. Transcripts must arrive sealed, display degree earned, completion date, and program completed and bear the signature of the school's registrar. It is the student's responsibility to ensure that all requested transcripts are received by the published application deadline. Transcripts previously submitted to the undergraduate or graduate school at CSU or the Teacher Certification Office cannot be reused with a new application process. Additionally, applicants to the following programs must submit two official copies of all transcripts: School Counseling, General Administration, Special Education, Reading, and Library Information and Media Studies.

Transfer Credit

A student may petition to have graduate credit earned at other regionally accredited colleges and universities that were not used towards a degree or applied to a degree program at Chicago State University. Approval is dependent upon the department supervising the degree program and the graduate dean. For an evaluation of transfer credit taken prior to admission at CSU, the student must indicate on the application for admission any transfer credit he or she wishes to have considered. All courses must have been taken within the time limit for completing the degree program prior to the conferral of the graduate degree (see Time Limit under Academic Regulations). Grades earned must be at least a B. In general, up to nine semester hours from other universities may be accepted in transfer towards the degree. Some programs, however, accept fewer. As many as 12 graduate hours taken at CSU may be accepted.

Admitted CSU students who wish to enroll in graduate courses at other universities must have approval of both the graduate advisor and graduate dean prior to enrollment. (Secure the appropriate form from the School of Graduate and Professional Studies.) Graduate credit from other accredited universities may be accepted towards a degree program if the courses for which transfer credit is requested are within a degree-program sequence the student selected at that university. These courses must be comparable to those taught at CSU. Only graduate courses can be transferred.

Graduate courses used to meet requirements toward a previous graduate degree cannot be counted toward a second degree. However, courses taken to meet requirements for a graduate certificate program may be counted toward a degree program later. Likewise, graduate courses taken as part of a teacher certification program at CSU (but not an MAT program) may be used to satisfy requirements for a master's degree.

Pursuing Multiple Degrees

Graduate students may not work on two graduate degrees concurrently. Additionally, students may not apply to more than one graduate program at a time. Graduate courses that have been used for completion of a prior degree may not be used to satisfy requirements for a second degree. Students are not required to repeat content in the case of overlap of previously taken graduate courses; instead, students complete electives in order to meet semester hour requirements.

Readmission/Reentry

Graduate students who have withdrawn from the university in good academic standing (i.e., with a grade point average of 2.8 or better and with all accounts cleared prior to withdrawal) and who wish to reenroll, should apply to the university prior to the beginning of the semester or term for which they

plan to reenter and must complete their degree within 6 years of entry to the university. Students admitted to a degree or graduate certificate program must obtain the signature of the academic department supervising the graduate program.

If a student is not enrolled for two calendar years or more, the student is responsible for knowing degree requirements in effect at the time of resumption of enrollment. Exceptions are possible only at departmental discretion. The degree requirements in effect at the time of resumption of enrollment are the ones to be followed unless the department grants an exception.

Leave of Absence

A Leave of Absence (LOA) may be granted for graduate students in good academic standing to take a leave from their degree or graduate certificate program for a specified period of time. Students normally apply for Leave of Absence status under specific circumstances. Leave of Absence status indicates a continuing relationship with the university that allows the student to resume studies after the designated “leave” period. Since students on leave are not eligible to receive financial support, a LOA may affect the status of their financial aid. Students are responsible for determining the requirements of their funding agency and/or academic unit prior to applying for a Leave of Absence. Leave is not granted retroactively, nor to a student whose registration is not current or whose time to complete the degree in program has elapsed. Additional information is available from the department supervising the degree program.

Extension of Time Limits to Complete the Degree

Graduate students, who have not completed their program within the required time limit (starting from the date of the original admission to graduate study) but are in good academic standing, should apply to their department for an extension of time prior to the beginning of the semester in which they plan to reenter. The student must file a petition for an extension explaining the circumstances and a plan for completion. All extensions are voted on by the Graduate and Professional Studies Council. This extension, if granted, is usually given for a period of one academic year only. Exceptions are granted by the Graduate and Professional Studies Council.

Students who have not completed their degree and are not in good academic standing must also apply for reinstatement and an extension of their program.

Academic Reinstatement

A graduate student or a graduate-at-large student who has been academically dismissed may petition for academic reinstatement. Students may be reinstated upon recommendation of the Graduate Dean and/or Graduate Council and/or the department supervising the program. Normally, if the student is reinstated, courses that have been completed will be credited to the degree, and only outstanding degree requirements must be completed. The start date remains the date of initial entry to the program, and the time limit for completion of the degree is not affected. A student may be reinstated on the recommendation of the department if

- the student is in good academic standing;
- any delinquent fees or charges are paid, including tuition and continuing fees owed for the period during which the student did not register;
- the time limit for degree completion, including the sessions in which the student was not registered, has not expired.

A student who was required to withdraw for academic reasons is not necessarily eligible for reinstatement.

Admission as a Graduate-at-Large

Non-degree admission to the School of Graduate and Professional Studies is granted to those who wish to enroll in courses but do not intend to qualify for a degree. Students who hold at least a bachelor's degree from an accredited college or university and who wish to enroll in graduate courses for their own personal enrichment or professional advancement may do so by completing a short student information form in the School of Graduate and Professional Studies. There is a nonrefundable \$30 application fee. Applicants for graduate-at-large status must present proof of degree at the time of application. A maximum of twelve semester hours taken in graduate-at-large status at Chicago State University prior to formal admission may be applied to a master's degree program at Chicago State University with the approval of the department administering the program. (Some programs only permit 6 hours.) Admission on a non-degree basis does not imply eligibility for matriculation or acceptance in any degree program.

Off-campus Extension Services

The Office of Contract and Extension Services is designed to meet the needs of continuing professional education of adults in off-campus locations throughout the city and state. The university works cooperatively with other educational institutions, organizations, agencies and state-supported institutions to serve, particularly, residents of the South and West suburban areas of Chicago.

Extension opportunities can be scheduled at locations convenient to places of employment or residence by request to the Division of Continuing Education and Non-Traditional Degree Programs. For more information, contact the Extension Services Department at 773/995-2214 or via the web at www.csu.edu/ContED/extensionservices.htm.

Student Health Insurance

Chicago State University is pleased to offer an Injury and Sickness Insurance Plan underwritten by United Healthcare Insurance Company. All registered undergraduate students taking 12 or more credit hours, graduate students taking 9 or more credit hours, and doctoral students taking 6 or more credit hours are required to participate in this plan on a hard waiver basis. The fee applies to all on-campus credit hours and to a combination of off-campus and on-campus credit hours. All full-time International students are eligible and must be enrolled in this plan on a mandatory basis. Part-time students taking 6 to 11 credit hours may participate in this plan on a voluntary basis.

Students must actively attend classes for at least the first 31 days after the date for which coverage is purchased. Home study, correspondence, Internet, and television courses do not fulfill the eligibility requirements that the student actively attend classes. The company maintains its rights to investigate student status and attendance records to verify that the policy eligibility requirements have not been met. If the company discovers the eligibility requirements have not been met, its only obligation is refund of premium.

Insured students may also enroll their eligible dependents in the health plan. Eligible dependents are the student's spouse or domestic partner and any unmarried dependent children under 19 years of age (or 26 years of age if full-time students at any accredited institution of higher learning) who are not self-supporting. To enroll dependents, please visit www.uhcsr.com or call 1-800-767-0700.

Students are eligible to waive the mandatory health insurance charge if they can provide proof that they are insured under comparable coverage. Students are encouraged to review the plan benefit brochure at www.uhcsr.com before completing a waiver form. Students should check their CSU email for the website address and instructions to complete a waiver/enrollment form 24-48 hours after being enrolled full time. The Office of Student Health Insurance can be contacted if a student has not received the email within 48 hours after registering as full time.

Upon completion of the online process, the student will receive a confirmation of approval or denial via the student's CSU email. A copy of this email confirmation should be retained for the student's records. The confirmation email that the student will receive after submitting the online waiver will be required for any waiver dispute. The student must complete a waiver/enrollment form for each fall and spring semester that the student is enrolled full time. The waiver/enrollment form is valid for one semester only. Failure to submit an online waiver form will obligate the student to pay the coverage listed on the student tuition bill. Waiver/Enrollment deadlines are published in the Course Schedule Bulletin each semester.

NOTE: Students should not wait until they receive a bill with the insurance charge itemized, or they may miss the deadline to cancel. Cancellation requests are not accepted after the cancellation deadline, which is published in the Course Schedule Bulletin each semester.

Online Payments

The ability to pay online is coming soon. Call the Bursar's Office at 773/995-2470 for more information.

Financial Assistance

Chicago State University makes every effort to extend financial assistance to qualified students who are in need of funds to complete their education. The university is a participant in federal student assistance programs that provide financial assistance in the form of grants, loans, and employment for admitted and enrolled students. No student should be reluctant to apply for admission to the university because of a lack of funds. A variety of financial assistance programs is administered by the Office of Student Financial Aid.

A student who wishes to apply for financial aid must complete the Free Application for Federal Student Aid (FAFSA). You are encouraged to file online at www.fafsa.ed.gov. You may link to this web site through the Office of Student Financial Aid page of the Chicago State University web site. Chicago State University's Federal school code is 001694. You will need to enter this code on your FAFSA so that Chicago State University will receive a copy of your application once it has been processed by the US Department of Education (USDE). Financial assistance awards are based upon demonstrated financial need and processed on a first-come, first-serve basis.

Eligibility

Students must be admitted to a masters or doctorate degree program. Unclassified, graduate-at-large, and/or special students are ineligible for assistance. Students must be in compliance with the Chicago State University Financial Aid Satisfactory Academic Progress Policy.

- Federal Direct Student Loan Program
- Subsidized Federal Direct Stafford Loan

- Unsubsidized Federal Direct Stafford Loan
- Federal Direct Graduate PLUS Loan

Under these programs, low-interest loans are provided to students who are enrolled at least half-time as graduate students and enrolled in a degree or certification program. Loan eligibility will be made available to all enrolled students once they have completed a FAFSA and the results are received by Chicago State University. Students will be notified to access CSU X-Press to review their loan eligibility and to complete any requirements to finalize loan funding.

Entrance Counseling

Students who receive Federal Direct Loans are required to participate in a federally mandated Entrance Counseling (loan counseling) session. Students are also required to complete an exit interview when they completely withdraw or graduate from Chicago State University. Additional information is available on the Office of Student Financial Aid website.

Federal Perkins Loan (Formerly National Direct Student Loan)

This program provides low-interest loans for up to a lifetime \$60,000 aggregate (includes both undergraduate and graduate Perkins loans), based upon availability of funds, for all educational work. Loans carry low-interest rates, which begin nine months after the borrower ceases to be at least a half-time student, and payment is due after this period. Payments may be extended over a ten-year period with the stipulation that cancellation of principal plus interest is authorized for those who teach in specified areas; for borrowers who serve as members of the armed forces in an area of hostilities that qualifies for special pay under Section 310 of Title 37, United States Code; or for certain law enforcement officials. Repayment may be deferred for up to three years while a borrower is serving in the armed forces, with the Peace Corps, or with VISTA.

All students who received Federal Perkins Student Loan Funds are required to have an exit interview conducted if they are graduating, completing a non-degree program, officially withdrawing, or unofficially withdrawing. Students who are anticipating any of these actions should contact the Office of Student Financial Aid to schedule an exit interview.

Illinois Veterans Scholarship

Tuition and certain fees for the equivalent of four calendar years at state colleges or universities are covered. Students who wish to be considered for military scholarships must submit a copy of their separation papers (Form DD214) to the Office of Veterans Affairs, located within the Office of Student Financial Aid, ADM-207, extension 3549, and complete an application for the scholarship.

MIA/POW Scholarship

Tuition and activity fees for an equivalent of four calendar years are covered for any spouse, natural child, legally adopted child, or stepchild of an Illinois veteran or service person who has been declared by the US Department of Defense or the US Veterans Administration to be a prisoner of war or missing in action, who has died as the result of a service-connected disability or is 100 percent disabled. More detailed information may be obtained from the Office of Veterans Affairs, located within the Office of Student Financial Aid, ADM-207, extension 3549.

Graduate Assistantships

A limited number of graduate assistantships are available for graduate students. Students interested in applying for an assistantship should contact the chairperson of the department of their specialization. For information about applying for an assistantship, contact their academic department chairperson.

Fellowships

The Diversifying Higher Education Faculty in Illinois Program (DFI) was established by the Illinois General Assembly and signed as Public Act 093-0862 on August 4, 2004. The purpose of the DFI Program is to increase the number of underrepresented faculty and staff in Illinois institutions of higher education and higher education governing boards. Chicago State University is a participant in the DFI Program. The program carries an annual stipend and a full tuition waiver for eligible students. Applicants must be unconditionally accepted to a degree program, demonstrate financial need and meet other program criteria. For additional information consult the School of Graduate and Professional Studies.

Satisfactory Academic Progress Policy

The Chicago State University (CSU) Undergraduate and Graduate Satisfactory Academic Progress (SAP) Policy measures whether eligible undergraduate and graduate students are progressing at a responsible rate towards the completion of their educational objectives. Students must be in compliance with this policy in order to maintain their continued financial aid eligibility and to participate in the following financial aid programs:

- Federal Pell Grant
- Federal SEOG
- Federal TEACH
- Federal Work-Study
- Federal Direct Loans
- Federal Perkins Loan
- Federal Iraq and Afghanistan Service Grant
- Federal & State Veterans Programs
- All State of Illinois Gift Assistance Grants/Scholarships

Chicago State University's SAP policy includes both qualitative and quantitative measures. Failure to meet any one of the criteria will result in the cancellation of the student's financial aid award for current and/or future semesters, depending upon the time of the review. However, if students are not meeting SAP at the end of the spring term, they will be ineligible for financial aid for the summer term, even if they already have a financial aid award and are enrolled/attending classes. Please be aware, once enrolled for a term, students accept responsibility for any bill assessed, regardless of their financial aid status. Students not meeting the SAP requirements will be notified accordingly via email at the end of each semester.

All periods of a student's enrollment, whether or not the student received aid, are also included in the SAP review. In addition, all credit hours transferred to CSU for the current enrollment level are included and counted towards a student's maximum time frame and are reflected in the student's cumulative

grade point average (GPA). Please note, this is only the case if a GPA was able to be determined based upon the transcript(s) provided to the Office of Records and Registration.

Qualitative Measure (Cumulative Grade Point Average)

UNDERGRADUATE

Undergraduate students must have at least a 2.0 (or C average) cumulative GPA by the end of each semester. For example, this would apply to students whose first semester of attendance at CSU was fall term or earlier when SAP is reviewed at the conclusion of the spring term. If the cumulative GPA is below 2.0 (when SAP is reviewed) after the student's second semester, the student's aid will be cancelled. Some grades such as P, W/P, W/F, W/A, W/N, I, X, I/F, P1, PW, PS, and PN will not be included in the cumulative GPA.

GRADUATE/PROFESSIONAL

Graduate and professional students must have at least a 3.0 (or B average) cumulative GPA at the end of each semester. For example, this would apply to students whose first semester of attendance at CSU was fall or earlier when SAP is reviewed at the conclusion of the spring term. If the cumulative GPA is below 3.0 (when SAP is reviewed) after the student's second semester, the student's aid will be cancelled. Some grades such as P, W/P, W/F, W/A, W/N, I, ID, X, I/F, P, PW, PS, and PN will not be included in the cumulative GPA. Please note, most colleges and departments have stricter standards to remain in good academic standing. Students should consult with their particular college or department for the requirements to remain in good academic standing for their program.

COLLEGE OF PHARMACY

Refer to the College of Pharmacy section of the catalog for qualitative measures.

CERTIFICATION AND SECOND BACHELORS

Certification and second bachelor's students must have a 2.5 cumulative GPA at the end of each semester. For example, this would apply to students whose first semester of attendance at CSU was fall or earlier when SAP is reviewed at the conclusion of the spring term. If the cumulative GPA is below 2.5 (when SAP is reviewed) after the student's second semester, the student's aid will be cancelled. Some grades such as P, W/P, W/F, W/A, W/N, I, X, I/F, P, PW, PS, and PN will not be included in the cumulative GPA. Please note, most colleges and departments have stricter standards to remain in good academic standing. Students should consult with their particular college or department for the requirements to remain in good academic standing for their program.

Quantitative Measures (Maximum Time Frame and Course Completion Ratio)

UNDERGRADUATE

Regulations state that undergraduate students must complete their program within 150 percent of the published length of their program. The minimum number of credit hours required for an undergraduate degree at CSU is usually 120. Therefore, in this case undergraduate students are allowed to attempt a maximum of 180 credit hours while pursuing their degree. The maximum of 180 credit hours still

applies, regardless of how many times a student changes majors or whether or not he or she is pursuing multiple majors or degrees. The required number of credit hours varies based upon degree, so the maximum number of credit hours that a student may attempt will vary in some cases. If at the time when SAP is reviewed at the conclusion of the spring term (or any other term) it is determined that a student has exceeded the maximum number of attempted credit hours based upon his or her degree, the student's aid will be cancelled.

In addition to the maximum number of credits undergraduate students may attempt while pursuing their degree, they must also successfully complete 67 percent of their cumulative attempted credits at CSU. Credits attempted are those hours a student is registered for at the conclusion of the add/drop period each semester as defined by the Office of Records and Registration. All classes for which a student is registered after that date will be included. Successfully completed course work is defined as the total number of hours for which a student receives a grade of A, B, C, D, P. When SAP is reviewed at the conclusion of the spring term (or any other term), if a student falls below the 67 percent cumulative standard, the student will enter a warning period. When a student enters a warning period, the student's aid will be cancelled unless he or she is on financial aid probation and is meeting the requirements of his or her probation.

GRADUATE/PROFESSIONAL

Graduate and professional students' financial aid eligibility is contingent upon completing their degree requirements within 150 percent of their program's published length in accordance with the standards established by their respective college or department. Students should consult with their particular college or department regarding the published length of their specific program. Please be aware that students seeking a second graduate or professional degree who have exhausted their eligibility will need to file a SAP appeal to regain financial aid eligibility.

In addition to the maximum time frame, students must also successfully complete 67 percent of their cumulative attempted credits at CSU. Credits attempted are those hours a student is registered for at the conclusion of the add/drop period each semester as defined by the Office of Records and Registrations. All classes for which a student is registered after that date will be included. Successfully completed course work is defined as the total number of hours for which a student receives a grade of A, B, C, D, P. When SAP is reviewed at the conclusion of the spring term (or any other term), if a student falls below the 67 percent cumulative standard, the student will enter a warning period. When a student enters a warning period, the student's aid will be cancelled unless he or she is on financial aid probation and is meeting the requirements of his or her probation.

Treatment of course withdrawals, incomplete(s) or not reported, repeated courses, and noncredit remedial courses

WITHDRAWALS (W)

Courses dropped before the conclusion of the add/drop period each semester as defined by the Office of Records and Registration will not count as a class attempted. Classes dropped after this point will count as a class attempted. Students who totally withdraw after the conclusion of the add/drop period in any semester will have all of their classes counted as attempted. Before students drop a class, they need to take into consideration their SAP status.

INCOMPLETES (I) OR NOT REPORTED (NR)

Courses in which a student has an incomplete or the faculty member has not reported a grade at the time when SAP is reviewed will be included in the attempted hours. However, as there will be no current grade in the system, these courses will not be included in the cumulative GPA determination at such time.

REPEATED COURSES

For courses repeated, only the most recent grade is included in the student's cumulative GPA. When determining if a student is meeting the quantitative SAP standards, all courses will be included in the attempted hours.

NONCREDIT REMEDIAL COURSES (NC)

Noncredit remedial courses are included in both the attempted hours and the student's cumulative GPA. Developmental course work is deducted from the 180 credit hours limit. Students may receive financial aid for an additional maximum of 30 credit hours of attempted course work if the 30 hours are classified as developmental.

NOTE: GPA and hours attempted/completed under a Financial Aid Consortium Agreement with a school other than CSU are also included in the SAP policy compliance requirements. This policy is effective beginning with the Fall 2011 semester and is subject to change without notice based on changes with government regulations or university policy.

Academic Regulations

Student Responsibility

The university reserves the right to make changes in requirements, regulations, policies and other conditions described in this catalog. While reasonable efforts are made to inform and publicize these changes, it is the responsibility of the student to know and observe all regulations and procedures relating to the program in which he or she is admitted, as well as the regulations and procedures of the university and the School of Graduate and Professional Studies. In no case will a regulation or procedure be waived or an exception be granted because a student pleads ignorance of or contends that he or she was not informed of the regulation or procedure.

Changes in Rules and Policies

Every effort has been made to assure the accuracy of the information in this catalog. However, laws, rules, and policies change from time to time, and these changes may alter the information contained in this publication. Further, it is not possible in a publication of this size to include all the rules, policies, and other information that pertain to the student. Additional or more detailed information should be obtained from the appropriate department, college, or administrative office.

Student Responsibility Concerning Knowledge of Graduation Regulations and Procedures

It is the responsibility of the student to know and observe all regulations and procedures relating to the program he or she is pursuing. In no case will a regulation or procedure be waived or an exception be granted because a student pleads ignorance of or contends that he or she was not informed of the regulation or procedure. Students planning to graduate should familiarize themselves with the dates relating to the application for graduation and other pertinent deadlines. Failure to keep informed of such changes will not exempt students from whatever penalties they may incur.

Unit of Credit

The unit of credit is the semester hour. A credit hour consists of the equivalent of one 50-minute lecture or discussion period or two laboratory periods per week during a 16 week semester. A ten week summer session is equivalent to 2 hours 15 minutes for a class that meets twice per week; 1 hour 30 minutes for a class that meets 3 days a week; and 60 minutes for a class the meets four days a week. A five week summer session is equivalent to 4r hours 40 minutes for a class that meets two days a week and 1 hour 15 minutes for a class a class that meets four days a week. Additionally, laboratory periods meet four times for 160 minutes during a summer term.

Grading System

The grades assigned in courses are as follows:

| Grade | Description | Grade Point Value Per Credit Hour |
|-------|---|-----------------------------------|
| A | Excellent | 4 |
| B | Good | 3 |
| C | Fair | 2 |
| D | Poor, but passing | 1 |
| F | Failing | 0 |
| P | Passing | 0 |
| W/P | Withdraw/Passing | 0 |
| W/F | Withdraw/Failing | 0 |
| W/A | Withdraw/Student attended one class session | 0 |
| W/N | Withdraw/Student never attended | 0 |
| I | Incomplete | 0 |
| I/F | Missed incomplete deadline | 0 |
| T* | Thesis or dissertation incomplete | 0 |
| X | No grade issued | 0 |

| | | |
|---|----------------|---|
| S | Satisfactory | 0 |
| U | Unsatisfactory | 0 |

*The T grade may be issued only for the following courses: BIL 5800, BIOL 5700, CJ 5855, ENG 5498, HIST 5499, LIMS 5060, PSYC 5992, ELCF 5660, ECEE 5466, PE 5910, READ 5560, T&ED 5487, and T&ED 5999.

Pass/Incomplete

Pass/Incomplete grades are awarded only for graduate-level practicum, independent study, thesis, or other individual, departmentally approved courses or learning activities. These grades are not used in the calculation of term or cumulative grade point averages.

Satisfactory/Unsatisfactory

Satisfactory/Unsatisfactory grades are awarded only for the graduate thesis, dissertation, or other individual departmentally approved learning activities. These grades are not used in the calculation of term or cumulative grade point averages.

Incomplete

The grade of I Incomplete (I) may be given if course requirements remain incomplete at the end of instruction. In such cases the instructor will designate a period of one calendar year or less for completion of the work. If the work is completed at the end of the designated period, the instructor will change the incomplete to a letter grade. After one calendar year, the grade of I will automatically change to a grade of I/F unless the instructor requests the registrar to extend the I for another semester. Additional requirements are imposed for students who maintain two or more grades of I on their permanent record (see Academic Progress and Probation Regulations).

Grades of T (6-12 credit hours)

All enrollments in dissertation, thesis, or project-writing courses, except the last semester in which the student enrolls to complete the dissertation, thesis, or project-writing courses, shall be entered each term on the student's permanent record as "T." In thesis or dissertation writing, only the last enrollment shall carry the letter grade of "S" or "U" and the number of credit hours earned.

Master's Thesis and Special Projects

Students enrolled for a thesis or research-project course must register for the course each term in which they require faculty assistance until the thesis or project is completed. Grades for thesis will only be submitted and applied to the satisfaction of degree requirements when the completed thesis has received the required final signatures of the departmental committee, the Dean of the Graduate School, The dean of the respective colleges, and the thesis binding fees have been paid at the library. Until that point, a grade of T will be assigned to the thesis course. The thesis will usually be completed within one year. Extensions for the thesis can be granted only by the graduate and professional studies council.

Doctoral Dissertation

A grade of T is also assigned for each term of enrollment for those students who are actively performing work leading to the doctoral dissertation. Upon completion of the manuscript and successful completion of all degree requirements, a grade of "T" will be changed by the dissertation advisor to a grade of S for

satisfactory or the “U” for unsatisfactory completion. An extension can be granted only by the graduate and professional studies council.

Grade Point Average

The number of grade points for a grade in a given course is found by multiplying the grade point value by the number of credit hours earned in the course. The term grade point average is calculated by dividing the total number of grade points that a student has earned in all courses taken during the term by the total number of credit hours attempted in that term. The cumulative grade point average is calculated by dividing the total number of grade points that a student has earned in all courses taken divided by the total number of credit hours attempted. Failures are considered in the total number of credit hours attempted in computing the grade point average. Courses in which the student received a P, W, I, T, W/P, W/F or courses that were taken at another institution are not included in the calculation.

Repeated Courses

Graduate and professional students may repeat an individual graduate course one time to improve their cumulative grade point average. On completion of the repeated course, the second grade is calculated in the cumulative grade point average and the prior grade is designated by an E and is excluded from the calculation of the cumulative grade point average.

Academic Requirements for the Master’s Degree

The academic requirements described here represent a minimal standard for graduate and professional programs at Chicago State University. Individual graduate programs at the master’s degree level or at the certificate level may have more stringent requirements. Individual program requirements can be found in the individual program’s catalog descriptions and/or the program’s literature or student handbook.

The master’s degree can only be awarded to candidates who have achieved a 3.0 or above cumulative grade point average in all required and elective courses applied toward the master’s degree. A course in which a grade of D or F was obtained must be repeated to obtain a grade of C or better. For more details on satisfactory academic progress, see the section: Graduate Academic Progress and Probation Policy.

Graduate Academic Advising

University policy requires that all degree-seeking students are advised and obtain approval for course selection prior to each term of registration that the student is seeking enrollment. Therefore each graduate student is assigned a knowledgeable advisor whose purpose it is to guide the student through his or her program of study and make recommendation for the degree when the student is properly qualified. At admission, the advisor or program director in consultation with the student will develop a plan of study called the Graduate Advising Program Planning (GAPP) form, which guides the student through the program. Changes to this form are to be made in consultation between the graduate student using the graduate advisor and/or department.

Until a student’s GAPP form is approved in writing by both the department supervising the degree program and the School of Graduate and Professional Studies, the student cannot be assured that the proposed plan of study will be accepted as fulfilling the degree requirements.

Time Limit

All work to satisfy degree requirements (including transfer credits) must be completed within a six-year period, except that international students must complete the work in two years and students enrolled in the Social Work Program must complete the work in four years. Students enrolled in the EdD doctoral program must complete the degree within seven years and students in the Pharm D doctoral program must complete the degree within four years of their enrollment at Chicago State University.

If the degree is not completed within these time frames, the student who wishes to continue his or her academic program must prepare a written petition to request an extension (See Extension of Time to Complete Program).

Resident Study

To fulfill the requirement of resident study, degree students are required to take courses offered by regular CSU graduate faculty for two terms, and at least nine semester hours must be earned for courses completed during the two terms.

Comprehensive Examinations

Most departments require satisfactory performance on a comprehensive or qualifying examination before the degree can be awarded. The department supervising the degree program determines whether the examination is written, oral, or a combination of the two. The comprehensive examination is normally taken during the term in which the student plans to complete all other course requirements. Students must notify their department at the beginning of the term in which they plan to take the examination. The examination, if not passed the first time, may be repeated once within one year. Failure to pass the comprehensive examination within the year allowed renders the student ineligible to receive the degree.

Students may sit for the comprehensive examination a third and final time only with the approval of the supervising department. Permission is contingent upon the student enrolling for additional course work or completing other studies as prescribed by the department.

Thesis, Dissertation and Special Projects

Most departments offering degree programs require a demonstration of special competence in the major field. Typically, the student demonstrates competency by completing a thesis, master's paper or project, or dissertation. No more than six hours of credit may be granted for the research of a master's thesis or twelve hours of credit for research for the doctoral dissertation. However, a student must register for thesis/dissertation hours continually until the project is complete. Refer to the specific degree requirements in the departmental listings for details on individual programs. The thesis/dissertation is to be prepared in accordance with the rules and regulations set forth by the School of Graduate and Professional Studies.

All thesis and dissertations are submitted on paper and to the School of Graduate and Professional Studies for examination. If the manuscript is not accepted, the student must make the necessary corrections and resubmit the document by the deadlines established by the School of Graduate and Professional Studies. All members of the student's committee and the student share responsibility for the accuracy and quality of the thesis or dissertation. While each department may prepare and issue guidelines for the preparation of the thesis or dissertation, formatting styles and guidelines for

preparation of the master's thesis and the doctoral dissertation can be obtained from the School of Graduate and Professional Studies.

Composition of Committees

MASTER'S THESIS/SPECIAL PROJECTS

The thesis committee will consist of a minimum of three members who have the appropriate terminal degree as defined by the department offering the program. The thesis advisor and at least one other member must be regular full-time tenured or tenure-track members of the department. The other member can be from other departments or units of the university or from other universities or agencies. The thesis must be approved by all committee members before it is submitted to the Graduate Dean for approval.

DOCTORAL DISSERTATION

Committees to conduct the oral defense of the dissertation shall be selected by the graduate student in consultation with the student's dissertation advisor and appointed by the Dean of College Education. Membership will include majority representation of the graduate faculty, including the committee chair, and at least three other members. In addition, Dean of the College of Education will observe the oral defense of the dissertation by appointing a designee to participate in the proceedings but who will be a nonvoting member.

Applying for Graduation

Graduate students must file an application for graduation with the School of Graduate and Professional Studies. The student must obtain the signature of the graduate advisor and the department chair before the deadline established for the term in which the student plans to graduate. Students who are enrolled in degree programs leading to teacher certification must also obtain filing approval from the Teacher Certification Office.

The official deadline for filing for graduation is published each semester in the Class Schedule Bulletin. It is the student's responsibility to meet the application deadline for graduation. Students who fail to meet the application-filing deadline will be automatically processed for completion of degree requirements the following term without notice. Students who fail to graduate in the term for which they have applied must file another application for graduation for the next appropriate term by the deadline for that next term. An official transcript must be submitted to the School of Graduate and Professional Studies for any transfer credit from another university that is accepted and used to satisfy the requirements of the degree program.

Graduation Fees

All graduate students are required to pay a \$25.00 nonrefundable processing fee. This fee covers the cost of the degree audit and the printed diploma. This fee does not cover the cost of the cap, gown, or hood. Those attending graduation must also pay an additional cap and gown fee of \$50.00 or more, depending on the degree.

Students who fail to graduate in the term for which they have applied and have paid their graduation fee do not have to pay the fee again. However, they must re-file another application for graduation for the next appropriate term by the deadline for that next term.

Commencement

The commencement exercise is held once a year following the spring semester. The awarding of degrees also occurs at the end of the fall and summer sessions, even though there are no commencement exercises.

Students who do not plan to attend commencement and who graduate in absentia should arrange with the School of Graduate and Professional Studies to have their diplomas mailed to them. Students who are graduating in absentia must pay the \$25.00 nonrefundable processing fee.

Student Responsibility Concerning Graduation Regulations and Procedures

It is the responsibility of the student to know and observe all regulations and procedures relating to the program he or she is pursuing. In no case will a regulation be waived or an exception granted because a student pleads ignorance of, or contends that he or she was not informed of, the regulations or procedures. Students planning to graduate should familiarize themselves with the dates relating to application for graduation and other pertinent deadlines.

Graduate Academic Progress and Probation Policy

DEGREE STUDENTS

Once admitted to a degree program, no more than two grades of C can be earned in any graduate or professional course taken within the curriculum offered in that graduate program, whether or not the courses are part of the student's program. Where a student has two grades of "I" outstanding on the graduate record, the student should be reviewed for probationary status.

Courses taken prior to admission to a master's program must be approved at the time of admission, if they are to be counted towards the degree using the guide form. These courses must have a grade of B or better. Approval must be granted by both the department and the Assistant Provost and Director for Graduate and Professional Programs (APD). To gain the APD's approval an extra original transcript must accompany the application.

Students who have been admitted to degree status must maintain a minimum 3.0 cumulative grade point average to demonstrate satisfactory academic progress and good academic standing. A student is placed on probation if the cumulative grade point average falls below 2.8 for any term. After being placed on probation, a student must attain a minimum cumulative grade point average of 2.8 within the next two terms or be dismissed from the graduate program.

A dismissed student may not continue to take courses in the department in which he or she was in degree status, but may continue to take courses as a student-at-large or apply for admission to a degree program other than the one from which he or she was dismissed. After a two-year period, the student may apply for readmission to the degree program from which he or she was dismissed, provided that there is new evidence of potential for success in graduate study. If readmitted, the student is placed on a two-course contract, and a minimum grade of B must be earned for the courses. After readmission, the department may include no more than 15 semester hours of previous work to the degree, if such hours fall within the six-year limit. If the two-course contract is not completed satisfactorily, the student will be dismissed permanently from the program.

NON-DEGREE STUDENTS

The School of Graduate and Professional Studies monitors the academic progress of all graduate-at-large students by identifying those students whose cumulative grade point average drops below 2.5 for any term. Such students may be placed on a limited course contract, and a grade of B or better must be earned in each class. If the student's poor scholarship persists by the end of the next term of enrollment, the School of Graduate and Professional Studies will notify the student of a change in probationary status to suspension or dismissal status, as warranted. Suspension may extend from one term to one full academic year or longer. Failure to fulfill any conditions prescribed by the School of Graduate and Professional Studies will lead to an administrative change in status.

Non-degree students are not eligible to apply for graduation from Chicago State University.

Class Attendance

Students are expected to attend all class sessions in the course sections for which they are registered. It is the student's responsibility to drop the class if he or she is not attending. Failure on the part of a student to officially withdraw from a class prior to the official drop date will result in a failing grade. No tuition or fees charged for the course or courses will be cancelled or reversed because of lack of attendance. To drop or withdraw from courses, the students must use the drop/withdrawal form, have an advisor sign it, and then submit the form to the Office of the Registrar.

The responsibility for maintaining class attendance records rests with each faculty member. Students are expected to make their own arrangements with faculty members about making up class work and all assignments when classes are missed. The following is the university policy on class attendance:

- An instructor may drop students who do not attend the first day of class and make no attempt to contact the instructor or department chairperson prior to the absence. During the fourth week of class, instructors will assign a W/N, which means that a student has never attended, or a W/A, which means that a student attended at least one class period but subsequently stopped attending altogether. Students receiving a W/N or W/A will be administratively withdrawn from the class or classes for which a W/N or W/A has been recorded.
- Instructors are required to monitor and keep records of the attendance of students at all class meetings. If after 4 1/2 weeks of instruction, a student's total absences are equal to or exceed the equivalent of two weeks of instruction, the instructor may drop the student from the course with a grade of W. After the official drop date, the instructor may assign a nonattendance grade of W/P (withdraw passing) or W/ F (withdraw failing) with a formal request from the student. Instructors must post the grade of W/A for students who attended at least one session and stopped attending and W/N for students who never attended any sessions.
- Students can request to drop or withdraw from a course after the submission of midterm grades with the instructor's signature. The form will have the instructor's signature, student's signature, and a space for a grade of W/P or W/F. The form will be completed in the student's presence and must be returned to the Office of the Registrar, ADM 128. The grade of W/P or W/F will appear on the final grade sheet for each student whose name is submitted by the deadline published in the Class Schedule Bulletin for each semester. Forms submitted after the deadline will not be accepted.

Excused Absences

STUDENT AND FACULTY RESPONSIBILITIES

- It is the responsibility of the student to provide the instructor with advanced notice of all absences for which advanced notice is possible and to make arrangements to fulfill his or her obligations to the university in advance of such absence to the degree that it is possible. For emergency absences, it is the responsibility of the student to provide notice as soon as possible and make arrangements to fulfill his or her obligations to the university.
- It is the responsibility of each instructor to devise a system for addressing missed assignments and examinations that does not penalize the student when an excused absence is accepted.

EXCUSED ABSENCES WITH PRIOR NOTICE

Excused absences for which prior notice is possible include the following:

- Participation in an official university activity such as an athletic competition, musical performance, or theatrical performance, or for officially sanctioned representation of the university at meetings or conferences. It is the responsibility of the department or unit of the university sponsoring such activities to provide the student with timely written notification of the need for absence and for the student to share that notification with the instructor.
- Observation of religious holidays, in accordance with Illinois Public Act 84-212, an act which prohibits public school districts and institutions of higher education from discriminating against students for observing religious holidays. Students and employees who believe they have been discriminated on grounds of religious observances may seek redress through the Equal Employment Opportunity Office. Chicago State University supports the concept of “reasonable accommodation of religious observances” in regard to admissions, class attendance, and the scheduling of examinations and other academic work requirements.
- Fulfillment of military duty, in accordance with Illinois Public Act 094-0857, which specifically references students called to active military service and states, “The University shall allow a currently enrolled student who is called to active military service to complete any unfinished courses at a later date at no additional charge, unless course credit has already been given or the student received a full refund upon withdrawing from the course (in which case the student's record shall reflect that the withdrawal is due to active military service). The student must be given priority over other students in reenrolling in the course or courses.”
- Fulfillment of required court appearances and legal obligations, including jury duty, with appropriate documentation.

EXCUSED EMERGENCY ABSENCES

A student shall also be excused from class for emergency absences. Emergency absences must be reported to the instructor as soon as possible. Excused emergency absences include the following:

- Illness or injury on the part of the student or a close family member for which the student has responsibility or obligation when certified by a physician.
- Death of a close family member, which must be appropriately documented.

Students as University Employees

If students are employees of the university, the same policies and obligations apply.

Withdrawal from Courses

Students can request to drop or withdraw from courses up to and including the last date to drop (W on transcript) by submitting a Change of Program/Withdrawal form. The form must be signed by the student's advisor. Simply ceasing to attend class or notifying the instructor is not sufficient and will result in a final grade of F. Drop/Add forms are available from the Registrar's Office, the Graduate School Office, and academic department offices. Students will not be permitted to drop classes after the published deadline date without receiving a grade of W/P, W/F, or F.

F-1 international students are required to receive authorization from the Office of International Program's Designated School Office before dropping a course that will reduce the F-1 student's credit-hour load below 12 semester hours.

Students can request to drop or withdraw from a course after the submission of midterm grades with the instructor's signature. The form will have the instructor's signature, the student's signature, and a space for a grade of W/P or W/F. The form will be completed in the student's presence and forwarded by the instructor to the Office of the Registrar, ADM 128. The grade of W/P or W/F will appear on the final grade sheet for each student whose name is submitted by the deadline published in the Class Schedule Bulletin for each semester. Forms submitted after the deadline will not be accepted.

Withdrawal from the University

A graduate student who wishes to withdraw from the university must file a withdrawal form in the Office of the Registrar before the transaction is official. The last date to withdraw from the University without receiving a W/F, W/P, or F is published in the Class Schedule Bulletin for each semester or term. Simply ceasing to attend class or notifying the instructor is not sufficient.

Prior to withdrawal from the university, students must clear all outstanding accounts with the university bursar. This includes the return of their university ID card and any books on loan, as well as the payment of any library fines or other indebtedness.

Policy on Student Identification Card

All full-time and part-time students enrolled at Chicago State University are required to obtain an official CSU photo identification card. The card should be kept in the student's possession while on campus attending classes, using the library and the computer center, and attending campus functions. The CSU ID card is required to obtain free or reduced admission to university events. In addition, the CSU ID card has the student's university ID number (UID), which should be used in place of the Social Security number. The card must be presented on demand for the purpose of official university identification. The CSU ID card can be obtained from the ID Office (LIB 143). To get an ID, students must present a photo ID and a current, paid registration receipt.

Policy on Student Conduct

The Office of Judicial Affairs is responsible for providing oversight of the process for protecting students' rights to live and learn in a safe and crime-free environment. The office administers CSU's student judicial process and follows the guidelines established by the university. A judicial hearing committee representing members of CSU's faculty, staff and students is responsible for hearing students' responses to charges filed with the Office of Judicial Affairs and for levying sanctions in cases when students are found responsible for violating the Student Code of Conduct. The complete Student Code of Conduct can be found online at www.csu.edu/judicialaffairs or by calling 773/995-2150. The Office of Judicial Affairs is located in the Cordell Reed Student Union Building, Room 247.

Policy on Release of Information

Chicago State University, in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), has designated the degrees a student has been awarded, current enrollment status (full-time/part-time, withdrawal) and academic information used to determine eligibility for scholarships or awards as directory (public) information. The university receives many inquiries for directory information from a variety of sources, including prospective employers, licensing agencies, government agencies, friends and relatives. Students have the right to have this directory information withheld from the public if they so desire.

Forms to request that directory information be withheld can be obtained in the Office of the Registrar, ADM 128. The university, in good faith, will not release information not listed as directory information unless the student provides written consent for the release.

All students enrolled at the university shall have the right to inspect and review their official university records, to request corrections or deletions, and to limit access to such records by other persons in accordance with FERPA and university guidelines issued pursuant thereto. Copies of the Guidelines for Implementation of the Family Educational Rights and Privacy Act of 1974 are available in the Office of the Registrar.

The primary academic record of a student is located in the Office of the Registrar. Other records may be located in Admissions, Alumni Affairs, Financial Affairs, Wellness/Health Center, the School of Graduate and Professional Studies, Financial Aid, Student Affairs, Intercollegiate Athletics and academic departmental offices.

Students have the right to file complaints regarding alleged failure of the university to comply with FERPA. Students should file a written request for a hearing with the Office of Judicial Affairs.

Policy on Plagiarism

Plagiarism is using the intellectual property or product of someone else without noting appropriate credit to the author of the work. Plagiarism is a serious matter, subject to disciplinary action and/or dismissal from the university. Each academic department should be consulted for a copy of the departmental policy in effect for graduate students.

Examples of plagiarism are

- improper referencing or not referencing written or spoken words, sentences, or phrases;
- borrowing facts, figures, pictorial representations or phrases without acknowledging the source;

- submitting professionally prepared work without noting the source.

Academic Grievances

All student grievances of an academic nature (e.g., evaluation and grading in courses or approval to participate in other required learning activities) are processed and adjudicated through departmental and college grievance procedures. Students who wish to file academic grievances are referred to the departments supervising the programs or courses in which the grievance has originated in order to initiate the procedure.

Instructor's Oral English Proficiency Policy and Student Complaint Procedures

Illinois statute requires each public institution of higher education to “establish a program to assess the oral English language proficiency of all persons providing classroom instruction to students” and to “insure that each person who is not orally proficient in the English language attain such proficiency prior to providing any classroom instruction to students.”

Students with complaints about the oral English proficiency of an instructor should first contact the chairperson of the department involved. The complaint must be in writing and should be as specific as possible. Copies of the complaint must be sent to the appropriate college dean and to the provost. The chairperson will investigate the complaint and may observe the class. If the chairperson concludes that the faculty member's English is adequate, the chairperson will notify the student, the faculty member, the appropriate college dean, and the provost. The student may appeal the chairperson's decision to the dean. The dean will then investigate the complaint and follow the same notification procedure. The decision of the dean will be final. If the chairperson or the dean finds that the faculty member's oral English is unsatisfactory, he or she will make a recommendation to the provost who will take action on this recommendation and notify all parties involved of his or her decision. Except for the necessary notifications, the identities of all students and faculty involved in oral English proficiency complaints shall remain confidential.

Courses

Courses numbered 5000-5999 (master's level) and 6000-6999 (doctoral level) are graduate credit courses. Prerequisites for graduate courses vary according to departmental requirements. Undergraduate course sequences for initial teacher certification are available to graduate students who meet entry requirements set by the College of Education or in some post-baccalaureate certificate programs in the College of Arts and Sciences.

Academic Resources

Academic Computing Center

The academic computing facilities are comprised of two open computer laboratories, located in Douglas Hall room 122 and the Cordell Reed Student Union Building, room 150. Both of these laboratories are open to all current CSU students, faculty, alumni, and staff for research and instructional use. These laboratories are equipped with IBM-compatible microcomputers running the Windows/XP operating system and the following software: Microsoft Office (includes Word, Excel, Access, PowerPoint, Visio

and Publisher), statistical packages (SPSS and SAS), and access to the Internet. Remote access to the library databases is also available with a CSU email username and password.

Additional laboratories are operated by the academic departments throughout the campus buildings and are for use by the respective student majors.

Assessment: Improving Learning Outcomes

Assessment at Chicago State University is closely related to the university's mission of providing quality graduate and undergraduate programs. The assessment program emerges from the university's commitment to excellent teaching and effective learning and is grounded in faculty's expectations of what students should know. The graduate assessment program at Chicago State University develops an assessment of student work in the chosen degree program. Academic programs are assessed using a uniform plan that includes multiple instruments. Program assessment information is available on departmental websites.

Faculty members have incorporated a number of measures and methods to assess students' acquisition of knowledge, skills, and attitudes. These include but are not limited to

- master's thesis
- oral and written examinations, internships
- portfolio collections of student work
- standardized national examinations
- faculty developed tests,
- performance on licensure
- certification or professional examinations
- juried reviews and performances
- exit interviews, opinion surveys
- external evaluators, focus groups
- interviews
- graduation and retention rates
- graduate follow-up studies
- job placement data

These assessments are closely linked to outcomes and expectations for which faculty have designed learning experiences. The results of the assessment of academic achievement are used by faculty to improve instruction and student learning. Refer to individual academic departments for assessment requirements.

Athletics

There are three levels of athletics activity at Chicago State University: intercollegiate athletics, intramural athletics, and campus recreation, all under the Director of Athletics.

The department of intercollegiate athletics at Chicago State University is committed to providing opportunities for student athletes to achieve excellence in academic endeavors and maximum potential in their sport. Excellence is achieved through the constant pursuit of equity, student welfare and sportsmanship. The athletics environment serves as an educational laboratory for lifelong learning in self-discipline, honest effort, and cooperation, which contribute to the growth of the student athlete as a productive member of the university and the global community.

The university is a member of the Mid-Continent Conference and the National Collegiate Athletic Association at the Division I level. Intercollegiate sports for men are basketball, baseball, cross country, golf, indoor and outdoor track and field, and tennis. Intercollegiate sports for women include basketball, cross country, golf, indoor and outdoor track and field, tennis and volleyball. Both full and partial scholarships are available to qualifying student athletes. Questions on eligibility should be referred to the coach of the sport in which a student is interested. The Athletics Department offers an extensive study and tutorial assistance program for all athletes.

A comprehensive program in intramural athletics and recreation is available for both traditional and nontraditional students. Information regarding intramurals and recreation can be obtained by contacting the Athletics Department.

Breakey Theater

The Breakey Theater is housed in the Douglas Hall, room 102. With a seating capacity of 350, the theater provides a space that can be utilized for recreational, entertainment, or ceremonial purposes. It is available to any organization on campus. The Breakey Theater is the home for displaying such talents as the CSU Danceworks, the Music Department, and the Theater Department.

Campus Ministry

Campus Ministry seeks to support, encourage, and develop the faith/spiritual life of the university community, students, administrators, faculty, and students. Campus Ministry offers opportunities for Bible study, worship, counseling, retreats, community service, and peace and justice awareness.

Career Development Center

The Career Development Center assists students and alumni in investigating career and professional development opportunities. Workshops and individual consultations assist students in identifying career goals and scheduling on-campus interviews by recruiters from corporations, businesses, and graduate and professional schools. Services include resume writing and interviewing skills development, jobs and companies research, professional image development, computerized career guidance systems such as careercruising.com, a career resource library, and career awareness days. The Career Development Center is located in the Cordell Reed Student Union, Room 180, and the telephone number is 773/995-2327.

Counseling Center

All college students must balance personal and career aspirations with the demands posed by school, work, and home. These demands may result in high levels of personal stress or in social/emotional obstacles that prevent students from attaining the skills needed for academic achievement, social participation, and self-fulfillment. The university's Counseling Center offers all Chicago State University students opportunities to address these problems in a confidential setting with approachable, qualified mental health counselors on an individual basis or in-group programs.

Special programs in the areas of study skills and academic self-development are offered throughout the year. Workshops, presentations, and referrals on a variety of topics such as domestic violence, family and interpersonal relationships, emotional difficulties, alcohol and drug screening, and anger management are also offered. Psychological assessment for career exploration, choosing a major, or learning more about a specific learning difficulty is also available. In addition, the Counseling Center provides consultative services to other campus offices, faculty, and staff, and the center assists the university community in understanding the student body through involvement in educational planning and decision making.

Services are free, strictly confidential, and available to all students. Professional confidentiality is maintained. The Counseling Center is located in the Cordell Reed Student Union Building, Room 190, and the telephone number is 773/995-2383.

Disabled Student Services (Abilities Office)

In order for students with disabilities to overcome limitations to the pursuit of their education, the Abilities Office of Student Disability Services provides services classified as reasonable accommodations such as note takers, readers, sign language interpreters, equipment loans, priority registration, advocacy and other accommodations. These services are provided to students who identify themselves and supply verification of the existence of a disabling condition. A person is considered disabled when he or she has a mental or physical impairment that hinders the performance of one or more major life functions such as mobility, hearing, sight, and learning. These services are provided in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Services are provided at no cost to all Chicago State students with verified disabilities. Students who need special parking permits should apply at the Secretary of State driving facility located at 99th Street and King Drive. The Abilities Office is located in the Counseling Center in the Cordell Reed Student Union Building, Room 198, and the telephone number is 773/995-4401 (Voice) and 773/995-3761 (TTY).

Equal Employment Opportunity Office

Chicago State University supports the principles of equal opportunity in employment and education. The university seeks to insure that no person will encounter discrimination in employment or education on the basis of age, color, disability, sex, national origin, race, religion, sexual orientation, or veteran's status. This policy is applicable to both the employment practices and administration of programs and activities within the university. It is the policy of the university that no person shall be excluded from participation in, be denied the benefits of, or in any way be subject to discrimination in any program or activity in the university. The Equal Employment Opportunity (EEO) Office handles complaints of discrimination. Any employee or student may at any time contact the EEO Office for purposes of advice, discussion of an alleged discrimination complaint and/or assistance in undertaking a formal or informal resolution of a complaint. The office is located in the Cook Administration Building, Room 317A, and the phone number is 773/995-2380.

Office of Community Outreach & Field Placement Services (COFPS)

The Office of Field Placement, located in ED 322, is responsible for the selection and monitoring of field experience sites for the College of Education teacher-preparation programs. The sites are carefully selected to provide experiences in multicultural, special education, public, private, urban, and suburban settings. The office also coordinates the placement of students for all field-based experiences: observing, teacher aiding, tutoring, and student teaching. A record of each student's field-based

experiences is maintained in COFPS as required by the Illinois State Board of Education. In addition COFPS facilitates community outreach partnership activities on behalf of the college.

Graduate Extension Service

The Extension Services Program is designed to meet the needs of continuing the professional education of adults in off-campus locations throughout the city and state. The university works cooperatively in this program with other educational institutions, organizations and agencies. A variety of courses, including courses required for programs leading to a master's degree, in-service training programs, continuing education units (CEU's) and institutes are offered. Extension opportunities can be scheduled at locations convenient to places of employment or residence by request from the Dean of Continuing Education and Non-Traditional Degree Programs or the Dean of Graduate Studies.

Requests for an extension class schedule should be made to the Extension Services Department at 773/995-2214 or access the schedule on the web at www.csu.edu/ContED/extensionservices.htm

Gwendolyn Brooks Center for Black Literature and Creative Writing

The Gwendolyn Brooks Center for Black Literature and Creative Writing, founded in 1990, is a literary and cultural center invested in researching, teaching, and disseminating information about acclaimed Black writers, especially the life and works of Gwendolyn Brooks (1917-2000), former poet laureate of Illinois and distinguished professor of English at CSU. The goal of the Brooks Center is to strengthen the humanities in general and promote the study of Black writers to a local, national, and international community of students, faculty, and the general public. The center's broad selection of culturally insightful and academically stimulating programs includes the annual Gwendolyn Brooks Writers' Conference, Black History Month Video and Film Festival, Women's History Month Lecture and Workshop Series, and Poetry and Writing Festival. The Center publishes a biannual literary journal, *WarpLand: A Journal of Black Literature and Ideas*, featuring the works of renowned, emerging, and new writers.

Housing and Residence Hall

Residence Hall is a three-story quadrangle, coeducational facility that houses approximately 330 students. There are 150 double rooms with adjoining bathrooms and 18 deluxe single rooms with private baths; in addition, ADA rooms are available. Each room comes furnished with beds, dressers, desks, chairs, closet space, cable TV, a phone jack and Internet with Ethernet and Wi-Fi access. All rooms are equipped with smoke detectors, water sprinklers, and units for controlling air and heat.

In the center of Residence Hall is a landscaped courtyard with trees, flowers, greenery and barbeque grills. The building also has several lounges for studying, socializing, or watching TV; a laundry facility; several vending machines; and an elevator. Residence Hall is staffed 24 hours a day. The main entrance to the building has a front desk, which is staffed and maintains video surveillance throughout the building.

Students have an option to live on campus for 9 or 12 months during the year. Meals are standard for students on the nine-month agreement. Community Living Standards in Residence Hall are published in the Student Calendar Handbook.

Information concerning on-campus housing can be obtained by contacting the Office of Housing and Residence Life at 773/995-4543.

Study Abroad Programs

The purpose of the Office of International Programs (OIP) is to expose students and faculty to international cultures, subjects, issues, and concerns in an effort to prepare students to be global citizens and to promote faculty development. The Office of International Programs challenges students and faculty to reach beyond the realm of familiarity and to extend their purview through travel, research, and study abroad.

OIP offers a range of academic and student-oriented services. Various international travel programs may be available throughout the year for study and research abroad. The programs may be offered by Chicago State University, through collaboration with other universities, or through state/federal agencies. Some of the activities of OIP are specifically tailored for newly admitted international students.

The Office of International Program's mission is to serve the entire campus by fostering collaboration and stimulating interdisciplinary relationships between students, faculty, and staff. The OIP's goal is to internationalize the campus through opportunities for global research, study, internships, and language and cultural enrichment.

ADMISSION

For admission to most study abroad programs, the student must be currently enrolled at Chicago State University. Admission to the many available programs vary in terms of requirements for GPA, language proficiency, other special skills, academic discipline, academic level, full-time or part-time status, and other criteria. Most programs are open to both US citizens and/or residents , although a few are open only to US citizens.

COURSE OFFERINGS

Students who engage in classes at educational institutions and programs outside of the United States will enroll at Chicago State University in one of the four study-abroad courses listed below.

SAB 3960 Study Abroad—College of Health Sciences

SAB 4980 Study Abroad—College of Education

SAB 4990 Study Abroad—College of Arts and Sciences

ICPT 5500 Practical Training for International Students

The Latino Resource Center

Dedicated to the Latino students and communities, the Latino Resource Center is a comprehensive service unit, providing assistance with precollege activities, admissions, retention, and advisement. The office also provides liaison with community groups, businesses, and service agencies in the Latino communities.

Library and Instruction Services (LIS)

Library and Instruction Services consists of two divisions. The Library's Technical Services (Acquisitions, Cataloging & Systems Departments) with its Public Services (Access, Circulation, Reference, Education Resource Center, Government Documents and Music & Performing Arts) and Archives and Special Collections departments work with Center for Teaching and Research Excellence, Distance Education and Learning Assistance Center to offer a broad array of services and a vast collection that is rich in content. The divisions work together to enhance one another to deliver comprehensive academic information and instruction resources that support and sustain informed teaching and learning at the University.

Library and Instruction Services Mission:

Library and Instruction Services provides exemplary information and instructional services to guide learning, teaching, research and discovery for the Chicago State University community.

We support the university mission, values, and vision by:

- Providing access to global information resources through cutting-edge technology.
- Developing user-centered services that foster academic excellence and student success.
- Creating spaces where positive transformational academic experiences can occur.
- Be a dynamic partner in the educational experience at the university.

Library and Instruction Services Core Values:

To create an environment that fosters

- Intellectual development
- Collaborative learning
- Personal accountability and respect for other
- Academic integrity
- Teaching and technological innovation
- Community development and partnerships
- Lifelong learning

Located at the head of the campus, the Library is a 142,000 square-foot facility that comprises traditional Library and research services with instructional learning, teaching and technology. Reengineered in every sense, this new modern facility is furnished with comfortable seating, has a café, multi-media group study rooms, an all-campus computer lab with over 200 computers throughout the building for media use, information retrieval and instruction. It also has a faculty instructional lab, a sunroom, auditorium and conference rooms for special events, receptions and meetings, instructional classrooms, information mall with 36 computer workstations for hands-on research assistance and learning commons to accommodate collaborative learning.

Our state-of-the-art facility also has the first automated storage retrieval system, ROVER, installed in the state of Illinois and two self-check machines that allow students to check out and renew material without staff assistance. The entire building has high speed wireless access.

Hours of Operation:

Monday – Thursday: 7:00 a.m. – 12:00 a.m. (Midnight)

Friday: 7:00 a.m. – 7:00 p.m.

Saturday: 9:00 a.m. – 5:00 p.m.

Sunday: 2:00 p.m. – 12:00 a.m. (Midnight)

The library is open 24 hours 7 days per week @<http://library.csu.edu/>

Hours vary during the summer and University holidays.

Please check the library website for up-to-date information.

LIBRARY SERVICES

The library has a collection of 426,000 book volumes. Eighty percent of our collection is stored in ROVER. This includes books published prior to 1991, all bound periodicals, black studies publications, media except music CDs and historical material such as official records of the university, and archival collections. The book collection is augmented by over 37,000 electronic resources that include e-journals, microforms, and audio-visual materials. Access is provided through I-Share, our statewide online resource sharing network. I-Share includes resources of 76 Illinois libraries that belong to the Consortium of Academic & Research Libraries in Illinois (CARLI). All CSU students, faculty and staff may use the resources from all participating libraries.

ARCHIVES AND SPECIAL COLLECTIONS

The University Archives serves as the official memory of the Chicago State University community and is charged with preserving historical materials from the University's past and present. Our special collections are focused primarily on African American history, literature and politics; Chicago neighborhood history; and the history of education.

- The Illinois Leadership Collection features the papers of the Illinois Legislative Black Caucus and several of its members who served in the Illinois General Assembly.
- Thomas H. Wirth Collection of 18th and 19th century African-Americana. Included are rare first editions by authors like Phyllis Wheatley, John Marrant, David Walker, Frederick Douglass, William Wells Brown, Henry O. Flipper, and Sojourner Truth.
- R. Eugene and Alzata C. Pincham Collection: R. Eugene Pincham was a pioneering African American civil rights attorney, judge of the Circuit Court of Cook County, Illinois, justice of the Appellate Court of Illinois, and ardent critic of the U.S. criminal justice system. The papers and writing includes transcripts of Pincham's trials during his time as an Illinois attorney and preserved scrapbooks with over 50 years of career accomplishments. The art collection features pieces from various African cultures, including masks, statues and framed contemporary paintings.

EDUCATION RESOURCE CENTER (ERC)

Located on the library's third floor, contains a specialized collection of 48,000 volumes to support teacher preparation programs and works closely with the College of Education. It houses children's and young adults' literatures, textbooks, and other curriculum materials, including electronic resources and other media for pre-K through 12th-grade education.

GOVERNMENT DOCUMENTS

CSU library is a selective US federal documents repository, which focuses on government information relating to the teaching and research interest of the university. It houses over 90,000 documents various formats: books, pamphlet, journal, poster, map, audiovisual, microform, and electronic.

MUSIC & PERFORMING ARTS COLLECTION

The Music & Arts Collection provide a variety of resources and materials for research, study and classroom projects, which includes books, scores, and over 3000 recordings mostly in audio CD format. Electronic resources include music database (International Index to Music Periodicals) for journal access and three streaming music listening services: Naxos Music Library, Naxos Jazz, and African-American Song. The collection also has theater and dance resources.

REFERENCE SERVICES

LIBRARY FACULTY IS AVAILABLE TO ASSIST AND INSTRUCT ON ALL FACETS OF INFORMATION AND DOCUMENT RETRIEVAL AND USE OF LIBRARY'S RESOURCES. REFERENCE SERVICE IS AVAILABLE IN PERSON, VIA EMAIL OR OVER THE TELEPHONE.

REFERENCE COLLECTION

This non-circulating collection currently contains 15,000 volumes that include bibliographies, biographical sources, atlases, almanacs, dictionaries, encyclopedias, and much more. In addition to the print reference collection, the library subscribes to over 100 electronic databases providing access to diverse array of journal literature. The library also provides electronic access to hundreds of traditional print reference titles.

INFORMATION MALL

Located directly adjacent to the Reference Desk, the information mall is a small computing lab directed to research. The information mall has 36 computing terminals. Priority for use is for students conducting research and using library database/resources.

Library Instruction Lab (Lib 210)

Working as partners with teaching faculty, reference librarians conduct numerous library instruction sessions. Each semester, the unit offers an information literacy program as part of a general education course to all freshmen as well as a similar program to college of pharmacy students. Library instruction classes acquaint our students with the research process and provide them with enhanced information literacy skills. All library instruction sessions are held in the instruction lab, which is equipped with state-of-the-art learning technologies.

INSTRUCTION SERVICES

LEARNING ASSISTANCE CENTER

The Learning Assistance Center (LAC) serves CSU students by providing free access to tutors and other resources necessary to support their academic success. Located on the fourth floor of the library LIB 450, the LAC has drop-in tutoring for writing and math, appointment-based tutoring for a variety of disciplines, technology access and support, study hall space, and information and referral services to a variety of other campus.

Some of the services provided to students include:

- Tutoring in a wide variety of subjects by certified tutors.
- Facilitation of study hall hours.
- Computer support with applications such as Moodle, Word, Excel, and Live Text.
- Coordination of academic peer assistance and informal study groups.
- Proctoring exams for online students.
- One-on-one research support and instruction.
- Technological and media support for academic assistance in math, writing, foreign languages, etc.

The LAC is open seven days a week during the academic term. During breaks the hours are reduced. Please check the website at www.csu.edu/tutoring for up to date information on hours and to schedule an appointment.

CENTER FOR TEACHING AND RESEARCH EXCELLENCE (CTRE)

The CTRE is a unit within Library and Instruction Services that is comprised of two areas of responsibility, namely, faculty development and distance learning. Extensive collaboration occurs between the two areas.

Faculty development activities offered by the CTRE to support faculty in their teaching and research include workshops, mini-grants, individual consultations, access to off-campus meetings and events, and the provision of online resources. The CTRE also supports faculty (and students) in the use of Moodle, the university's online learning management system.

Distance learning was developed to service mature, self-motivated and busy adults in need of a flexible educational schedule. This program is especially designed for students needing a program free of time and space limitations and requiring no or minimal campus classroom attendance. Chicago State University's highly recognized full-time faculty and adjunct lecturers teach distance learning courses from the Colleges of Arts and Science, Business, Education, and Health Sciences.

The in-state or out-of-state tuition for distance learning students is the same as for other full-time CSU students with the addition of a \$50.00 distance-learning fee per course, covering telecommunication and technology costs. For more information call the Center for Teaching and Research at 773/995-2960 or visit our website at www.csu.edu/Distlearn.

Office of Teacher Certification and Teacher Preparation Programs

The Office of Teacher Certification and Teacher Preparation Programs is responsible for monitoring the certification process for students completing a teacher preparation program. Initial certification requires the successful completion of a state-approved teacher preparation program and State of Illinois certification examinations in basic skills and area of certification. No one may be recommended for certification to teach or supervise in the public schools of Illinois who is not of good character, good health, at least nineteen years of age, and a citizen of the United States or legally present and eligible for employment.

The Office of Teacher Certification and Teacher Preparation Programs is also responsible for administering admissions to the College of Education. Admission to the College of Education is required for registration in advanced professional education courses leading to initial certification. Admission to the College of Education for students seeking initial certification requires passing the Illinois Certification Test of Basic Skills. For further information about teacher certification or admission to the College of Education, contact the Office of Teacher Certification and Teacher Preparation Programs in ED 208 or call 773/995-2519.

Robinson University Center

The Robinson University Center provides essential services to students and sponsors coordinated activities that supplement the students' educational experiences. Services provided at the University Center include bookstore, child care, meeting space, recreational activities and special events such as dances, dinners, and luncheons.

Office of the Dean of Students

The Office of the Dean of Students is responsible for the formulation of policy governing student activities on campus. It serves as liaison and resource and referral center for any student concern and as coordinator of matters relating to student life. The Office of the Dean of Students provides leadership for and maintains close liaison with students, student publications, student organizations, and other administrative units of the university. The office is staffed by persons with experience and training in student development and other areas of student personnel service. The staff is available to assist students in a variety of ways, including the interpretation of student life policies and the resolution of personal, social, and academic concerns.

Office of Student Activities

The Office of Student Activities provides academic, cultural, social, intellectual, and civic programming designed to enhance the academic experience of Chicago State University students. The office works, in conjunction with the Student Government Association, to provide guidance and supervision to a diverse group of student programs sponsored by the Office of Student Activities. These activities include Welcome Week, Homecoming, Spring Fling, African American History Month, Women's Awareness Month, and other activities. The office is located in the Student Union, Room 260, telephone 773/995-2300.

Student Government Association

Located in Room 265 of the Student Union, the Student Government Association (SGA) is the representative body for students and serves as an umbrella organization for all campus student organizations. All students who have paid their student fees are automatically members of the SGA and as such are entitled to vote, chair and serve on committees, hold office, and take advantage of all SGA-sponsored activities and services.

Student Computing Services and Media Services

Student Computing Service facilities are comprised of three open computer laboratories. Two Labs are located in Douglas Hall Room 120 (the Media Center) and Room 122. A third Lab is located in the Cordell Reed Student Union Building, Room 150. These laboratories are open to all current CSU students, faculty, alumni, and staff for research and instructional use. In addition, the Media Center Lab (Douglas Hall 120) provides an audio-visual materials library for patron viewing, listening, and use of interactive multimedia software. It is equipped with over 30 multimedia workstations and a variety of recorders, viewers, projectors and other technologies and is available for individual or class use upon request. The labs located in the library share hours of operation with the library's hours of operation.

All Student Computing Service Labs are equipped with microcomputers running Windows/XP operating systems and the following software: Microsoft Office (Word, Excel, Access, PowerPoint, Visio and Publisher), Statistical Packages (SPSS and SAS), as well as access to the Web. Library databases are also available with a CSU e-mail and password.

Additional computer laboratories are operated by various academic departments throughout the campus buildings and are for use by the respective student majors. For more information call 773/995-2211 or visit our website at www.csu.edu/tlr/labinfo.htm

Media Productions and Audio/Visual Services

Videos of commercial quality, which are scripted, filmed, edited, and produced as customized products are created in the production studio. Productions include satellite down-linked media presentations in the public domain, which are recorded for later use; customized videos; PowerPoint and other computer-generated presentations; and video-recorded public events, which also contribute to the development of a visual archives for the university. Equipment can be reserved online by faculty at www.csu.edu/tlr/avequipmentreq.htm and delivered to requested classrooms. Its technicians also do set-ups with facility management for public events and special programs on campus. It houses an array of equipment and operates the smart classrooms, large lecture halls, and auditoria that rely on media and computerized presentations through rear-view projection and modern sound systems. Its services are available to all official campus organizations, but its primary goals are to integrate instructional technology into teaching and learning.

For more information call 773/995-2220 or visit our website at www.csu.edu/tlr/mediaproduction.htm.

Television Services

Television Services supports the undergraduate program in radio-television broadcasting as well as other areas of the university. The color television studio can be used for microteaching and for the production of instructional programs for local viewing or cable casting. Also, Television Services

undertakes field production as requested. A professional-level audio facility is available for radio and other audio productions.

University Research Compliance Committees

Research is necessary for the creation of new knowledge in many areas of inquiry. The university has three committees/units of a regulatory nature, ensuring that policies, procedures, and practices comply with state and federal guidelines and laws, as applicable. These committees are the Institutional Review Board (IRB); the Institutional Animal Care and Use Committee (IACUC); and the Radiation Safety Office. Research that involves live vertebrate animal and recombinant DNA or biohazards are handled by a committee of faculty in the Department of Biological Sciences.

Institutional Review Board (IRB)

The Institutional Review Board is the Chicago State University peer review committee for research involving human subjects. All research either conducted by students, faculty, or staff at CSU or conducted by non-CSU personnel on the CSU campus or in CSU-sponsored events must be approved as meeting the ethical principles as outlined in the Belmont Report. Any research using human participants conducted by a graduate student, even if they are students in a class that the graduate student teaches, must be reviewed and approved by the IRB.

The IRB has the additional mission of education about research and research ethics. Under new NIH guidelines, all personnel involved in working with human subjects in any kind of research project must have taken a course in the guidelines for research with human participants. NIH will no longer fund projects without assurance of such training, as well as assurance of IRB peer review of the proposal.

Forms and other information about the IRB process are available at the website: www.csu.edu/irb.

Institutional Animal Care and Use Committee (IACUC)

The Institutional Animal Care and Use Committee (IACUC) oversees the university's animal program, facilities, and procedures. University faculty, staff and students using animals in research, teaching, and/or display must have IACUC approval to do so. Members of the IACUC at CSU are appointed by the university president and include scientists, nonscientists, and unaffiliated residents of the community. IACUC reviews research and other activities involving animals to ensure that they are justified by their benefits and minimize any animal pain or suffering. Forms and other information are available in the Department of Biological Sciences, located in the Williams Science Center.

Radiation Safety Office

The use of radioactive materials and radiation-producing machines is governed by federal and state regulations. The Radiation Safety Office (RSO) at CSU oversees the use of ionizing radiation on campus and ensures compliance with these regulations, to protect university employees, students, the public, and the environment. The department negotiates and holds the various licenses and registrations that authorize the use of radiation sources at the various locations under its jurisdiction and acts as an interface with the associated agencies. It implements a Radiation Safety Program, under the oversight of local radiation safety committees for the various locations, and provides many support services. Forms and other information are available from the Department of Biological Sciences, located in the Williams Science Center.

University Research and Research Development Centers

Research centers, institutes, and laboratories serve the university's mission in research. At any time, numerous staff and faculty bodies are gathering to discuss best practices and design new models of excellence. While this list is not exhaustive, the following research-focused centers are among those currently in operation at the university.

THE CENTER FOR URBAN MENTAL URBAN HEALTH RESEARCH (CUMHR)

The Center for Urban Mental Health Research functions to assist and promote research in mental health issues. In addition to providing assistance with design and analysis of research, the center also assists with other aspects of on-going research. The center received a grant to support research projects, as well as to support the activities of the Center. The grant (M-RISP program from the Office of Special Populations, NIMH) also supports faculty research-development activities. CUMHR is located in the Douglas Hall, room 311.

THE CENTER FOR URBAN POLICY AND LEADERSHIP (CUPL)

A unit of the Graduate School, the mission of the Center for Urban Policy and Leadership is to help shape public policy through independent research, policy analysis and development, public education, and advocacy via four distinct strategies: 1) providing assistance with public policy analysis and policy development, 2) developing ethical and competent leaders, 3) developing awareness and capacity among constituencies for changes on policy issues, and 4) developing public advocacy strategies.

The center examines and contributes to the debate and development of urban public policy and leadership development in five broad areas: education, health disparities and resistance, community development, social and legal justice, and political leadership.

HIV/AIDS POLICY AND RESEARCH INSTITUTE

The Chicago State University (CSU) HIV/AIDS Policy and Research Institute was established with funding from the Illinois Department of Public Health in May of 2004 to address the disproportionate incidence and complex burdens of HIV/AIDS in minority populations through policy and research. With supplemental state-appropriated funding, the institute's charge to develop and implement activities and programs that support reducing the disproportionate incidence and the complex burdens inflicted by the HIV/AIDS epidemic on minority populations who reside on the South Side of Chicago and its surrounding areas was enlarged to include minority populations throughout Illinois.

The mission of the HIV/AIDS Policy and Research Institute is to address the disproportionate incidence and complex burdens of HIV/AIDS in minority populations in Illinois.

THE FREDRICK BLUM NEIGHBORHOOD ASSISTANCE CENTER

The Fredrick Blum Neighborhood Assistance Center (NAC) provides technical and research assistance to neighborhood-based, community, and economic development organizations. While housed in the Department of Geography, Sociology, History, African-American Studies and Anthropology and drawing heavily on the resources and skills of the, the NAC endeavors to involve faculty and students from across the university. Thus the NAC not only applies discipline-specific skills to the solution of neighborhood problems, but it also acts to increase the level of service to the community by the university. Graduate students can become involved in NAC projects through funded research assistantships.

The main goal of the NAC is the fostering of self-reliant community development. This is accomplished by the following services:

- Assisting in the development of neighborhood planning projects in ways that enable neighborhood residents to develop their own strategies for neighborhood maintenance and revitalization.
- Performing land use and housing quality surveys, feasibility studies, market analyses, location analyses, grant writing assistance, and database construction.
- Mapping assistance and spatial analyses using the department's Geographic Information System (GIS) laboratory.
- Maintaining documents and data pertaining to land use, housing, economic development, and community planning.

THE CALUMET ENVIRONMENTAL RESOURCE CENTER (CERC)

The Calumet Environmental Resource Center (CERC) is a unit of the Fredrick Blum Neighborhood Assistance Center and is a repository for environmental information relating to the Lake Calumet region of southeast Chicago. Through its participation in the Lake Calumet Ecosystem Partnership, CERC helps to coordinate environmental initiatives in the region. CERC resources are available to students, faculty, and members of the community.

CERC was established in 1991 through a joint effort of the Neighborhood Assistance Center at Chicago State University, the Center for Neighborhood Technology, and the Chicago Legal Clinic and is maintained by the Neighborhood Assistance Center. CERC's resource collection continues to grow daily and now contains over 3,000 assorted reports, documents, maps, books, photographs and other resources that specifically focus on the Calumet region of southeastern Chicago, Cook County, and Northwestern Indiana.

College of Arts and Sciences

Interim Dean: Dr. David Kanis

Interim Associate Dean: Dr. Janet Halpin

Interim Associate Dean: Dr. Yan Searcy

Degree Programs

MS in Biological Sciences

MS in Computer Science

MA in Counseling

MFA in Creative Writing

MS in Criminal Justice

MA in English

MA in Geography

MA in History

MS in Mathematics

Master of Social Work

Mission

The College of Arts and Sciences provides the intellectual nucleus of the University. The College prepares its students to be competitive in challenging careers in the humanities and performing arts, the social and behavioral sciences, and the STEM disciplines of life and physical sciences, technology, engineering and mathematics. The College provides students throughout the university with broad interdisciplinary awareness and competence to equip them for citizenship in the 21st century environment of diversity, globalization, and social justice.

Vision

The College of Arts and Sciences will be recognized for its depth and breadth of scholarship; its commitment to utilizing pedagogies that effectively teach students while equipping them for the workplace, its student and community engagement in research and creative activities to foster economic growth, social justice, and lifelong personal development; its support of all education programs in the University by teaching critical thinking, numeracy and creative and purposeful writing. It will be recognized for engagement in major issues that both challenge and foster democratic thought.

Admission to the programs in the College of Arts and Sciences is contingent upon good academic standing and acceptance by the appropriate academic department. Programs leading to Bachelor of Arts or Bachelor of Science degrees are offered in the following fields: African American studies, Art, Biology, Chemistry, Communication, Media Arts and Theatre, Computer Science, Criminal Justice, English, Geography, General Studies, History, International Studies, Liberal Studies, Mathematics, Music, Physics, Political Science, Psychology, Sociology and Spanish. CAS also offers minor sequences in the above listed fields.

In addition, pre-professional programs in engineering studies, prelaw, and premedical education. Students interested in a career in education should select one of the following secondary teaching options the College of Arts and Sciences offers: art, biology, chemistry, English, geography, history, mathematics, music, physics and Spanish. General degree requirements are outlined in the pages that follow. Specific requirements for each major sequence appear subsumed under the appropriate/respective academic departmental listings in the pages that follow.

College of Arts and Sciences Departmental Uniform Grievance Policy and Procedures

INTRODUCTION

The purpose of the student grievance procedure is to provide an impartial review process and to protect the rights of all parties involved in student-faculty disputes. Disputes include, but are not limited to, grading and grading policies, expectations, and standards.

The initial discussion between the student and the faculty member and the department chair, director, or coordinator may be informal. The departmental and college committee levels of the process require a formal request and clear documentation of the complaint. At each step of the complaint process, however, an interaction report is completed to document the purpose and outcome of the meeting and to indicate agreement or to identify next steps. A uniform interaction report form is available from all programs in the College of Arts and Sciences.

NOTE: Petitions by students based on circumstances that could constitute a request for an academic adjustment or modification on the basis of a disability as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 will be referred to and processed by the Abilities Office for Disability Services.

DEPARTMENTAL PROCESS

Step One

A student who has a grievance against a faculty member should make an appointment with the faculty member within 30 calendar days of the incident to discuss and resolve the dispute. If the student feels that a satisfactory solution or relief has not been provided, the student should follow the procedures outlined in step two.

Step Two

The student should make an appointment with the chairperson, director, or coordinator of the department within ten days after the initial meeting with the faculty member. The chairperson, director, or coordinator will attempt to resolve the dispute or request the student to submit the complaint in writing for a hearing by the departmental Faculty-Student Relations Committee (FSRC), which is only needed if the student moves to step three. If the student feels that a satisfactory solution has not been provided, the student should follow the procedures outlined in step three.

Step Three

The student must submit a written complaint within 60 days of the incident (e.g., rendering of the final grade) to the chairperson, director, or coordinator. The written complaint must include supporting documents and must clearly state a resolution within the authority of the department (e.g., changing a grade from D to C). The chairperson, director, or coordinator will convene the departmental FSRC and distribute the written complaint, along with any supporting documents, to its members and to the faculty member involved in the grievance. At this point, the faculty member must submit a written response with any supporting documentation. The faculty documents are then forwarded to the departmental FSRC.

The departmental Faculty-Student Relations Committee will have a hearing with all parties present within 30 calendar days of receipt of the complaint. Within 10 calendar days after the committee has met, the committee chairperson will send recommendation(s) to the department chairperson, director, or coordinator and will also send a copy to the dean. Within 10 days of receipt of the committee's recommendations, the department chairperson, director, or coordinator, or dean will render a written decision to all parties involved and will send a copy to the dean. All meetings of the departmental Faculty-Student Relations Committee shall be closed to protect the confidentiality of both parties and to protect their rights of privacy. All witnesses must be approved in advance by the departmental Faculty-Student Relations Committee.

NOTE: Departments cannot host virtual meetings. All meetings must be face-to-face.

Step Four

The student may request to have the grievance considered by the CAS FSRC within 15 days after receipt of the written notice from the department chairperson, director, or coordinator. If the decision is unsatisfactory to either party, the CAS FSRC will convene for the specific purpose of hearing an academic grievance as needed. All materials must be forwarded to the CAS FSRC Committee within 15 days. (See College Process.)

Any student who believes he or she has a grievance should first utilize the departmental process as listed herein.

Petitions by students based on circumstances that could constitute a request for an academic adjustment or modification on the basis of a disability as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 will be referred to and processed by the Abilities Office for Disability Services.

COLLEGE PROCESS

When a student or faculty members initiates an appeal to the dean, the procedures are as follows:

Step One

The petitioner must file the grievance in writing, stating the reasons the appeal is being made and the facts upon which the appeal is based. He or she also must state clearly the resolution sought; however, the resolution must be within the authority of the dean to grant.

The petitioner must attach to the written petition: 1. a copy of the original complaint, 2. a copy of the instructor's reply, if applicable, and 3. the chairperson's, director's or coordinator's reply and any other supporting documentation connected with the case, as well as any new documents. No new or unrelated allegations shall be added to this petition.

Step Two

The dean will forward the written complaint to the CAS FSRC Chairperson within 10 calendar days . This committee will include a minimum of nine faculty members, two program directors and/or coordinators, and a minimum of two students. The committee chairperson will be appointed by the dean.

Step Three

Within 10 calendar days of the distribution of the grievance statement, the faculty member involved must submit a written response to the chairperson of the CAS FSRC. Copies will be distributed to committee members.

Step Four

1. Within 30 calendar days of receipt of all materials, the CAS FSRC will schedule a meeting to review the grievance. Both parties involved (student and faculty member) will be expected to attend the meeting.
2. All meetings of the CAS FSRC shall be closed to protect the confidentiality of both parties and to protect their rights of privacy.
3. All witnesses shall be approved by the chairperson of the CAS FSRC.
4. Only members of the CAS FSRC may ask questions of the parties involved.
5. When the CAS FSRC is convened to hear a grievance, decisions of the committee will be by a simple majority vote, provided 75 percent of the membership is present, including one student representative.
6. Following the final discussion of the CAS FSRC meeting, the chair of the committee within five calendar days will submit written recommendations to the dean, along with any supporting documentation.

7. Within 10 calendar days of receipt of the recommendations from the CAS FSRC, the dean shall inform the student, faculty member, and department chairperson, director, or coordinator of the decision made in writing.
8. Parties may then appeal to the dean of the College of Arts and Sciences. The decision of the dean will be final.

College of Arts and Sciences Academic Programs

Biological Sciences

Department Chairperson: Venketaswara Potluri

Graduate Program Advisors: Walid Al-Ghoul, Mark A. Erhart, Joyce Ache Gana

Graduate Faculty: Walid Al-Ghoul, Anser Azim, Timothy J. Bell, Christopher Botanga, Mark Erhart, Ache Gana, Rong Lucy He, Karel Jacobs, Ross Johnson, Andrew Maselli, Eric Peters, Venketaswara Potluri and Kevin Swier.

The Department of Biological Sciences offers graduate study leading to a Master of Science degree. The selection of specialties, called tracks, available in the program provides an opportunity for continuing education in biology beyond the bachelor's degree for teachers, technicians, future PhD candidates, and persons in the allied health professions and medical and other related fields.

Departmental Requirements for Admission

- Fulfillment of the general requirements for admission to the Graduate School.
- Completion of a minimum of fifteen hours in the biological sciences with a minimum average of B (3.0). Applicants with less than a B average may be considered for conditional admission on a three-course basis.

General Requirements

- Completion of 30 semester hours of approved graduate courses in the biological sciences, including BIOL 5015, 5090, 5040; 5100, 5700
- Completion of 12-15 additional hours of biology graduate courses as specified by the track of study (BIOA, BIOC, BIOE, BIOM)
- Completion of a written thesis based on laboratory/field studies or library research. Requirements for the thesis must be completed in the following order:
 1. Completion of BIOL 5090;
 2. Student chooses an advisor;
 3. Completion of BIOL 5100 and 5040;

4. Selection of a thesis committee composed of a thesis advisor and two additional faculty members;
5. Student completes BIOL 5015;
6. Submission of thesis proposal;
7. Approval of thesis proposal by thesis committee;
8. Registration in BIOL 5700;
9. Successful oral defense of the thesis within two attempts.

A maximum of six semester hours for the thesis course (BIOL 5700) may be applied toward the master's degree.

The student must declare and adhere to a curriculum specified by one of the following tracks of study: Microbial/ Molecular Biology; Chemical Biology; Applied Physiology; Environmental Biology.

A student who is currently active as a secondary school teacher may design a curriculum of courses from each of these three tracks only after consultation with the graduate advisor and approval of the curriculum by the graduate faculty.

Tracks of Study

Students may choose from one of four tracks of study for the Master's Degree in Biological Sciences. Each track consists of a defined set of lecture and laboratory courses that will enable the student to receive a structured graduate-level education by focusing on a particular area of biology. The courses for the tracks listed below are taken in addition to the five courses required for all biology graduates students (BIOL 5015, 5090, 5040, and 5700) for a total of 30 credit hours, 18 of which must be at the 5000 level.

CHEMICAL BIOLOGY TRACK

BIOL 5500, 5510; PSLY 5700; CHEM 5302.

MICROBIAL/MOLECULAR TRACK

BIOL 5510, 5280 and two of the following courses: BIOL 5170, 5520 or 4990.

APPLIED PHYSIOLOGY TRACK

PSLY 4210, 5330, 5200, 5035.

ENVIRONMENTAL BIOLOGY TRACK

Fifteen credit hours of biological sciences, six of which must be at the 5000-level selected from the following: 4070, 4730, 5550, 5190. Other courses may be substituted only with the prior written approval of the department.

Biological Sciences (BIOL) Course Offerings

5015 BIOMETRICS (3)

Prerequisite: BIOL 1710, 2550 and four additional biology courses and MATH 1200.

Statistics and related mathematics as currently applied in the biological and health sciences. Includes graphs and tables; descriptive statistics; populations, samples, and inference; hypothesis testing; demography and vital statistics.

5035 SEMINAR IN RESEARCH (1)

Prerequisite: 16 credit hours in physical or biological sciences, successful completion of the English Qualifying Examination, and consent of the instructor.

Instruction in critical reading and understanding of current research literature in the chemical and biological sciences. Utilization of current literature to prepare and carry out a scientifically accurate presentation (publication or meeting talk) of data and results from research endeavors.

5040 GENOMICS AND EVOLUTION/4 (3)

Prerequisite: BIOL 3040 or consent of the instructor.

Overview of evolutionary genetics in light of the genomics era. Designed to give students a broad background in a new kind of evolutionary analysis that is driven largely by technology.

5070 ENVIRONMENTAL IMPACT ANALYSIS LECTURE AND LABORATORY /8 (4)

Prerequisite: CHEM 1550, one semester of biology, and consent of the instructor.

Practical field and laboratory-based skills for assessing environmental impact in an urban setting using EPA protocols. Preparation of an Environmental Impact Statement for a local project selected in consultation with local environmental professionals and citizen groups. Experienced professionals will speak on legal, ecological, consulting, and other aspects of environmental impact analysis. Lab fee.

5090 CRITICAL ANALYSIS OF RESEARCH LITERATURE (3)

Prerequisite: Admission to MS Program in Biological Sciences.

Presentation, critique, and discussion of life sciences research articles from a collection provided by biology graduate faculty.

5100 METHODOLOGY OF RESEARCH (3)

Prerequisite: Admission to the master's degree program or consent of the instructor.

Investigation of the nature of scientific research through selected readings, bibliographic compilation, and written literature reviews. Term paper required.

5120 HUMAN GENETICS (3)

Prerequisite: BIOL 3040; CHEM 4302 or equivalent.

Molecular and cellular basis of human heredity.

5169 INDEPENDENT STUDY IN BIOLOGICAL SCIENCES (2-4)

Prerequisite: Consent of the department.

Individualized program in advanced biology suited to the student's needs and past training. Summary paper required. Hours to be arranged.

5170 IMMUNOLOGY LECTURE AND LABORATORY/6 (4)

Prerequisite: BIOL 3690 and CHEM 4302 or equivalent.

Basic immunological concepts and laboratory techniques with applications to biological research form the basis for discussion and independent study: chemistry of antigen-antibodies reactions cellular immunology, including antibody formation, hypersensitivity, immunogenetics, autoimmunity, and

transplantation immunology; and immunity and immunopathology, including the immunological mechanisms of disease. Credit will not be given for both BIOL 5170 and 4170.

5190 APPLIED AND ENVIRONMENTAL MICROBIOLOGY LECTURE AND LABORATORY /6(4)

Prerequisite: BIOL 3690 or equivalent.

The basic concepts and laboratory techniques in applied and environmental microbiology and their applications to biological research will be emphasized. The roles of microbes in environmental remediation; natural recycling of bioelements.

5250 VIROLOGY LECTURE AND LABORATORY /6(4)

Prerequisite: BIOL3690 and CHEM 2510 or equivalent.

Physical, chemical, and biological characterization of major cellular macromolecules of viruses and their role in the structure and viral functions with emphasis on bacteriophage. Clinical virology and plant viruses of significance to biological research. Application of modern techniques for isolation and biological characterization of bacteriophage. Credit not given for both BIOL 4250 and 5250.

5280 MICROBIAL GENETICS LECTURE AND LABORATORY /6 (4)

Prerequisite: BIOL 3040 and 3690; CHEM 2510 or equivalent.

Molecular basis of inheritance in viruses, bacteria, and fungi. The role of microbes in understanding basic genetic principles and their roles in genetic engineering. Laboratory techniques with application to biological research. Credit will not be given for both 4280 and 5280.

5300 CONSERVATION BIOLOGY/4 (3)

Prerequisite: BIOL 2550 and either BIOL 3055 or 5550.

Theory and techniques used for protection of biological diversity. Emphasis on local environments and management practices. Preparation of management plans. Invited speakers include local conservation biologists. Field trips to local preservation and restoration sites.

5450 TECHNIQUES IN ELECTRON MICROSCOPY LECTURE AND LABORATORY /6 (4)

Prerequisite: BIOL3050 and consent of the instructor.

Instrument and specimen preparation theory for both transmission (TEM) and scanning (SEM) electron microscopy. Preparation of specimens for examination in both TEM and SEM. Fundamentals of X-ray microanalysis and basic darkroom and digital image presentation. Substantial work outside of class time is required. Credit will not be given for both BIOL 5450 and any of the following courses BIOL 340, 4450, 341, and 441.

5500 CHEMICAL BIOLOGY (3)

Theories and techniques used in the biochemical and biophysical analysis of macromolecule structure and function. Topics include protein chemistry, protein folding and thermodynamics, membrane chemistry, and biophysics. Biochemical and biophysical methods will include FRET, and FRET analysis, PRIM, mass spectrometry, fluorescent spectroscopy, and classical biochemical techniques to study protein-protein interactions.

5510 MOLECULAR BIOLOGY/4 (3)

Prerequisite: BIOL 3050, CHEM 2510.

Chemistry of major cellular macromolecules and their role in the structure and function of the cell. Emphasis on the nucleic acids, protein synthesis, and molecular genetics, including genetic bioengineering.

5520 CELL BIOLOGY LABORATORY /6 (3)

Prerequisite: BIOL 3050.

Application of modern techniques to the study of cell biology, with emphasis on methods for isolation and analysis of cellular organelles and macromolecules.

5550 ADVANCED EVOLUTION (3)

Prerequisite: BIOL 3040; BOT 2050; or consent of the department.

Principles, facts, and the theories of organic evolution.

5600 SELECTED TOPICS IN BIOLOGY (1-4)

In-depth study of selected topics in the biological sciences. Subject matter for each selected topic will be determined by instructor and student interests. Course may be repeated under different topics.

5700 GRADUATE RESEARCH (2-6)

Prerequisite: Permission of faculty sponsor and the graduate advisor; degree candidacy.

Investigation of a laboratory, field, or library research topic in biology in preparation of a master's thesis under the direction of a faculty member.

5715 READINGS IN LIFE SCIENCE EDUCATION: RESEARCH THEORY AND PRACTICE

Prerequisite: Consent of the department.

Reading and discussion of contemporary and historic work in science education with an emphasis on how scholarly work can promote effective instruction. Presentation and term paper are required. May be taken for up to 3 credit hours by secondary education students and for 1 credit hour by biology graduate students. Cannot be used to satisfy requirements for two upper-level biology courses for MAT degree.

5720 INQUIRY-BASED INSTRUCTION IN THE HIGH SCHOOL CLASSROOM: ACTIVITY-BASED BIOLOGY (3)

Prerequisite: Consent of the department.

Variety of biology topics appropriate for implementation in the high school classroom. Pedagogical implication of inquiry-based instructional materials and use of modern equipment in the classroom. BIOL 4720 can be taken for only 3 credits. BIOL 5720 can be taken three times for a total of 9 credit hours. Additional course fee. Does not count toward MS Biology degree and does not replace 2 upper level biology course requirements for MAT.

5725 PEDAGOGICAL CONTENT KNOWLEDGE IN BIOLOGY/6 (6)

Prerequisite: Consent of the department.

In-depth examination and practice of pedagogical content knowledge associated with core biology topics taught in high schools. A formal action research project conducted with students in grade 6-12 is required. Additional course fee.

5730 ENVIRONMENTAL BIOLOGY (4)

Prerequisite: BIOL 3055 and CHEM 2500.

The biological consequences of overpopulation, depletion of natural resources, pollution, and environmental degradation to plants and animals, including humans. Discussion of both the theoretical

and practical aspects of conservation of plants and animals. Combining theoretical concepts from ecology, genetics, evolution, and chemistry to evaluate the possible solutions to these problems.

5740 ETHICS IN LIFE SCIENCE RESEARCH

Prerequisite: Students should be fully admitted into the Master's program in the Biological Sciences and have successfully completed one elective course in their designated track. Students must have access to computer resources in order to complete on-line assignments.

Students will receive training in broad aspects of life science research ethics. This course covers ethical and philosophical issues involved in research in the areas of biology, chemistry, and physics. At the end of this course, students will be familiar with the regulatory aspects of conducting responsible research, human subject research ethics, and ethical treatment of animals in research and data handling and manipulation.

5810 HUMAN BIOLOGY FOR SOCIAL WORK (1)

Prerequisite: Admission to or pending application to Master's in Social Work program.

A self-guided study of human biology for graduate students in the social work program. Cannot be used for credit toward a master's degree in social work or biology.

5040 GENOMICS AND EVOLUTION /4 (3)

Prerequisite: BIOL 3040 or consent of instructor.

Overview of evolutionary genetics in light of the genomics era. Designed to give students a broad background in a new kind of evolutionary analysis that is driven largely by technology.

5900 RECOMBINANT DNA LABORATORY /6 (3)

Prerequisite: BIOL 4510 and CHEM 4302.

Application of modern techniques used in molecular biology and analysis of mammalian genomes using state-of-the-art methodologies such as PCR and DNA sequencing.

5935 BIOTECHNOLOGY I/6 (4)

Prerequisite: BIOL 3040 or the consent of the department.

Integrated approach of biotechnology with emphasis on genetic engineering for practical applications: genetic engineering of microbes, agricultural plants, and animals. Medical, environmental, and forensic biotechnology; socio-economic issues of biotechnology.

NOTE: All graduate students are eligible to enroll for 5000-level classes, except those designated as restricted to master's degree students or requiring departmental permission. Prior consultation with the department is recommended.

Botany (BOT)

4620 PLANT PHYSIOLOGY LECTURE AND LABORATORY/6 (4)

Prerequisite: One year of botany courses and CHEM 4302.

Physiological processes of plants. Environmental influences.

5600 SELECTED TOPICS IN BOTANY (1-4)

Prerequisite: Consent of the department.

In-depth study of selected topics in botany. Subject matter for each selected topic will be determined by instructor and student interests. Course may be repeated under different topics.

Zoology (Z00L)

5400 SELECTED TOPICS IN ZOOLOGY (1-4)

Prerequisite: Consent of the department.

In-depth study of selected topics in zoology. Subject matter for each selected topic will be determined by instructor and student interests. Course may be repeated under different topics.

Computer Science

Department Chairperson: Kapila Rohan Attele

Graduate Program Advisor: Luis Vidal-Ascon

Computer Security Certificate Program Advisor: Dawit Getachew

Graduate Faculty: Jan-Jo Chen, John-Chern Chern, Dawit Getachew, Luis Vidal-Ascon, Guang-Nay Wang.

The Department of Mathematics, Computer Science, and Economics offers a Master's of Science degree in Computer Science. The program is designed to be as flexible as possible to meet the varied needs of the busy professional. Courses are offered in evenings in state-of-the-art computer laboratories. Three courses, and a research project or thesis are explicitly required. The Graduate Program Advisor will work with the student to map out a study plan that ensures speedy graduation within a framework of the student's needs and objectives.

The department also offers a Graduate Certificate in Computer Security.

The department has graduate assistantships and other forms of financial assistance for qualified students.

General Requirements

Fulfillment of the general requirements for admission to the School of Graduate and Professional Studies and successful completion of 36 credit hours.

A bachelor's degree from an accredited institution is required. However, applicants are expected to, at the minimum, have programming experience that is equivalent to one year of programming in a high-level language, as well as a working knowledge of data structures, principles of programming languages, a low-level language, and calculus. Interested students lacking this background are also encouraged to apply; their study plan will enable them to acquire sufficient background to take graduate level courses.

Specific Requirements

REQUIRED CORE COURSES (9 CREDIT HOURS)

CPTR 5600, 5750, and 5820 (with a grade of B or better in each).

COMPLETION OF A MASTER'S PROJECT CPTR 5990 (3 HOURS) OR MASTER'S THESIS CPTR 5995 (3–6 HOURS).

COMPLETION OF FIVE ELECTIVE COMPUTER SCIENCE COURSES AT THE 5000 LEVEL (15 HOURS)

Must be selected with the approval of the graduate advisor.

COMPLETION OF THE REMAINING SIX TO NINE HOURS FROM APPROVED 4000/5000 LEVEL COURSES THAT ARE APPLICABLE TO THE MASTER'S DEGREE.

With the approval of the Graduate Program Advisor, three credit hours at the 4000 or 5000 level may be taken in fields related to computer science, such as mathematics and computational biology. Each of the applicable 4000-level courses must be taken in graduate student status and each must be completed with a grade B or better. CPTR 4920 cannot be applied for the master's degree.

Graduate Certificate in Computer Security

The Graduate Certificate program in Computer Security provides an opportunity for students with an undergraduate degree in computer science or related fields to take advanced courses in computer security. Topics include key information security technologies and principles, including cryptography, authentication, and access control; the context needed for deploying them successfully, including symmetric encryption and public cryptography, as well as strategies to defend software against adversaries such as worms and hackers. Software programmers, architects, developers, and engineers who are interested in learning in designing secure programs may benefit from the courses offered. The certificate is also a tool that IT managers can use to educate their workforce about security issues.

General Requirements

A BS or BA degree with specific prerequisite courses are necessary to gain admission. The program requires the completion of four core courses and a choice of two elective courses that may be tailored to meet specific needs, interests, and requirements. The certificate will be awarded upon successful completion of these six courses with a letter grade of B or better in each course. Courses can be transferred only with the prior approval of the advisor. Only graduate courses with earned grades of B or better can be transferred. No more than two courses can be transferred. University policies on aged courses apply to certification courses.

Each student's program of study must be approved by an academic advisor. Academic advisors are assigned upon admission to the program but may be changed in accordance with departmental policies.

Certificate seekers may begin the program in fall or spring semesters under the nondegreeoption by completing an enrollment application. First-time students must provide transcripts from all previous colleges and universities.

Specific Requirements

REQUIRED CORE COURSES

CPTR 5750, 5760, 5770, 5772.

COMPLETION OF TWO ELECTIVES

Choose from MATH 4250, CPTR 4710, CPTR 4740, and IT 5350.

Computer Science (CPTR) Course Offerings

NOTE: Students enrolling in a computer science class must receive at least a C grade in all its prerequisite mathematics and computer science courses.

5200 ALGORITHM THEORY AND ANALYSIS (3)

Prerequisite: CPTR 3100.

The derivation of theoretical results and their application to designing of efficient algorithms. Topics include algorithm verification and efficiency of sorting, tree structures, network problems, pattern matching. Additional course fee.

5250 AUTOMATA THEORY, LANGUAGES, AND COMPUTATION (3)

Prerequisite: CPTR 3100 and CPTR 4210.

Formal languages, finite-state control machine, regular expressions and languages, Turing machines, push-down automata, context-free languages, feasible problems, p-complete theory; basic recursive functions theory, computational complexity theory, and intractable problems. Additional course fee.

5400 COMPUTER SYSTEM ARCHITECTURE (3)

Prerequisite: CPTR 4400.

Fundamentals of computer design, instruction set architecture, pipeline architecture and instruction-level parallelism, memory-hierarchy design, instruction execution and synchronization, micro-operations, vector and parallel processors, storage systems, multi-processors, RISC architecture. A term project involving the design and implementation of a model computer. Additional course fee.

5510 NETWORK OPERATING SYSTEM DESIGN (3)

Prerequisite: CPTR 5550.

Continuation of CPTR 5550. Additional topics include telecommunication and networking operating system principles and coding. Course fee.

5520 PARALLEL PROCESSING AND APPLICATIONS (3)

Prerequisite: CPTR 3100 or consent of the department.

Parallel architecture, parallel computations across hardware platforms, parallel programming, parallel algorithms, concurrent distributed systems, applications to solve computationally intensive problems in a variety of disciplines. Additional course fee.

5550 ADVANCED OPERATING SYSTEMS (3)

Prerequisite: CPTR 3500.

Review of a standard operating system source code. Topics include memory management, process management, inter-process coordination and synchronization. Writing, modifying, and implementing operating system source code constitute a significant part of the course. Additional course fee.

5600 ADVANCED DATABASE DESIGN AND IMPLEMENTATION (3)

Prerequisite: CPTR 4600.

Functional dependencies and normalization for relational databases, practical database design and tuning, query processing and optimization, transaction processing concepts, concurrency control

techniques, database recovery techniques, database security and authorization, and enhanced data models for advanced application. Additional course fee.

5660 OBJECT-ORIENTED DATABASE (3)

Prerequisite: CPTR 4600.

Object-oriented data models, query languages, the ORION Model: its evolution and authorization, query processing, storage management and indexing techniques, object-oriented database systems. Additional course fee.

5670 DISTRIBUTED DATABASE SYSTEMS (3)

Prerequisite: CPTR 4600.

Distributed database concepts, techniques, and types, data fragmentation, replication, and allocation techniques for distributed databases, query processing and languages, concurrency control and recovery, client-server architecture and its relationship to distributed databases, and the ORION model. Additional course fee.

5680 DATA WAREHOUSING AND DATA MINING (3)

Prerequisite: CPTR 4600.

Principles, concepts, and physical and logical architecture of data warehousing, risk, failures, infrastructure, and design techniques, creating and unlocking the data asset for end users, designing and implementing business information warehouses, data warehouse physical structure, methodology, organization, and management. Additional course fee.

5750 ADVANCED TCP/IP NETWORK ARCHITECTURE (3)

Prerequisite: CPTR 4730 and 5550.

An advanced study of the architecture principles and mechanisms required for the exchange of data. Topics include architecture, access protocols, inter-working, transport and presentation protocols, simple network management protocol, management information bases, managing interfaces, and managing the exterior gateway protocol. Additional course fee.

5760 ADVANCED NETWORK SECURITY AND PRIVACY (3)

Prerequisite: CPTR 4710.

Network security practice, electronic mail security, IP security, web security, network services attacks methods, auditing and detection, Internet and intranet firewalls, firewalls design and implementation, security policy, proxy servers, firewall architectures, maintenance, and tools. Case studies and projects about cryptography and network security. Additional course fee.

5770 CRYPTOGRAPHY 1 (3)

Prerequisite: CPTR 3700 or consent of the instructor.

Symmetric and public-key cryptography and how they are used to achieve security goals and built PKI systems. DES, 3DES, AES, RC4, RSA, ECC, MD5 SHA-1, digital signatures, and all cryptographic primitives necessary to understand PKI. Diffie-Hellman key exchange and man-in-the-middle attacks.

5772 INFORMATION SECURITY TECHNOLOGY (3)

Prerequisite: CPTR 3700 or consent of the instructor.

Security devices and tools such as intrusion detection systems and firewalls. Key information security technologies and the context needed for successfully deploying them.

5800 ADVANCED SOFTWARE ENGINEERING (3)

Prerequisite: CPTR 4800.

Provides a theory and a set of techniques that will help the software engineer build systems and applications of high quality. Topics include managing software projects, project planning and metrics, methods and strategies, technical metrics for software, software reuse, reengineering, CASE Tools, client/server software engineering. Additional course fee.

5820 ALGORITHMS AND SOFTWARE ENGINEERING WITH WEBB-BASED APPLICATIONS (3)

Prerequisite: CPTR 4200 and 4800.

Design, analysis, measurements, and complexity of algorithms; software engineering life-cycle and its applications to web-based architectures. Additional course fee.

5850 SOFTWARE PROJECT MANAGEMENT (3)

Prerequisite: CPTR 5800.

The development of models and tools to improve productivity and quality of the process. Topics include algorithmic cost estimation models and functions, risk analysis and management, CASE tools applications to project management, object-oriented concepts applied to management, management of software reuse and maintenance, and software capability maturity model. Case studies. Additional course fee.

5860 SOFTWARE MEASUREMENT AND RELIABILITY (3)

Prerequisite: CPTR 4800; MATH 1600 or MATH 4600.

Modeling of software and systems reliability, techniques for prediction, analysis and recalibration of software, best current practice of SRE, measurement-based analysis of software reliability, software complexity and software quality, software testing and reliability, fault-tolerant software reliability engineering, software reliability simulation, neural networks for software reliability engineering, software reliability tools. Additional course fee.

5950 GRADUATE SEMINAR (3)

Prerequisite: Twenty-one graduate-level credit hours in computer science and consent of the department.

Conducted by graduate faculty of the department. The course may be repeated under a different topic with the permission of the department. Additional course fee.

5990 THE GRADUATE COMPUTER SCIENCE EXPERIENCE (3)

Prerequisite: Twenty-one graduate-level credit hours in computer science, including all the other required core courses, consent of the department.

An individualized computer science course which is normally among the last courses taken by master's candidates. The content is variable and may be a thesis, an expository paper, a project, a historical paper, a field experience in computer science, or other acceptable topic. Additional course fee.

5995 MASTER'S THESIS (3, 6)

Prerequisite: Approval of the graduate advisor.

Research under the supervision of a thesis committee led by a regular faculty member of the department leading to a successful viva voce and completion of a thesis. The formalities of theses are governed by Graduate School's and departmental policies and regulations. Refer to the Graduate Students' Handbook. Additional course fee.

Criminal Justice

Department Chairperson: Marian Perkins

Graduate Faculty: Marc Cooper, Marian Perkins, Mohammad Salahuddin, Douglas Thomson.

The Department of Criminal Justice, Philosophy, and Political Science offers a Master of Science degree in Criminal Justice. This program provides advanced examination of critical issues regarding crime and justice. Students are required to develop and apply their knowledge and understanding of criminology and criminal justice to contemporary problems in criminal justice. A broad foundation in the social sciences is provided, with emphasis on sociology, psychology, and law.

Course work allows emphasis in law enforcement, corrections, probation and parole, counseling and casework, juvenile delinquency, community and economic development, and criminal justice research.

The program culminates in a practicum/internship or a thesis.

The department assesses the effectiveness of its program annually and produces a report that can be found in the department office and on the CSU website.

Admission Requirements

- Submission of a formal application through the Graduate School office. Applicants must 1) submit an undergraduate social science paper; 2) submit Graduate Record Examination (GRE) general test scores; and 3) schedule an appointment to write a substantial, original essay on their criminal justice practice and research understanding, interests, and plans. Appointments may be scheduled by contacting the Department of Criminal Justice at 773/995-2108.
- Possession of a bachelor's degree from an accredited college or university with a grade point average of 3.00 on a 4.00 scale (the department may, under special circumstances, conditionally admit a student with a grade point average of 2.75 on a 4.00 scale).
- All graduate students are eligible to enroll for 4000-level classes, except those requiring departmental permission or designated as restricted to master's degree students. Prior consultation with the department is recommended.

General Requirements

Prerequisites for all graduate level criminal justice courses include CJ 1200, 2309 and 2316 (or equivalents); ENG 1360, 2100, and either 2280 or 2790 (or consent of the department); and CMAT 2030 (or consent of the department). A grade of C or better is required in these courses.

- Completion of thirty-three graduate criminal justice hours (of which at least 18 hours must be at the 5000-level) and which must include the 21-credit-hours core (see below).
- Completion of a comprehensive examination (see below).
- At least 18 credit hours of criminal justice courses must be taken at the Chicago State University main campus.
- A 3.0 grade point average must be attained for core and elective courses required by the program. A grade of C or better is also required in these courses.

- No more than nine credit hours of graduate criminal justice courses taken at other institutions can be accepted as transfer credit toward the criminal justice master's degree. No grades below B will be accepted for transfer credit.
- No more than nine credit hours of graduate criminal justice courses taken as a graduate student-at-large at this university (4000-level only) can be accepted as credit hours toward the criminal justice master's degree.

Specific Requirements

- CJ 5350, 5380, 5381, 5801, 5879, 5880, 5881; and 5899 or 5855.
- Six credit hours of criminal justice electives selected from departmental offerings at the graduate level. At least three credit hours must be at the 5800-level.
- All candidates for the master's degree are required to complete a graduate comprehensive examination as part of the requirements for graduation. The comprehensive examination will cover the content areas of criminal justice public policy issues, criminology theory, research design, and research analysis and application.
- One law and public police course required for the master's degree in criminal justice, selected from the following choices: CJ 5318, 5340, 5343, 5345, and 5361.

Culminating Project Options

CJ 5855 (Thesis Research in Criminal Justice) or CJ 5899 (Advanced Practicum/Internship in Criminal Justice) or CJ 5898 (Advocacy/Policy Practicum)

Criminal Justice (CJ) Course Offerings

5303 PROBLEMS IN SOCIAL JUSTICE (3)

Prerequisite: Completion of CJ graduate program prerequisites.

Investigation and report on an individually selected social justice problem.

5320 WOMEN IN CRIMINAL JUSTICE (3)

Prerequisite: Completion of CJ graduate program prerequisites.

Survey of women in criminal justice: professional role; female offenders, victims, volunteers, and institutions.

5322 ORGANIZED CRIME (3)

Prerequisite: Completion of CJ graduate program prerequisites.

Overview of organized criminal activities in the United States, including distinguishing characteristics, history, types of activities, modes of operation, and societal responses.

5331 DRUG ABUSE AND THE CRIMINAL JUSTICE SYSTEM (3)

Prerequisite: Completion of CJ graduate program prerequisites.

Examination of the legal and social issues involved in the drug problem, including the problems faced by the criminal justice administration in dealing with the drug offender.

5334 COMPARATIVE POLICE SYSTEMS (3)

Prerequisite: Completion of CJ graduate program prerequisites.

The basic structure and functions of police systems in selected foreign countries.

5336 SOCIOLOGY OF CORRECTIONS (3)

Prerequisite: Completion of CJ graduate program prerequisites.

The culture that exists within correctional institutions; the relationship of the correctional system to American culture and society.

5337 CRIMINAL JUSTICE FROM A HISTORICAL PERSPECTIVE (3)

Prerequisite: Completion of CJ graduate program prerequisites.

History of criminal justice from ancient times to the twenty-first century.

5338 CRIMINOLOGY THEORY (3)

Prerequisite: Completion of CJ graduate program prerequisites.

Reviews the history of criminological theory and existing paradigms for the explanation of crime.

5343 CONSTITUTIONAL CRIMINAL PROCEDURE (3)

Prerequisite: Completion of CJ graduate program prerequisites.

US constitutional law governing what the police and courts can and cannot do in the investigation of crime, and arrest and prosecution of criminals. The development of this body of law through the US Supreme Court decisions interpreting and applying the US Bill of Rights. Particularly recommended for prelaw and law enforcement students.

5345 LAW, JUDICIAL PROCESS, AND SOCIETY (3)

Prerequisite: Completion of CJ graduate program prerequisites.

The nature of law and its relationship to society; legal reasoning and the judicial creation of law and policy; law school, lawyers, and the legal profession; political influences on the judicial process. Particularly recommended for prelaw students.

5350 RESEARCH DESIGN IN CRIMINAL JUSTICE (3)

Prerequisite: Completion of CJ program full admission requirement.

Sources of knowledge, developing research problem statements, methods of gathering data, and introduction to types of analysis.

5356 LOCAL DETENTION FACILITIES (3)

Prerequisite: Completion of CJ graduate program prerequisites.

An overview of American local detention facilities (e.g., city, county, and regional jails; work farms and camps). History of jails; jail administration; uses of jails, work farms, and detention camps.

5362 COMMUNITY'S ROLE IN CRIME PREVENTION (3)

Prerequisite: Completion of CJ graduate program prerequisites.

An examination of roles the community plays in the prevention, deterrence, and control of crime with a focus on private sector involvement.

5368 TERRORISM (3)

Prerequisite: Completion of CJ graduate program prerequisites.

Survey of recent literature on terrorism in America and abroad. Overview of theory, research, and action to confront terrorism.

5380 RESEARCH ANALYSIS AND APPLICATION (3)

Prerequisite: Completion or concurrent enrollment in CJ 5350.

Descriptive and inferential statistics; correlation; regression analysis. Emphasis on interpreting and understanding statistical analyses commonly found in criminal justice literature.

5800 SEMINAR: ADVANCED COUNSELING TECHNIQUES IN CRIMINAL JUSTICE (3)

Prerequisite: Completion of CJ graduate program prerequisites.

Major theories, principles, and techniques of counseling in criminal justice.

5801 RESEARCH FOUNDATIONS (3)

Prerequisite: Admission to the graduate program in criminal justice.

Advanced communication skills and critical thinking development focused on analyzing criminal justice literature and policy issues.

5802 SEMINAR: CLASSIFICATION AND ASSESSMENT OF OFFENDERS (3)

Prerequisite: Completion of CJ graduate program prerequisites.

Techniques and methods for appraising personality characteristics. Selection, administration, interpretation, and evaluation of test instruments.

5804 RESEARCH SEMINAR IN CRIMINAL JUSTICE (3)

Prerequisite: Completion of CJ graduate program prerequisites plus fifteen hours of graduate credit in the department; completion or concurrent enrollment in CJ 4350 and CJ 4380 or equivalent; formal admission to the master's degree program; consent of the instructor.

Current trends in research methodology. Formulation of student's research design.

5805 SEMINAR: CRIMINAL JUSTICE MANAGEMENT AND ADMINISTRATION (3)

Prerequisite: Completion of CJ graduate program prerequisites.

Basic management principles for criminal justice administrators.

5806 SEMINAR: MENTAL ILLNESS AND CRIMINAL JUSTICE (3)

Prerequisite: Completion of CJ graduate program prerequisites.

The nature of mental illness in society and its treatment by society; the interaction of mental illness with police, courts, and corrections.

5807 SEMINAR IN VICTIMOLOGY (3)

Prerequisite: Completion of CJ graduate program prerequisites.

In-depth analysis of specific issues in the field of victimology, including methodology of victimization studies, victim precipitation, victims' rights, and the likelihood of victimization.

5812 INDEPENDENT STUDY IN CRIMINAL JUSTICE (3)

Prerequisite: Completion of CJ graduate program prerequisites; formal admission to the master's degree program; consent of the instructor.

Independent examination and analysis of a criminological issue under the supervision of a faculty member.

5829 RESEARCH APPRENTICESHIP (3)

Prerequisite: Completion of CJ graduate program prerequisites; formal admission to the master's degree program; consent of the instructor.

Supervised experience assisting in an on-going research project.

5845 SEMINAR: ETHICAL ISSUES IN CRIMINAL JUSTICE (3)

Prerequisite: Completion of CJ graduate program prerequisites.

Analysis of ethical issues that may arise in law enforcement, corrections and the judicial process. Examination of ethical standards that govern those involved in these areas, including the codes of the American Correctional Association, the American Bar Association and the International Chiefs of Police.

5855 THESIS RESEARCH IN CRIMINAL JUSTICE (3)

Prerequisite: Completion of CJ graduate program prerequisites; twenty-four hours of graduate credit in the department; completion of or concurrent enrollment in CJ 5350 and 5380 or equivalent; formal admission to the master's degree program; consent of the instructor.

For graduate students who wish to complete a master's thesis in lieu of the practicum/internship (CJ 5899) as the culminating experience of program. Topic selection, literature search, design, research, and writing. May be taken for three credit hours. May be repeated to a maximum of six hours in subsequent semester with the consent of the department.

5862 SEMINAR: THE CORRECTIONAL ORGANIZATION(3)

Prerequisite: Completion of CJ graduate program prerequisites.

The nature and structure of correctional organizations in the United States; the attendant problems facing correctional agencies and how, if at all, these problems are being addressed.

5870 SEMINAR: SOCIAL INEQUALITY AND CRIMINAL JUSTICE (3)

Prerequisite: Completion of CJ graduate program prerequisites.

The relationship between the criminal justice system and issues of social inequality and stratification, such as race and class.

5871 SEMINAR IN PROBATION AND PAROLE (3)

Prerequisite: Completion of CJ graduate program prerequisites.

Analysis of theory, practice and development of probation and parole through evaluation of caseload handling, human service delivery and supervisory concepts.

5872 SEMINAR IN JUVENILE INSTITUTIONS (3)

Prerequisite: Completion of CJ graduate program prerequisites.

Analysis of the planning, operations, treatment programs, and delivery system of juvenile justice from deterrence programming to post-institutionalization.

5873 SEMINAR IN ADULT INSTITUTIONS (3)

Prerequisite: Completion of CJ graduate program prerequisites.

Analysis of the planning, operations and treatment concepts within adult institutions with special emphasis on variations between local, state, and federal levels.

5875 SEMINAR: LAW ENFORCEMENT AND SOCIAL JUSTICE (3)

Prerequisite: Completion of CJ graduate program prerequisites.

Critical issues in law enforcement and examination of the enforcement function in a free society.

5876 SEMINAR: CORRECTIONAL LAW (3)

Prerequisite: Completion of CJ graduate program prerequisites; completion of CJ 5318 or consent of the department.

Constitutional rights of prisoners; major issues in post-conviction rights(e.g., First Amendment rights, procedural due process, cruel and unusual punishment). Current cases will be analyzed and studied in-depth.

5877 SEMINAR IN COMMUNITY BASED CORRECTIONS AND SOCIAL JUSTICE (3)

Prerequisite: Completion of CJ graduate program prerequisites.

Analysis and evaluation of developmental concepts of treatment, planning, and operations in community corrections, halfway houses, work release, and minimum security urban centers.

5878 SEMINAR: INTERNATIONAL CRIMINAL JUSTICE SYSTEMS (3)

Prerequisite: Completion of CJ graduate program prerequisites.

Comparisons among and contrasts between American and other national criminal justice systems: the structures and operations, philosophies, political and social contexts.

5879 SEMINAR: PUBLIC POLICY ISSUES IN CRIMINAL JUSTICE (3)

Prerequisite: Completion of CJ graduate program prerequisites; formal admission to the master's degree program.

The politics of criminal justice; agenda setting; establishment of priorities; decision making; agents and interest groups as they affect criminal justice policies and practices.

5880 SEMINAR IN ADVANCED TOPICS IN CRIMINOLOGY (3)

Prerequisite: Completion of CJ graduate program prerequisites; formal admission to the master's degree program.

Analysis, comparison, and discussion of theories and models in criminology with emphasis on understanding principles and their application.

5881 ADVANCED RESEARCH ANALYSIS AND APPLICATION (3)

Prerequisite: CJ 5350, 5380, 5381, 5801, 5879, 5880, or consent of department.

Intensive exploration of qualitative and quantitative analysis methods useful for criminal justice program evaluation, social policy review, and criminology theory generation.

5889 SEMINAR: SPECIAL TOPICS IN CRIMINAL JUSTICE (3)

Prerequisite: Completion of CJ graduate program prerequisites.

Analysis of a contemporary criminological problem chosen by the instructor.

5898 ADVOCACY/POLICY PRACTICUM (3)

Supervised experience in advanced advocacy and policy responsibilities in criminal justice/social justice settings. Integrates theory, research, and practice in culminating experience of graduate program.

5899 ADVANCED PRACTICUM/ INTERNSHIP IN CRIMINAL JUSTICE (3)

Prerequisite: Formal admission to the master's degree program; 24 graduate credit hours, core courses (i.e., CJ 5350, 5380, 5381, 5801, 5879, 5880), or consent of department.

Supervised experience in criminal justice setting. Integrates theory, knowledge, and practice in culminating experience of criminal justice program. May be taken for three credit hours. May be repeated in subsequent semester for three credit hours to a maximum of six hours with consent of the department.

English

Department Chairperson: Robert Chierico

Program Coordinator: William Howard

Graduate Program Advisor(s): Brenda Aghahowa and Kelly Ellis

Graduate Faculty: Brenda Aghahowa, Kelly Ellis, William Howard, Quraysh Ali Lansana, Christine Ohale, Nnedi Okorafor, Nuru Yakubu Ubangiji

The Department of English, Foreign Languages, and Literatures offers the Master of Arts degree in English and the Master of Fine Arts degree in Creative Writing.

While many students enter the master of arts degree program to prepare for teaching composition or literature in schools or at the postsecondary level, others enroll for the degree to acquire background and skills for careers in writing, publishing, and a variety of business fields. Courses that address such professional interests are built on a firm foundation of core studies in literature and criticism and are complemented by the traditional skills that the program also develops: analytical abilities, techniques of investigation, and organization and presentation of ideas. For some students, the Master of Arts degree in English is essential preparation for the doctoral degree. It is the highly recommended background for such professions as law. Above all, the degree supports professional aspirations by enriching the student's personal life through the impartation of varied knowledge of cultural history and the many modes of vision for examining and enjoying literature.

The Master of Fine Arts degree in Creative Writing is a terminal degree and the appropriate credential for the teaching of creative writing. Holders of the degree will be able not only to teach courses in creative writing, but also courses in African American literature, African literature, and Third World literature, as well as non-Black literature. The MFA degree focuses on the study of writing through the crafting, performance, and publication of original work.

In addition to the master's degree programs, the department offers a concentration in Black literature. Graduate-level courses also are available in television, theatre arts, and communication studies.

Master of Arts in English

Admission Requirements

Students applying to the master's degree program in English must submit a graded English paper if they wish to be considered for full admission. Students also must write a paper on literary analysis during a 90-minute period scheduled at Chicago State University. The date of the scheduled writing period can be obtained from the Department of English, 773/995-2189. Graduate applicants are not required to complete the English Qualifying Examination.

Depending on the assessment of the graded English paper, the assessment of the paper on literary analysis, and whether students have fulfilled the second general requirement, students could be: 1)

denied admission, 2) conditionally admitted, or 3) fully admitted. Fully and conditionally admitted students who do not produce an acceptable paper on literary analysis will be assigned to a supportive course (ENG 2800, 2100, or 2260). Students must register for the supportive course during the next semester and earn a grade of A or B. If a student fails to earn a grade of A or B in the assigned supportive course, the Department Graduate Committee will determine the student's standing in the program.

Assessment

All MA degree students will be assessed in American literature, African-American literature, British literature, and linguistics as they enter the program, after completion of 21 credit hours, after completion of 30 credit hours, and upon completion of the program.

The department maintains an updated copy of its Assessment Report in SCI 320.

General Requirements

- Fulfillment of the general requirements for admission to the graduate program.
- Completion of 24 semester hours of undergraduate work in English with a minimum 3.0 GPA.
- A minimum of half of the courses applied to the satisfaction of master's degree requirements must be at the 5000level, including one seminar in American literature and one seminar in British literature.

OPTION 1

Completion of at least thirty credit hours of graduate level course work, exclusive of teaching methods courses, with grades averaging B (3.0) or above.

Successful completion of a comprehensive examination in English or American literature or linguistics after the student has accumulated at least 21 hours in the master's degree program. Students will be given only two opportunities to successfully complete the comprehensive exam.

OPTION 2

Completion of at least thirty-three credit hours of graduate-level course work (including the thesis), exclusive of teaching methods courses, with grades averaging B (3.0) or above. (See graduate advisor for MA thesis guidelines.)

Specific Requirements

Completion of 30 semester hours of graduate work in English selected with the approval of the graduate advisor. Teaching methods courses are excluded.

Completion of the following courses, or their equivalents, is required on either the undergraduate or graduate level: ENG 4311 or 5411, 5331 or 5428, 4336 or 5436, 5415 and 5427, and three courses in some combination of British and American literature.

MA Thesis General Requirements

The thesis for the MA in English is a research treatise that develops a well-supported argument to advance a literary relationship, insight, synthesis, or interpretation that cannot be found in print and that demonstrates the student's ability to write publishable scholarship. Prerequisites for admission to English 5498(Master's Thesis) include the following:

- The student completes a minimum of twenty-seven hours of graduate English courses inclusive of English 5427 (Methods and Materials of Literary Research) and English 5331 (Literary Criticism) with a minimum overall GPA of 3.0.
- The student and advisor select committee (department chair ex officio).
- The student submits and defends a prospectus for the committee's approval.
- The student registers in English 5498. Consecutive requirements for the thesis include the following:
 1. The student submits completed sections of the thesis to the committee at least twice between the prospectus defense and the thesis defense.
 2. Student defends the thesis (within two attempts).
 3. Committee members indicate their acceptance of the thesis by their signatures.
 4. Graduate advisor submits the thesis to the graduate dean for approval.

Master of Fine Arts

For admission to the MFA Program, students must submit the application form, official transcripts, three letters of recommendation, GRE general test scores, and a personal essay describing the nature of their writing and their writing process. Also required is a portfolio of creative work: for poets, 20 pages of poetry; for fiction and creative nonfiction writers, 40 pages of prose.

General Requirements

- Fulfillment of the general requirements for admission to the graduate program.
- Completion of a baccalaureate degree in the arts and sciences from an accredited college or university, with a GPA of 3.0 or better (on a 4.0 scale).
- Completion of 36 hours of graduate-level course work, exclusive of teaching methods courses, with a GPA of 3.0 or better.
- Completion of the MFA thesis (minimum 30 poems or 5 short stories [at least 100 pages] or 150 pages of a novel or creative non-fiction).
- Completion of a comprehensive examination in AfricanAmerican or non-African American literature.
- Completion of an oral presentation of the student's thesis.

Specific Requirements

WORKSHOPS/FORMS COURSES (15 CREDIT HOURS)

Select six hours from ENG 5461, 5463, and 5465; six hours from ENG 5380, 5381 and 5383; and three hours from ENG 5337, 5367 or 5368.

PUBLISHING/PRACTICUM (6 CREDIT HOURS)

ENG 5456 and 3 additional hours.

LITERATURE (9 CREDIT HOURS)

Select 9 hours, of which 3 hours must be a seminar from ENG 5321, 5322, 5323, 5324, 5331, 5332, 5370, 5371, 5382, 5384, 5390, 5411, 5428, 5441, 5442, 5443, 5447, 5452, or 5453.

THESIS(6 CREDIT HOURS)

Take six hours of ENG 5498 and give a public reading of excerpts of the thesis.

English (ENG) Course Offerings

NOTE: The prerequisite for any 5000-level English course is the successful completion of the English Qualifying Examination or the Graduate English Entrance Examination.

5312 ADVANCED EDITING (3)

Prerequisite: English Graduate Students: Any graduate-level language or linguistics course (grade of B or higher), or ENG 2100(grade of B or higher; there is no graduate level for this course), or consent of the department. Non-English Graduate Students: Any graduate-level language or linguistics course or ENG 2100 (grade of B or higher).

Advanced study and practice of the skills of writing and editing nonfiction. Research, writing, and refinement of various types of texts (such as journalism articles and political speeches), combined with the use of universal proofreader's marks to edit texts for accuracy, completeness, clarity, coherence, and cohesion. Consideration of the legal and ethical requirements and responsibilities of editors.

5306 ADOLESCENT LITERATURE (3)

Survey of the literature appropriate for adolescent readers, including literature written by women, African Americans, and writers of various ethnic and minority groups. Emphasis on critical analysis and evaluation of works useful for teaching adolescent literature in secondary schools.

5314 VICTORIAN LITERATURE (3)

Prerequisite: Successful completion of the English Qualifying Examination or the Graduate English Entrance Exam.

Representative works from the Victorian period (1830-1901), including poets such as Tennyson, R. Browning, Arnold, E. B. Browning, the Pre-Raphaelites, Swinburne, Wilde, and W. S. Gilbert, as well as prose writers such as Carlyle, Arnold, Darwin, Pater, Dickens, Trollope, and Thackeray.

5316 WORLD MASTERPIECES (3)

Prerequisite: Successful completion of the English Qualifying Examination, ENG 2100, and ENG 2260 or consent of the department.

Study of major forms, works, authors, and characteristics of classical literatures in Greece, Rome, Africa, and the Middle East, and of Continental European literatures.

5321 BLACK WOMEN WRITERS (3)

Prerequisite: Successful completion of the English Qualifying Examination, ENG 2100, and ENG 2260 or consent of the department.

Seminal pieces of Black women's writing in all genres. Exploration of definitions of Black women's writing by examining works of authors such as Jacobs, Harper, Larsen, Hurston, Walker, hooks, Morrison, McMillan, Sanchez, and Jordan.

5322 BLACK AMERICAN POETRY (3)

Prerequisite: Successful completion of the English Qualifying Examination, ENG 2100, and ENG 2260 or consent of the department.

Black poetry in America from Wheatley to the present; emphasis on the twentieth century.

5323 WRIGHT, ELLISON, AND BALDWIN (3)

Prerequisite: Successful completion of the English Qualifying Examination, ENG 2100, and ENG 2260 or consent of the department.

The study of three important Black writers of fiction and nonfiction. Focus on their portrayal of Blacks and on their conception of the role of Blacks in America.

5324 GWENDOLYN BROOKS SEMINAR (3)

Prerequisite: Successful completion of the English Qualifying Examination, ENG 2100, and ENG 2260 or consent of the department.

A study of selections from Brooks' early poetry (1945-1960), her novel *Maud Martha*, her children's books of poetry, and her post-1960s works.

5326 ENGLISH ROMANTIC LITERATURE (3)

Prerequisite: Successful completion of the English Qualifying Examination; ENG 2100, ENG 2260 or consent of the department.

Representative works from the Romantic period (1790-1830), including the philosophical background and historical events (e.g., the Industrial Revolution, the French Revolution, and the Napoleonic wars) that both conditioned and were conditioned by the formal features of literary texts. Focus is on the poetry of Barbauld, Blake, Burns, Wordsworth, Coleridge, Byron, Shelley, and Keats, as well as on the prose of Lamb, Hazlitt, DeQuincey, Mary Shelly, and Wollstonecraft.

5329 STUDIES IN THE NOVEL (3)

The novel as a literary type.

5331 LITERARY CRITICISM (3)

Prerequisite: Successful completion of the English Qualifying Examination, ENG 2100 and ENG 2260 or consent of the department.

Critical approaches to the study of literature from the traditional to the post-structural.

5332 BLACK AMERICAN FICTION (3)

Prerequisite: Successful completion of the English Qualifying Examination, ENG 2100, and ENG 2260 or consent of the department.

Selected masterpieces of Black American prose fiction.

5334 THE IMAGE OF BLACKS IN AMERICAN PROSE FICTION (3)

Prerequisite: Successful completion of the English Qualifying Examination, ENG 2100, and ENG 2260 or consent of the department.

The portrayal of Black characters in American prose fiction by writers such as Douglass, Stowe, Chesnutt, Twain, Hurston, Wright, Faulkner, Petry, Marshall, and Gaines.

5337 CLASSICAL RHETORIC (3)

Study of the history and fundamental principles of classical rhetoric and its relationship to contemporary persuasive oratory. Analysis of the structure and impact of current political and religious rhetoric through examination of speeches, sermons, essays, journalistic writing, etc. Practice in the use of rhetorical strategies to produce effective discourse.

5338 LANGUAGE (3)

Language structure and use. Phonology, morphology, syntax, semantics, pragmatics, typology, acquisition, historical development, speech acts, writing, dialects, registers, standards, and attitudes.

5339 CURRENT ENGLISH USAGE (3)

Study of variations in American English usage.

5341 AMERICAN LITERATURE SINCE 1918 (3)

Prerequisite: Successful completion of the English Qualifying Examination, ENG 2100, and ENG 2260 or consent of the department.

Selections from the works of authors, including Ellison, Faulkner, Frost, Hemingway, Morrison, O'Conner, Petry, Williams, and Wright.

5342 BRITISH LITERATURE SINCE 1918 (3)

Prerequisite: Successful completion of the English Qualifying Examination, ENG 2100, ENG 2260 or consent of the department.

An introduction to the birth of twentieth-century British literature, with attention to its social and cultural history, as well as its philosophical and cultural foundations. Texts are selected from the works of writers such as Hardy, Yeats, Forster, Woolf, Joyce, Lawrence, Eliot, Pinter, Geoffrey Hill, Heaney, Stoppard, and Rushdie.

5343 CONTEMPORARY WORLD LITERATURE (3)

Significant works from various languages.

5345 AMERICAN LITERATURE, 1820-1865 (3)

Prerequisite: Successful completion of the English Qualifying Examination, ENG 2100, and ENG 2260 or consent of the department.

Selections from the works of Emerson, Hawthorne, Poe, Thoreau, Melville, Whitman, and others.

5346 AMERICAN LITERATURE 1865-1918 (3)

Prerequisite: Successful completion of the English Qualifying Examination, ENG 2100, and ENG 2260 or consent of the department.

Selections from the works of Twain, Howells, James, Crane, Emily Dickinson, Chesnutt, Chopin, Wharton, Dreiser, Cather, and other American writers.

5347 TEACHING COMPOSITION/FIELD (3)

Prerequisite: Admission to the College of Education, ED 5500 and READ 4100 (or concurrent enrollment in ED 5500 and READ 4100), and consent of the department.

Approaches to teaching grammar, mechanics, usage, style, and organization in narrative, descriptive, expository, and argumentative writing. Field hours required.

5349 THE ENGLISH NOVEL (3)

Prerequisite: Successful completion of the English Qualifying Examination, ENG 2100, and ENG 2260 or consent of the department.

English novels from Defoe to the present.

5350 RESTORATION AND EARLY EIGHTEENTH-CENTURY BRITISH LITERATURE (3)

Prerequisite: Successful completion of the English Qualifying Examination or the Graduate English Entrance Exam.

Selected works of Restoration and Augustan British literature (1660-1743) by authors such as Dryden, Butler, Bunyan, Rochester, Wycherley, Behn, Prior, Swift, Addison, Steele, Thomson, Pope, Gray, and Hogarth.

5351 LATER EIGHTEENTH-CENTURY BRITISH LITERATURE (3)

Prerequisite: Successful completion of the English Qualifying Exam or the Graduate English Entrance Exam.

Selected works of later eighteenth-century British literature (1743-1798) by authors such as Collins, Gray, Richardson, Fielding, Joseph Warton, Thomas Warton, Johnson, Boswell, Goldsmith, Crabbe, and Cowper.

5355 MODERN WORLD DRAMA (3)

Selected plays by such dramatists as Ibsen, Chekhov, Strindberg, Pirandello, Brecht, and Ionesco.

5356 THE EXPERIENCE OF FILM (3)

Survey of major films both recent and classic. Discussion of techniques and themes, with screenings of representative works in various genres. Screenings and discussion.

5357 THE ENGLISH RENAISSANCE (3)

Prerequisite: Successful completion of the English Qualifying Examination or the Graduate English Entrance Exam.

Representative works written between 1485 and 1603, including poets such as Wyatt, Surrey, Spenser, Raleigh and Drayton as well as prose writers such as Machiavelli, Calvin, Hooker, Fox, and Cranmer; also, one of Marlowe's dramas.

5358 ENGLISH LITERATURE OF THE 17TH CENTURY (3)

Prerequisite: Successful completion of the English Qualifying Examination, ENG 2100, and ENG 2260 or consent of the department.

Significant works of the seventeenth century, exclusive of those "neoclassical" authors identified with the Restoration of monarchy in 1660 and on into the eighteenth century; emphasis, therefore, is on poets such as Jonson, Donne, Herrick, Herbert, Crashaw, Marvell, Lovelace, Carew, Suckling, Vaughan, Wallar, Traherne, and Milton, as well as on such political, religious, and scientific prose writers as Hobbes, Burton, Winstanley, Browne, and Bacon; also on Jonson's *Volpone* and Webster's *The Duchess of Malfi*.

5360 TEACHING LITERATURE (3)

Prerequisite: Admission to the College of Education.

Approaches to teaching literature through reading, writing, and non-print media. Stresses practical development of teaching materials.

5361 LANGUAGE AND CULTURE (3)

Regional and social variations in American English.

5366 TEACHING ENGLISH AS A SECOND LANGUAGE (3)

Prerequisite: ENG 4338 or consent of the department.

Theories of second language learning and acquisition. Emphasis on the works of the theorists such as Krashen and Cummins. Sociolinguistic and sociocultural issues concerning second language explored.

5367 SPECIAL TOPICS IN ENGLISH (3)

Prerequisite: Successful completion of the English Qualifying Examination or the Graduate English Entrance Examination.

Intensive study of a selected subject. May be taken twice for credit if the topics are different.

5368 WORKSHOP IN ENGLISH (1-3)

Prerequisite: Major in English or consent of the department.

Special study of a selected subject. May be taken twice for credit if the topics are different.

5370 THE AMERICAN ETHNIC EXPERIENCE IN LITERATURE (3)

Prerequisite: Successful completion of the English Qualifying Examination, ENG 2100, and ENG 2260 or consent of the department.

Comparative study of ethnic cultures in America through an analysis of their fiction, poetry and drama.

5377 TEACHING WRITING IN A MULTICULTURAL SETTING (3)

Techniques related to the problems of teaching writing in a multiethnic classroom.

5378 METHODS AND MATERIALS FOR TEACHING ENGLISH AS A SECOND LANGUAGE /FIELD (3)

Prerequisite: BIL 2000, ENG 5338, and ENG 5366 or consent of the department; admission to the College of Education.

Techniques, methods and materials for teaching English as a second language. Development of a unit and lesson plans that will include teacher-made materials to be used with limited-English proficient students. Fifteen hours of supervised tutoring.

5379 WORKSHOP IN PUBLISHING (3)

Prerequisite: Graduate English Entrance Examination.

Study of book publishing process with emphases on concepts such as editing, design, production, marketing, sales, and the law. Methods of publishing other materials such as articles, poetry, and short stories. Exploration of career opportunities in publishing.

5380 SEMINAR IN CREATIVE NON-FICTION (3)

Prerequisite: Successful completion of the Graduate English Entrance Examination or permission of the graduate academic advisor.

Intensive study of a selected body of creative nonfiction. Individual research projects.

5381 SEMINAR IN FICTION (3)

Prerequisite: Successful completion of the Graduate English Entrance Examination or permission of the graduate academic advisor.

Intensive study of a selected body of fiction. Individual research projects.

5382 THE HARLEM RENAISSANCE (3)

Prerequisite: Successful completion of the English Qualifying Examination, ENG 2100, and ENG 2260 or consent of the department.

The study of selected literary works of the Harlem Renaissance spanning all genres. Exploration of the period writers and their works.

5383 SEMINAR IN POETRY (3)

Prerequisite: Successful completion of the Graduate English Entrance Examination.

Intensive study of a representative body of poetry. Individual research projects.

5384 AFRICAN-AMERICAN AUTOBIOGRAPHY (3)

Prerequisite: Successful completion of the English Qualifying Examination, ENG 2100, and ENG 2260 or consent of the department.

The history and development of African-American autobiography with a focus on selected authors and their works.

5386 MORRISON, WALKER, HURSTON (3)

Prerequisite: Successful completion of the English Qualifying Examination, ENG 2100, and ENG 2260 or consent of the department.

Careful examination of three major Black female writers: Toni Morrison, Alice Walker, Zora Neale Hurston. Exploration of their lives and writing and criticism of their works.

5390 WOMEN'S VOICES (3)

Prerequisite: Successful completion of the English Qualifying Examination, ENG 2100, and ENG 2260 or consent of the department.

Literature by women: poetic, fictional, and intellectual discourse focusing on gender and social issues.

5395 INTERNSHIP IN WRITING (3-12)

Prerequisite: Consent of the department.

Qualified English majors may be recommended for one of the limited number of paid and unpaid writing internships available in the community. May be repeated for up to a maximum of twelve credit hours.

NOTE: All graduate students are eligible to enroll for 4000-level classes, except those designated as restricted to master's degree students or requiring departmental permission. Prior consultation with the department is recommended.

5411 STUDIES IN SHAKESPEARE: INTENSIVE STUDY OF SELECTED PLAYS (3)

Successful completion of the English Qualifying Examination or the Graduate English Entrance Examination.

Intensive study of Shakespeare's plays selected to represent the five kinds into which critics have traditionally classified the dramatic works: tragedies, comedies, histories, problem plays, and late

romances. Attention will be given to structure, characterization, setting, use of language, and dramaturgy. Attendance at a Chicago Shakespeare Theater performance of one of the plays studied in class.

5415 STUDIES IN CHAUCER (3)

The Canterbury Tales, Troilus, and Criseyde, and selected minor poems.

5427 METHODS AND MATERIALS OF LITERARY RESEARCH (3)

Introduction to bibliographic methods and preparation of the literary research paper.

5428 HISTORY OF LITERARY CRITICISM (3)

A historical survey of major texts in literary criticism from the Greeks to modern times.

5435 HISTORY OF ENGLISH (3)

Origins of the English language and its development from Old English to present-day English.

5436 DESCRIPTIVE GRAMMAR (3)

Phonology, morphology, and syntax of American English.

5441 ADVANCED STUDIES IN ENGLISH LITERATURE (3)

Intensive study of the works and contributions of a major writer or group of writers other than Shakespeare or Chaucer to English literature.

5442 ADVANCED STUDIES IN AMERICAN LITERATURE (3)

Intensive study of the works and contributions of a major writer or group of writers to American literature.

5443 ADVANCED STUDIES IN BLACK LITERATURE (3)

Prerequisite: Consent of the department.

Intensive study of the works and contributions by a major writer or writers to Black literature.

5447 SEMINAR IN BLACK LITERATURE (3)

Prerequisite: Consent of the department.

Research in a selected topic (e.g. the Harlem Renaissance or the Sixties and Seventies).

5449 THE POLITICS OF LANGUAGE (3)

Prerequisite: Consent of the department.

The role and importance of language in the decision-making process; political, sociocultural, educational, psychological, and economic implications. Topics to be covered include language and power, multilingualism, language and the curriculum, language and gender, language planning, language and nation building, and language and culture.

5451 INDEPENDENT STUDY IN ENGLISH (1-3)

Individual work in English studies. May be taken twice for credit.

5452 SEMINAR IN ENGLISH LITERATURE (3)

Research in a selected topic.

5452 SEMINAR IN AMERICAN LITERATURE (3)

Research in a selected topic.

5454 SEMINAR IN THE ENGLISH LANGUAGE (3)

Research in a selected topic.

5455 SEMINAR IN THE TEACHING OF COMPOSITION (3)

Prerequisite: Only open to accepted master's degree candidates, those who already possess a graduate degree, or consent of the department.

Research in theory and practice of composition and composition teaching at all levels. Individual projects on specific issues.

5456 SEMINAR IN PUBLISHING-WRITING (3)

Prerequisite: Open only to accepted master's degree candidates, those who already possess a graduate degree, or consent of the department.

Workshop for advanced writers. Individual writing projects and/or publishing practices.

5461 ADVANCED POETRY WRITING WORKSHOP (3)

Prerequisite: Admission to MFA program or consent of the instructor.

Intensive practice in the craft of poetry and study of the creative process. Intended for students already familiar with traditional and contemporary poetic modes and already writing original poetry. May be repeated for credit with consent of department.

5463 ADVANCED PROSE FICTION WRITING WORKSHOP (3)

Prerequisite: Admission to MFA program or consent of instructor.

Intensive practice in the craft of prose fiction and study of the creative process. Intended for students already familiar with traditional and contemporary fiction and already writing original fiction. May be repeated for credit with consent of department.

5465 ADVANCED NONFICTION WRITING WORKSHOP (3)

Prerequisite: Admission to MFA program or consent of instructor.

Intensive practice in the craft of nonfiction and study of the creative process. Intended for students already familiar with traditional and contemporary nonfiction and already writing original nonfiction. May be repeated for credit with consent of department.

5498 MASTER'S THESIS (3-6)

Prerequisite: Successful completion of at least twenty-seven hours of required graduate coursework and the comprehensive examination.

Exploration of an approved topic and the writing of the MA or MFA thesis according to department and university guidelines. May be repeated up to a maximum of six hours.

Geography

Department Chairperson: Arthur Redman

Graduate Advisor: Daniel Block

Graduate Faculty: Daniel Block, Janet Halpin, Gebeyehu Mulugeta

The Department of Geography, Sociology, History, African American Studies, and Anthropology offers a program leading to the Master of Arts in Geography. In consultation with the graduate advisor, students may design a flexible program in the general field of geography or may choose to concentrate in Geographic Information Systems. The general program fosters inquiry into the way economic and environmental forces interact at the local, regional, national, and global levels. Students may prepare for a variety of career choices in geography and economic development, including business, government, teaching, community development, and advanced research. The MA in Geography with specialization in Geographic Information Systems program prepares students to become advanced GIS/Remote Sensing professionals or prepares them to continue on for a PhD in these rapidly growing fields.

The department reaches out to surrounding communities through the Neighborhood Assistance Center. It provides technical assistance to neighborhood-based community and economic development organizations and includes the Calumet Environmental Resource Center. Students assist in research and may have the opportunity to intern with local organizations. (Refer to the Neighborhood Assistance Center announcement at the end of this section.)

Master of Arts in Geography (33 Hours)

Admission Requirements

- Fulfillment of the general requirements for admission to the graduate program.
- Completion of a minimum of 15 semester credit hours of undergraduate geography courses, including one course in physical geography or equivalent, one course in human geography or equivalent, and one course in research methods or statistics. The department may prescribe additional prerequisites on a case-by-case basis. Students must also satisfy prerequisite requirements for specific graduate courses.

General Requirements

- Completion of 33 credit hours of graduate courses, including a comprehensive examination to be taken prior to graduation.
- Successful completion of a research thesis, written under the direction of a departmental specialist in the thesis area. The thesis represents six credit hours of the 33 required hours. The student may receive an incomplete grade on the thesis until the completion of the thesis and its acceptance by the thesis committee.

Specific Requirements

- Students must take Geographic Inquiry (GEOG 5860), Geographic Measurement Techniques (GEOG 5880), and electives to be selected with the advisor's approval.

MA in Geography: Geographic Information Systems (33 hours)

Admission Requirements

Fulfillment of general requirements for admission into graduate programs at Chicago State University, which includes attainment of a 3.0 GPA at the undergraduate level. Students who lack at least 3 hours of computer programming and 3 hours of introductory GIS may be required to make up these deficiencies. The requirements to complete the program are as follows:

Course Requirements

GRADUATE GEOGRAPHY CORE (6 HOURS)

GEOG 5860 Geographic Inquiry

GEOG 5880 Geographic Measurement Techniques

REQUIRED GEOGRAPHIC INFORMATION SYSTEMS COURSES (15 HOURS)

GEOG 5820 Environmental Remote Sensing

GEOG 5830 Advanced GIS

GEOG 5810 Cartographic Design and Visualization

GEOG 5840 Digital Image Processing and Analysis

GEOG 5850 GIS Applications

ELECTIVES FROM THE FOLLOWING CHOSEN IN CONSULTATION WITH THE GRADUATE ADVISOR (6 HOURS)

GEOG 5500 Urban Geography

GEOG 5530 Neighborhood Development

GEOG 5540 Community Analysis

GEOG 5520 Principles and Practices of Urban and Regional Planning

GEOG 5841 GIS Database Development and Management

GEOG 5842 GIS Programming and Customization

GEOG 5851 GIS Internship

MASTER'S THESIS (6 HOURS)

GEOG 5991 Thesis I

GEOG 5992 Thesis II

Students with previous degrees/certificates in GIS seeking admission into the MAG-GIS program should consult with the graduate advisor about their program of study.

Graduate Certificate in Geographic Information Systems (GIS)*

Certificate program for those with a bachelor's degree. Certificate awarded upon completion. Courses may be applied to the Master of Arts degree in Geography.

REQUIRED COURSES (18 CREDIT HOURS)

GEOG 5800, 5810, 5820, 5830, 5840 and 5850.

Note: Students who lack at least 3 hours of computer programming and 3 hours introductory GIS may be required to make up the deficiency.

Graduate Certificate in Community Development*

Certificate program for those with a bachelor's degree. Certificate awarded upon completion. Courses may be applied to the Master of Arts degree in Geography.

REQUIRED COURSES (18 CREDIT HOURS)

Prerequisite: GEOG 4500 (Urban Geography) or equivalent.

GEOG 5520, 5530, 5540, 5550; SOC 5450 and 5000-level elective: students may choose from GEOG 5050 (Geography of Metropolitan Chicago); GEOG 5250 (Geography of Food and Hunger); GEOG 5290 (Environmental Justice); GEOG 5500 (Urban Geography); GEOG 5590 (Urban Field Experience); SWK 5426: (Diversity/Ethics in Social Work); or SWK 5432: (Family Support and Development).

Prerequisite: GEOG 4500 (Urban Geography) or equivalent.

*Students seeking admission to the certificate program must possess a bachelor's degree from a regionally accredited college or university and must fulfill the general requirements for admission to graduate programs at Chicago State University. Courses must be completed with an average GPA of 3.0 or better.

Geography (GEOG) Course Offerings

5010 GEOGRAPHY OF THE CHICAGO METROPOLITAN AREA (3)

Prerequisite: GEOG 2500 or equivalent, or consent of the department.

Development, functions, and problems. Land use, population patterns, industry, and transportation.

5219 POLITICAL GEOGRAPHY (3)

Prerequisite: HIST 1210, or equivalent, or consent of the department.

Landforms, population, and economic factors influencing territorial control; emphasis on areas of current friction between nations.

5220 HISTORY OF GEOGRAPHY (3)

Prerequisite: Admission to the master's degree program or consent of the department.

Survey of the major schools of thought; works of leading geographers and related selected writings.

5250 GEOGRAPHY OF FOOD AND HUNGER (3)

Geography, culture, and economics of food from production to consumption. Differences and disparities in access to food worldwide and locally.

5270 GEOGRAPHY OF POPULATION (3)

Prerequisite: Consent of the department.

World population patterns, characteristics, and trends. Problems of migration and over population.

5280 GENDER, DEVELOPMENT, AND GLOBALIZATION (3)

Gendered implications of the history of uneven development and development policy. Analysis of gendered impact of planning and policy intended to develop the less-developed world. Emergence and significance of cultural and economic globalization and implications for gender and development.

5290 ENVIRONMENTAL JUSTICE (3)

Environmental justice as an activist movement and a set of ideas. Case studies of uneven distribution of environmental resources and pollution from the US and international locations. Assessment of policy, activism, and theoretical understandings of environmental justice issues.

5300 SEMINAR IN GEOGRAPHY (3)

Prerequisite: Consent of the department.

Special topics and problems. May be repeated for a maximum of nine credit hours under different topics.

5310 SEMINAR IN HUMAN GEOGRAPHY (3)

Prerequisite: Consent of the department.

Problems in human geography, including historical, political, or population geography. May be repeated for a maximum of nine credit hours under different topics.

5320 SEMINAR IN ECONOMIC GEOGRAPHY (3)

Prerequisite: GEOG 2230, or ECON 1010, or consent of the department.

Analysis of selected topics in economic geography, including industrial, transportation, location processes, and community economic development. Same as ECON 5040/448. May be repeated for a maximum of nine credit hours under different topics.

5330 SEMINAR IN REGIONAL GEOGRAPHY (3)

Prerequisite: Consent of the department .

Contemporary issues on social and economic development for a selected area of the world. May be repeated for a maximum of nine credit hours.

5340 SEMINAR IN URBAN GEOGRAPHY (3)

Prerequisite: GEOG 5500 or equivalent .

Selected topics in the functions and development of cities. May be repeated for a maximum of nine credit hours under different topics.

5420 LANDFORMS OF THE AMERICAS (3)

Prerequisite: GEOG 1400 and GEOG 2430, or equivalent, or consent of the department.

Development and classification of landforms in physiographic provinces of North and South America.

5430 GEOMORPHOLOGY (3)

Prerequisite: GEOG 1400 and GEOG 2430, or equivalent, or consent of the department.

World landforms: diastrophism, volcanism, weathering, and erosion.

5460 HAZARDS OF GLOBALIZATION (3)

Interconnection of local, regional and global systems of environment, economy and transportation. Consequences of globalization, focusing on bioinvasion by exotic species and diseases and culture conflicts resulting from mass communication and transportation. Additional course fee.

5500 URBAN GEOGRAPHY (3)

Prerequisite: GEOG 2500 or equivalent, or consent of the department.

The study of the city and its problems including those dealing with housing, neighborhoods, transportation, industry, environment, and city planning. (A writing emphasis course.) Additional course fee.

5510 GEOGRAPHY OF URBANIZATION (3)

Prerequisite: GEOG 5500 or consent of the department.

The origins and spread of cities across the globe. The dynamics of urban growth in preindustrial, industrial, and postindustrial contexts.

5520 PRINCIPLES AND PRACTICES OF URBAN AND REGIONAL PLANNING (3)

Prerequisite: GEOG 5500 or consent of the instructor.

Theory and techniques. Analysis of established planning practices.

5530 NEIGHBORHOOD DEVELOPMENT (3)

Prerequisite: Consent of the department.

Problems associated with declining neighborhoods and development efforts are analyzed. Case study approach incorporating field work.

5540 COMMUNITY ANALYSIS (3)

Prerequisite: GEOG 4500 or equivalent.

Techniques for analyzing a community's social and economic makeup, natural and built environment, and local assets and challenges. Additional course fee.

5550 SEMINAR IN COMMUNITY DEVELOPMENT (3)

Prerequisite: GEOG 5520, 5530, 5540; and SOC 2400 or higher, or consent of the department.

Creation, design, and implementation of a community development study project involving working closely with a community development organization. Lectures, fieldwork, and discussions include topics of fundraising, staffing, budgeting, and strategic planning. Additional course fee.

5560 GEOGRAPHY OF TOURISM DEVELOPMENT (3)

Prerequisite: Consent of the department.

The geographic framework of cities, states, and nations to develop tourist industries is analyzed. Introduction to methods for identifying sites as tourist attractions. Tourism strategies and their economic development implications are explored.

5580 URBAN AND REGIONAL PLANNING SEMINAR (3)

Prerequisite: GEOG 5520 or consent of the instructor.

Individual and cooperative experience in problem analysis and plan making.

5590 URBAN FIELD EXPERIENCE (3-12)

Prerequisite: Consent of the department.

Supervised experience in internship as a volunteer worker in a social, private, or governmental agency program.

5800 INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (3)

Prerequisite: Geography 2840 or consent of the department

Fundamentals of cartography; data development and acquisition; introduction to data structures and database management; spatial analysis and modeling; GIS applications areas. GIS and society. Additional course fee.

5810 CARTOGRAPHIC DESIGN AND VISUALIZATION (3)

Map projections and the concept of distortion, symbolization, and generalization; principles of cartographic design for effective communication and visualization of geospatial information, and design of presentation-quality maps. Additional course fee.

5820 ENVIRONMENTAL REMOTE SENSING (3)

Prerequisite: GEOG 2840 or consent of department.

Photographic and nonphotographic techniques of acquiring environmental data, image interpretation and analysis, and fundamentals of digital image processing. Additional course fee.

5830 ADVANCED GEOGRAPHIC INFORMATION SYSTEMS (3)

Prerequisite: GEOG 5800.

Advanced concepts in spatial data structures, database development and management, data standards, data errors and quality control, and spatial analysis and modeling. Additional course fee.

5840 DIGITAL IMAGE PROCESSING (3)

Prerequisite: GEOG 5820.

Digital image processing and analysis of remotely sensed data for earth resource management applications and imagery in GIS. Additional course fee.

5841 GIS DATABASE DEVELOPMENT AND MANAGEMENT (3)

Prerequisite: GEOG 5830 or consent of the department.

Geodatabase formats, geodatabase design and development, metadata design and development, and GIS data acquisition and integration. Additional course fee.

5842 GIS PROGRAMMING AND CUSTOMIZATION (3)

Prerequisite: GEOG 5830 or consent of the department.

Visual Basic programming and customization of ArcGIS to extend its built-in functionalities and to automate repetitive tasks. Additional course fee.

5850 GEOGRAPHIC INFORMATION SYSTEMS APPLICATION (3)

Prerequisite: GEOG 5830.

Development and implementation of a major GIS project and seminars on GIS project planning and implementation, decision making in the GIS context, and system planning and implementation. Additional course fee.

5851 GIS INTERNSHIP (3)

Prerequisites GEOG 5830.

Minimum of 80 hours in internship working in a public or private agency that utilizes the GIS technology in any GIS position deemed appropriate for an intern. Students will document their day-to-day activities and their experiences as interns and write a final report to be submitted to the CSU intern supervisor. Final grade will be based on the final report and a survey on the intern's performance completed by the intern's employer.

5860 GEOGRAPHIC INQUIRY (3)

Introduction to research and writing in geography at the graduate level. Explores fundamental debates and literatures in the discipline. Emphasizes tasks of critical reading, research question formulation, research design, and writing.

5880 GEOGRAPHIC MEASUREMENT TECHNIQUES (3)

Prerequisite: GEOG 2899, ECON 4000, or consent of the department.

Analytical methods for geographic decision making and spatial analysis. Additional course fee.

5890 FIELD RESEARCH TECHNIQUES LECTURE AND FIELD /4 (3)

Prerequisite: Consent of the department.

Detailed and reconnaissance fieldwork. Classification of natural and cultural features, interview procedures, and preparation of maps and reports based on field data.

5900 INDEPENDENT RESEARCH IN GEOGRAPHY (1-3)

Prerequisite: Consent of the department.

Individually supervised study of selected topics. May be repeated for a maximum of six credit hours under different topics.

5905 SPECIAL TOPICS WORKSHOP (1-9)

Prerequisite: Consent of the department.

Workshop in geography on special topics for teachers and professionals. May be repeated for a maximum of nine credit hours under different topics. Not to be included in the master's program in geography without specific written department consent.

NOTE: All graduate students are eligible to enroll for 5000-level classes, except those designated as restricted to master's degree students or requiring departmental permission. Prior consultation with the department is recommended.

5910 SPECIAL STUDIES IN GEOGRAPHY I (3)

Prerequisite: Consent of the department.

Advanced study and directed research. May be repeated for a maximum of nine credit hours under different topics.

5920 SPECIAL STUDIES IN GEOGRAPHY II (3)

Prerequisite: Consent of the department.

Advanced study and directed research. May be repeated for a maximum of nine credit hours under different topics.

5990 MASTER'S THESIS (3)

Prerequisite: Consent of the department and successful completion of 12 credit hours in the graduate program.

Directed Research. The course must be repeated for a total of six credit hours. All six credit hours must be completed within two years of registration for the first three hours.

5991 MA THESIS I (3)

Prerequisite: Consent of the department and completion of 12 credit hours in the graduate program.

Directed research resulting in completion of a master's thesis proposal and acquisition of data necessary to write thesis.

5992 MA THESIS II (3)

Prerequisite: GEOG 5991, consent of the department, and completion of 12 credit hours in the graduate program.

Directed research resulting in data analysis and preparation and successful defense of a written thesis.

The Fredrick Blum Neighborhood Assistance Center

Coordinator: Daniel Block

The Fredrick Blum Neighborhood Assistance Center (NAC) provides technical and research assistance to neighborhood-based, community, and economic development organizations. While housed in the Department of Geography, Sociology, History, African-American Studies and Anthropology and drawing heavily on the resources and skills of the department, the NAC endeavors to involve faculty and students from across the university. Thus the NAC not only applies discipline-specific skills to the solution of neighborhood problems, but it also acts to increase the level of service to the community by the university. Students may become involved in NAC projects through funded research assistantships, internships, and work study.

The main goal of the NAC is the fostering of self-reliant community development. This is accomplished by the following:

- Assisting in the development of neighborhood planning projects in ways that enable neighborhood residents to develop their own strategies for neighborhood maintenance and revitalization.
- Performing land use and housing quality surveys, feasibility studies, market analyses, food and social service analyses, grant writing assistance, and database construction.
- Mapping assistance and spatial analyses using the department's Geographic Information System (GIS) laboratory.
- Maintaining documents and data pertaining to land use, housing, community health, economic development, and community planning.

The Calumet Environmental Resource Center (CERC) is a unit of the Fredrick Blum Neighborhood Assistance Center and is a repository for environmental information relating to the Lake Calumet region of southeast Chicago. CERC resources are available to students, faculty, and members of the community.

The NAC is named after Fredrick Blum, late Emeritus professor of Geography, longtime supporter of community planning and neighborhood development, and originator of the idea for the NAC.

History

Department Chairperson: Art Redman

Graduate Program Advisor: Ann Kuzdale

Graduate Faculty: Robert Bionaz, Hannah Jones, Lionel Kimble, Ann Kuzdale, Suzuko Morikawa, Saidou N'Daou, Steven Rowe

The Department of Geography, Sociology, History, African American Studies, and Anthropology offers graduate study leading to the degree of Master of Arts in History. The program is designed to meet the needs of in-service secondary school teachers and those who wish to prepare for the teaching of history at the community college level. It also provides an excellent preparation for students planning to continue study leading to an advanced degree at another university.

There are two types of courses offered in the history department: advanced lecture-discussion courses (5300level), designed to acquaint the student with the literature and problems of a selected field, and research seminars (5400level), in which intensive research on a particular historical topic provides experience in historical methodology and in the use of primary and secondary source materials.

General Requirements

FOR ADMISSION TO THE MA PROGRAM

1. Fulfillment of the general degree requirements for admission to the graduate program.(See Graduate School catalogue.)
2. Students must have earned a B average (3.0) in the junior and senior years and in all undergraduate history courses.
3. Completion of a minimum of 24 credit hours of undergraduate history courses, including twelve (12) credit hours of survey work in European/World and United States history.
4. A writing sample of 12-15 pages of an undergraduate essay or a paper of professional-level competency.

FOR CONDITIONAL ADMISSION TO THE MA PROGRAM:

A minimum grade point average of 3.0 is required for full admission and 2.75-2.99 for conditional admission. The GPA is calculated by the Graduate Studies Office on the basis of the last 60 hours of academic work. Additionally, students are expected to have completed 24 credit hours of history, including survey work with a B average.

Students with inadequate background in history are required to fulfill certain prerequisites. Those with less than a B average ordinarily must complete nine hours of 4000 level courses specified by the graduate advisor, with a B average, to gain full admission to the program. It is the student's responsibility to confer with the advisor and to notify Graduate Studies when the conditions have been met. A minimum of half of the courses applied to the satisfaction of Master's degree requirements must be at the 5400-level.

FOR GRADUATE-AT-LARGE ADMISSION

Students with a low undergraduate GPA who desire admission to the graduate program are allowed to take up to 12 hours of history courses as a graduate-at-large at Chicago State University to raise their GPA. The Graduate School will then reevaluate credits for admission.

Specific Requirements

The MA Program can be completed using either of the following options: the MA Thesis Option or the MA Capstone Project Option.

MA THESIS OPTION REQUIREMENTS

1. Completion of 30 hours at the graduate level.
2. Maintain a B average.
3. Choose a major and minor field.
4. Completion of four graduate seminars at the 5400-level. HIST 5400 is to be taken first. A student will not be permitted to enroll in any other 5400-level course until HIST 5400 is completed. The three additional seminars should be at the 5400 level (12 hours).
5. HIST 5499 MA Thesis (3 hours).
6. Completion of five elective courses at the HIST 5300-level (15 hours).
7. Oral Thesis defense.

MA CAPSTONE PROJECT OPTION REQUIREMENTS

1. Completion of 30 credit hours at the graduate level.
2. Maintain a B average.
3. Choose a major and minor field.
4. Completion of four graduate seminars at the 5400-level. HIST 5400 is to be taken first. A student will not be permitted to enroll in any other 5400-level course until HIST 5400 is completed. The three additional seminars should be at the 5400 level (12 hours).
5. HIST 5410 Advanced Readings in Historiography (3 hours).
6. Completion of five elective courses at the 5300-level (15 hours).
7. Written and oral exam— complete a written comprehensive examination and oral examination in the primary and secondary fields of study in the semester before graduation; a minimum grade of B on the written and oral exams is necessary to earn the degree.
8. The master's essay will consist of a revised seminar paper turned in while completing a history course at the 5410-level. The essay will be kept on file in the department.

Major and minor fields offered by the department include, African History, Ancient History, European History, United States History, African American History, Labor/Working Class History, History of Religion, Gender History, and Intellectual and Cultural History. All elective courses are to be chosen in consultation with the graduate advisor.

History (HIST) Course Offerings

5301 THE ERA OF THE FRENCH REVOLUTION (3)

Background and development of the French Revolution.

5302 HISTORY OF AFRICAN AMERICAN WOMEN (3)

History of women with African Descent from the enslavement period to the present. Emphasis on issues of racism and sexism in late nineteenth century and twentieth century US society with relation to the feminist, womanist, Civil Rights, and Black Power movements.

5303 RENAISSANCE AND REFORMATION (3)

Aspects of fifteenth and sixteenth century political and cultural history.

5305 THE CIVIL RIGHTS MOVEMENT (3)

The African American struggle for civil rights since 1900 with an emphasis on the period since World War II.

5307 THE EUROPEAN WORLD IN THE 20TH CENTURY (3)

Europe from 1914 to the present.

5308 THE VIETNAM WAR (3)

The causes and effects of the Vietnam War with an emphasis on the United States and its role from World War II to 1975.

5310 WOMEN IN THE MIDDLE AGES (3)

Topical and chronological survey of women in the Mediterranean and European world, with emphasis on their social, cultural and intellectual accomplishments. Special emphasis on realities and perceptions of the Judaic, Christian, and Islamic traditions.

5311 RACE AND LABOR IN THE UNITED STATES (3)

Race and relationships through labor struggle and the formation of the United States workingclass. Central focus on working women and men of color from the mid-nineteenth century through the twentieth century.

5312 THE NINETEENTH CENTURY IN EUROPE (3)

Europe during the nineteenth century.

5313 HISTORY OF CHRISTIANITY (3)

Origin of Christianity, its spread, development of doctrines and practices, movements within the church, and various denominations.

5314 CIVIL WAR AND RECONSTRUCTION 1850-1876 (3)

Events of the Civil War and Reconstruction.

5317 THE FORGING OF MODERN AMERICA (3)

The Gilded Age, Progressive Era, World War I, the 1920's, and the Great Depression.

5319 THE AMERICAN REVOLUTION AND THE ESTABLISHMENT OF THE REPUBLIC, 1763-1815 (3)

Independence movement and the formation of a new nation.

5320 AMERICAN COLONIAL HISTORY (3)

Culture and institutions of the American colonies.

5322 HISTORY OF THE UNITED STATES 1815-1850 (3)

History of Jacksonian America.

5323 THE IMMIGRANT EXPERIENCE (3)

Prerequisite: HIST 1310 recommended or consent of the department.

Immigration and migration as factors in the United States history.

5324 HISTORY OF THE UNITED STATES 1995-PRESENT (3)

History of the United States after World War II. Major themes include the Cold War, the Civil Rights Movement, the Vietnam War, Watergate and the Reagan Years.

5326 AMERICAN FOREIGNPOLICY (3)

Development, impact, and interpretation of American foreign policy.

5327 THE ANCIENT NEAR EAST AND GREECE (3)

Civilizations in the ancient Near East and Greece.

5328 WORLD CIVILIZATIONS 500 BC-1500 AD (3)

Competition for world domination among civilizations originating in Western Europe, the Middle East, China, and India.

5329 HISTORY OF ROMAN CIVILIZATION (3)

Roman civilization under the Republic and Empire.

5330 WORLD CIVILIZATION SINCE 1500 (3)

Making of a global civilization from the 16th Century. Major themes include the role of the industrial revolution, the political revolutions and the impact of the United States and Europe on the international community. May be taken after HIST 4328/5328.

5331 TUDOR/STUART ENGLAND (3)

English history from 1485 to 1714.

5343 THE MEDIEVAL WORLD: SPECIAL TOPICS (3)

Advanced and specialized topics on the social, cultural, political, intellectual, and religious history of the Middle Ages. May be taken more than once for credit if topics are different.

5344 HISTORY OF EASTERN EUROPE (3)

Eastern European politics and culture from the seventh century to the present.

5348 HISTORY OF THE OCCULT (3)

Occultist beliefs and practices from Graeco-Roman Egypt through the twentieth century. Historical interconnections with mythology, religion, theology, philosophy, and psychology in various cultures.

5350 HISTORY OF AFRICAN AMERICANS IN THE UNITED STATES TO 1900 (3)

Impact of African Americans on the history of the United States before 1900.

5351 THE AFRICAN AMERICAN IN TWENTIETH CENTURY UNITED STATES (3)

Prerequisite: Consent of the department.

Impact of the African-American on contemporary life.

5352 THE CHICAGO EXPERIENCE (3)

A variety of classroom activities and traditional learning resources are supplemented by direct investigation of key aspects of the city.

5353 HISTORY OF EAST AFRICA (3)

Analysis of major events caused by the migration of the Bantu, Arabs, Indians, Chinese, and peoples of the Pacific Ocean islands to East Africa and the creation of Swahili Civilization representing the first great melting pot culture in Africa.

5354 HISTORY OF SOUTHERN AFRICA (3)

Prerequisite: HIST 2840 and 2850 are recommended.

A survey of the Bantu civilizations of the African subcontinent, their contacts with European civilization in the seventeenth century and the creation of a multiracial society in the twentieth century.

5355 MODERN AFRICA (3)

Prerequisite: HIST 2840 and 2850 are recommended.

A detailed look at Africa since World War I, especially the impact of colonialism, the rise of African nationalist movements and struggles for independence, and changes in Africa since independence.

5356 SLAVERY IN THE ATLANTIC WORLD (3)

The rise of slavery in the trans-Atlantic world. The Triangular Trade, the role of slavery in the development of western capitalism, and the effect of racist justification for that institution.

5357 HISTORY OF HAITI (3)

Prerequisite: HIST 1710 and 2300 are recommended.

History of Hispaniola from 1492 to the present with a particular focus on the first successful slave insurrection.

5359 RUSSIA UNDER THE CZARS (3)

From the rise of the Romanovs in 1613 to their fall in the revolutions of 1917.

5360 HISTORY OF THE SOVIET UNION, 1917-1991 (3)

The Soviet Union since the 1917 Revolution with emphasis on Leninist-Stalinist policy.

5362 THE WORLD SINCE 1945 (3)

Analysis of major social, political, economic, military, demographic, and cultural trends and events in the world since the end of World War II.

5364 COLONIAL LATIN AMERICA (3)

From the pre-Columbian Indian civilizations through the European discovery and conquest to the movements for independence.

5369 FIELD INTERNSHIP (3 - 12)

Special assignment or research projects in museums, schools, libraries, or programs which would involve students in practical applications of historical knowledge or research. Twenty-five clock hours per credit hour. May be repeated for credit up to a maximum of 12 semester hours.

5371 MEXICO SINCE INDEPENDENCE (3)

Mexico from independence to the present with a major focus on US-Mexican relations.

5379 SPAIN SINCE 1492 (3)

Spain from the completion of the Reconquista through the rise and fall of its New World empire to the present.

5381 HISTORY OF RELIGION (3)

Historical study of world religions and their origins and development. Includes discussion of religions originating in India (Hinduism, Jainism, Buddhism, Sikhism), the Far East (ancestor worship, Taoism, Confucianism, Shinto), and the Middle East (Judaism, Christianity, Islam). Native African, Native American and syncretic Caribbean religions are also discussed. Emphasis on non-Western and Third World religions.

5383 THE BLACK CHURCH IN AMERICA (3)

History of the origins and development of the major religious movements among Black Americans.

5384 WEST AFRICA (3)

Prerequisite: HIST 2840 and 2850, or consent of the department.

The West African subregion, with special emphasis on the Niger River Valley civilizations of Ghana, Mali, Songhai, Ashanti, Yoruba, and Dahomey, the ancestral origins of African Americans, the impact of the desiccation of the Sahara Desert, and the impact of trans-Saharan and trans-Atlantic trade.

5386 ANCIENT AFRICA (3)

Prerequisite: HIST 2840 and 2850 are recommended.

An understanding and appreciation of Africa before 1500 AD and the discovery of the new world and on the eve of the breakdown of its civilizations under the impact of this discovery and Islam.

5387 KEY PROBLEMS IN AFRICAN HISTORY (3)

Prerequisite: HIST 2840 and 2850 are recommended.

Africa from ancient to modern times with emphasis on the origins of human civilization, the Saharan factor in African history, the impact of Sudanese and Bantu migrations, and evaluation of foreign interventions and their legacies, state formation and problems of development and governance. Emphasis on the theoretical and methodological issues of the debate on and in African History.

5389 RESEARCH AND READINGS IN AFRICAN AMERICAN HISTORY (3)

Advanced readings and research in African American history. Introduction to African American history, a graph theory, research methods and methodology including examination of primary source materials, cultural analysis interview skills, and archival research involving African background, enslavement and African American social and cultural experience in the United States.

5390 COLONIALISM, NATIONALISM AND INDEPENDENCE IN THE THIRD WORLD (3)

Prerequisite: Consent of the department.

Political, economic, and cultural changes brought about in traditional society by the imposition of Western rule, leading to the rise of nationalism and successful independence movements. India, Indochina, Kenya, and Nigeria will be used as case studies.

5394 INDEPENDENT STUDY IN HISTORY (1-3)

Prerequisite: Consent of the department

Staff-directed study in special topics. May be repeated once under a different topic for one to three additional credit hours.

5399 SPECIAL TOPICS IN HISTORY (3)

Prerequisite: Consent of the department.

Analysis of particular historical problems that have a high degree of contemporary significance.

NOTE: All graduate students are eligible to enroll for 5400-level classes, except those designated as restricted to master's degree students or requiring departmental permission.

5400 HISTORICAL METHODS (3)

Prerequisite: Admission to MA History program

Principles of historical research and analysis, as defined by major changes in historiography (or historical scholarship). Examination of debates over the conception of historical analysis, including theoretical shifts in the field and changing methodologies for analyzing primary sources.

5410 ADVANCED READINGS IN HISTORIOGRAPHY FOR MASTER'S ESSAY/EXAM OPTION (3)

Prerequisite: Admission to MA History program. Intended for students in the Master's Capstone Project option.

Analysis of major historiographical developments in particular subfields of history reflecting students' major and minor fields of study. Revision and final submission of a master's essay based on a research paper completed in a previous seminar.

5470 SEMINAR IN UNITED STATES HISTORY I (3)

Prerequisite: Admission to MA History program and HIST 5400.

Research in special phases of United States history. Topics will vary from term to term. May be taken more than once with a different topic.

5471 SEMINAR IN UNITED STATES HISTORY II (3)

Prerequisite: Admission to MA History program and HIST 5400.

Research in special phases of United States history. Topics will vary from term to term. May be taken more than once with a different topic.

5472 SEMINAR IN UNITED STATES HISTORY III (3)

Prerequisite: Admission to MA History program and HIST 5400.

Research in special phases of United States history. Topics will vary from term to term. May be taken more than once with a different topic.

5480 SEMINAR IN EUROPEAN HISTORY I (3)

Prerequisite: Admission to MA History program and HIST 5400.

Research in special phases of European history. Topics will vary from term to term. May be taken more than once with a different topic.

5481 SEMINAR IN EUROPEAN HISTORY II (3)

Prerequisite: Admission to MA History program and HIST 5400.

Research in special phases of European history. Topics will vary from term to term. May be taken more than once with a different topic.

5482 SEMINAR IN EUROPEAN HISTORY III (3)

Prerequisite: Admission to MA History program and HIST 5400.

Research in special phases of European history. Topics will vary from term to term. May be taken more than once with a different topic.

5490 SEMINAR IN HISTORY I (3)

Prerequisite: Admission to MA History program and HIST 5400.

Research in special phases of history. Topics will vary from term to term. May be taken more than once with a different topic.

5491 SEMINAR IN HISTORY II (3)

Prerequisite: Admission to MA History program and HIST 5400.

Research in special phases of history. Topics will vary from term to term. May be taken more than once with a different topic.

5499 MASTER'S THESIS (3)

Prerequisite: Admission to MA History program and HIST 5400.

Directed research in history.

Mathematics

Department Chairperson: Kapila Rohan Attele

Graduate Program Advisor: Dawit Getachew

Graduate Faculty: Victor Akatsa, Kapila Rohan Attele, John Erickson, Dawit Getachew, Lun-Pin Ho, Daniel Hrozencik, LixingJia, Paul Musial, Sharon O'Donnell, Richard Solakiewicz, Asmamaw Yimer.

The Department of Mathematics, Computer Science and Economics offers a program of study that leads to a Master of Science degree in Mathematics. The program is especially designed to meet the needs of the busy professional. With evening courses, research seminars, and interdisciplinary studies in physical and life sciences, the program offers opportunities for enrichment and professional growth.

The department is especially proud of its record of providing access to students with strong academic potential. Students can learn in a supportive environment and engage in scholarly activities outside the classroom setting. They can participate in research seminars and colloquia or graduate students' seminars. Each year, the department offers a major lecture series in the spring semester. The program keeps abreast of the needs of potential employers with an advisory board consisting of representatives from industry, City Colleges of Chicago, and Chicago Board of Education.

A limited number of graduate assistantships are offered, subject to the availability of funds. Graduate assistants may teach under mentorship of a regular faculty member and attend case studies workshops on various teaching scenarios to gain teaching experience.

The Graduate Students' Handbook describes departmental policies in detail and has other useful information such as links to useful websites. Policies for graduate assistants are in the booklet Procedures for Graduate Assistants. Both publications are available from the department.

General Requirements

- Fulfillment of the general requirements for admission to the School of Graduate and Professional Studies.
- A bachelor's degree from an accredited institution with an undergraduate concentration in mathematics and a B average or better (3.0 or higher from a 4.0 scale) in advanced undergraduate mathematics courses. An undergraduate concentration in mathematics is defined as successful completion of at least four advanced mathematics courses.
- Applicants without the above-mentioned requisite concentration or average may gain conditional admission.
- Any international student who wishes to apply to the Masters of Science in Mathematics program must, in addition to fulfilling all other requirements, submit an official copy of scores received on the mathematics subject test of the Graduate Records Examination (GRE).
- To gain full admission, students with conditional admission status are required to complete four approved graduate courses (which could be credited to the degree) with a B average or better and, if needed, their prerequisite courses.
- Completion of at least 33 graduate credit hours.
- A maximum of 12 credit hours of approved 4000-level courses completed in graduate student status may be applied towards the degree provided a grade of B or better is earned in each. Two of these 4000-level courses (maximum of six hours) may be chosen, with the consent of the graduate adviser, from interdisciplinary courses in mathematical biology, mathematical physics, or computer science.

Specific Requirements

REQUIRED COURSES (9 HOURS)

MATH 5420, 5220, and select one course in an area of geometry selected from the following: MATH 5120, 5130, 5140.

COMPLETION OF MASTER'S PROJECT (MATH 5950) FOR 3 HOURS OR MASTER'S THESIS (MATH 5980*) FOR 6 HOURS

COMPLETION OF THREE ADDITIONAL ELECTIVE COURSES AT THE 5000-LEVEL

Selected with the approval of the graduate advisor.

COMPLETION OF THE REMAINING 9-12 HOURS, SELECTED FROM APPROVED 4000- OR 5000-LEVEL MATHEMATICS COURSES THAT ARE APPLICABLE TO THE MASTER'S DEGREE.

The following 4000-level courses cannot be applied to the master's degree: 3005, 4000, 4010, 4020, 4040, 4050, 4060, 4070, 4920, 4940. This list is not exhaustive; consult the graduate adviser.

* Needs prior approval from the graduate committee.

Mathematics (MATH) Course Offerings

NOTE: Students enrolling in a mathematics class must receive at least a grade of C in all its prerequisite mathematics and computer science courses.

5000 CONTINUING EDUCATION TOPICS FOR PRIMARY SCHOOL MATHEMATICS TEACHERS (1-3)

Prerequisite: Standard Teaching Certificate.

An exploration of both content and pedagogical topics for teachers of primary school mathematics. Topics may include new curriculum programs, materials and teaching strategies, calculators and computers, number systems, operations of arithmetic, and problem solving, as well as topics of current interest. A hands-on approach using manipulative and concrete models will be a focus for the course. May be repeated for up to a maximum of six credit hours. Cannot be used to satisfy requirements for certification or for a bachelor's or master's degree.

5005 CONTINUING EDUCATION TOPICS FOR MIDDLE SCHOOL MATHEMATICS TEACHERS (1-3)

Prerequisite: Standard Teaching Certificate

An exploration of both content and pedagogical topics for teachers of middle school or junior high school mathematics. Topics may include new curriculum programs, teaching materials and strategies, calculators and computers, geometry, probability and statistics, relations, equations and problem solving, as well as other topics of current interest. May be repeated for up to a maximum of six credit hours. Cannot be used to satisfy requirements for certification or for a bachelor's or master's degree.

5010 A REVIEW OF MATHEMATICAL TOPICS (3)

Prerequisite: Bachelor's degree and consent of the department.

A review of the basic elements of calculus, linear algebra, and the nature of proof. Cannot be used for a master's degree.

5020 RECENT TRENDS IN MATHEMATICS (3)

Prerequisite: Bachelor's degree and/or consent of the department.

Course for in-service teachers. Changes in the teaching, philosophy, and course content of precollegiate mathematics. Cannot be used for a Master's degree.

5040 NUMBER THEORY FOR MIDDLE SCHOOL TEACHERS (3)

Prerequisite: MATH 1020 or MATH 1200 or HON 1300 and HON 1310; and a 2000-level mathematics course.

Prime numbers. Euclidean algorithm. Greatest common divisors and least common multiples. Modular arithmetic. Diophantine equations. Integration of the content in elementary and middle school. May not be used for graduation credit in mathematics or mathematics secondary education options. Cannot be used for a master's degree.

5050 GEOMETRY FOR MIDDLE SCHOOL TEACHERS (3)

Prerequisite: MATH 1020 or MATH 1200 or HON 1300 and 1310; and a 2000-level mathematics course.

Incidence relation, angles, congruence, measurement, compass-and-straightedge constructions, circles, arcs and arc length, polygons, similarity, right-triangle trigonometry, area, volume, coordinate geometry

in two and three dimensions. Integration of content in the elementary and middle school. Cannot be used for a master's degree.

5060 MODERN ALGEBRA FOR MIDDLE SCHOOL TEACHERS (3)

Prerequisite: MATH 1210 or MATH 1200 or HON 1300 and 1310 or equivalent; and a 2000-level mathematics course.

Groups, rings, fields and their applications. Integration of content in the elementary and middle school. Cannot be used for a master's degree.

5070 HISTORY OF MATHEMATICS FOR MIDDLE SCHOOL TEACHERS (3)

Prerequisite: MATH 1400 and MATH 4050 or equivalent.

The historical basis of numeration, operations, geometry, algebra, trigonometry, and calculus. The cultural aspect of mathematics and its contributions to knowledge and learning. Integration of content in the elementary and middle school. Cannot be used for a master's degree.

5080 PROBABILITY AND STATISTICS FOR TEACHERS (3)

Prerequisite: Bachelor's degree and consent of the department.

Basic elements of probability and statistics with special emphasis on teaching strategies. Cannot be used for a master's degree.

5090 CALCULUS FOR TEACHERS I (3)

Prerequisite: Bachelor's degree and consent of the department.

A review of the basic elements of calculus with special emphasis on teaching strategies. Cannot be used for a master's degree.

5095 CALCULUS FOR TEACHERS II (3)

Prerequisite: MATH 5090 or consent of the department.

A continuation of MATH 5090. Cannot be used for a master's degree.

5080 PROBABILITY AND STATISTICS FOR TEACHERS (3)

Prerequisite: Bachelor's degree and consent of the department.

Basic elements of probability and statistics with special emphasis on teaching strategies. Cannot be used for a master's degree.

5120 CONCEPTS OF GEOMETRY I (3)

Prerequisite: MATH 4110.

Axiom systems, Euclidean geometry, non-Euclidean geometry, theory of incidence, theory of order, affine geometries, similarity and congruence, models of geometries, distance and measurement, ruler and compass constructions.

5130 PROJECTIVE GEOMETRY (3)

Prerequisite: MATH 4110.

Analytic and axiomatic projections, theory of conic sections, Pascal's and Branchon's theorems, linear transformations.

5140 DIFFERENTIAL GEOMETRY (3)

Prerequisite: MATH 4410.

Theory of curves and surfaces in Euclidean space, Frenet-Serret formulas, Gaussian curvature, and geodesics.

5180 POINT SET TOPOLOGY (3)

Prerequisite: Consent of the department.

Concept of topology, topological and metric spaces, continuity, connectedness, generalized limits, and separation concepts.

5210 NUMBER THEORY (3)

Prerequisite: MATH 4210 or equivalent.

Selected topics in classical, analytic, and algebraic number theory.

5220 MODERN ALGEBRA I (3)

Prerequisite: MATH 4250.

Group theory: group action, Sylow theorems, and simple and solvable groups. Field theory: Galois correspondence, radical extensions, algebraic and transcendental extensions, and finite fields.

5230 MODERN ALGEBRA II (3)

Prerequisite: MATH 5220.

Continuation of MATH 5220, Commutative algebra: integrality, Hilbert basis theorem, modules over PDI; noncommutative rings: Jacobson radical, Artin-Wedderburn theorem.

5250 COMMUTATIVE ALGEBRA (3)

Prerequisite: Math 5220 and 5230.

An introduction to commutative rings and modules over commutative rings. Chain conditions, Noetherian and Artinian rings. Localization. Finitely generated algebras over a field and varieties. Further topics may include discrete valuation rings and Dedekind domains, completions, Nullstellensatz.

5310 MODERN APPLIED ALGEBRA (3)

Prerequisite: MATH 4250.

Algebraic theory with applications to theoretical computing. Topics include finite state automata, Turing machines, computability, the theoretical limits of computers, and coding theory.

5320 INTRODUCTION TO COMPUTATIONAL ALGEBRAIC GEOMETRY (3)

Prerequisite: Math 5220.

Geometry of curves/surfaces defined by polynomial equations. Emphasis on concrete computations with polynomials using computer packages, interplay between algebra and geometry, as well as algebra and biology. Algebra and topology presented as needed.

5410 THEORY AND APPLICATION OF INFINITE SERIES (3)

Prerequisite: MATH 4410.

Infinite series of real and complex terms, including the summability methods of Abel and Cesaro; tests for convergence of series of positive constants, including those of Cauchy, Maclaurin, Gauss; alternating series; conditional convergence and Riemann's theorem; absolute and uniform convergence; theorems of Weierstrass, Cauchy, Abel, Levi and Steinitz; introduction to the theory of divergent series.

5420 ANALYSIS I (3)

Prerequisite: MATH 4410.

Functions of bounded variation, Riemann-Stieltjes integral, topology of the real line, measure theory, measurable functions, Lebesgue integral, other selected topics.

5430 ANALYSIS II (3)

Prerequisite: MATH 5420.

Continuation of MATH 5420: Radon-Nikodym theorem, LP spaces, Riesz Representation theorem, functions of several variables, inverse and implicit function theorems, smooth manifolds, tangent and cotangent bundles, vector bundles, differential forms, pullback, wedge product, integration, Poincare lemma.

5440 COMPLEX VARIABLES I (3)

Prerequisite: MATH 4450 or 4410.

Complex numbers and polygenic and monogenic functions, theory of residues, Taylor and Laurent series, and Cauchy-Riemann and Laplace equations.

5445 COMPLEX ANALYSIS II (3)

Prerequisite: Math 5440.

Harmonic functions and the Dirichlet problem. Introduction to Riemann surfaces. Negative curvature and Picard's Big Theorem. Further topics may include Hardy spaces, Corona theorem, a deeper study of Riemann surfaces, and the uniformization theorem.

5470 FUNCTIONAL ANALYSIS (3)

Prerequisite: MATH 5420.

Hahn-Banach theorem, weak topologies; operators on Hilbert and Banach spaces, normal, self-adjoint, and compact operators; geometric and spectral analysis of linear operators; generalized functions. At instructor's discretion, applications to Fourier series, numerical analysis, probability, or differential equations will be discussed.

5510 ADVANCED ORDINARY DIFFERENTIAL EQUATIONS (3)

Prerequisite: MATH 2550 and 4410.

Boundary value problems, linear differential equations with periodic coefficients, nonlinear differential equations, perturbation theory, and Poincare's method.

5520 PARTIAL DIFFERENTIAL EQUATIONS (3)

Prerequisite: MATH 2550 and 4410.

Classical solutions of first and second order partial differential equations, Bessel and Legendre functions, orthogonal functions, solutions of boundary value problems by the separation of variables and integral transformations, Laplace's equation, and wave equation.

5550 ADVANCED NUMERICAL METHODS (3)

Prerequisite: MATH 5550, MATH 4410.

Difference equations, iteration, Aitken's delta square method, Steffensen's method, Bairstow's method, Bernoulli's method, and the quotient-difference algorithm. Additional topics may include Mesh-free methods, finite element methods, spectral methods, Galerkin type methods, and fast Fourier transform methods.

5560 INTERPOLATION AND APPROXIMATION (3)

Prerequisite: MATH 5550.

Interpolation via polynomials, orthogonal families of polynomials, spline interpolation, least squares methods, and Fourier methods. Additional topics may include radial basis function methods and convolution kernel based methods.

5610 MATHEMATICAL STATISTICS I (3)

Prerequisite: MATH 4600 or equivalent.

Random variables, conditional probability, multidimensional distributions, functions of random variables, central limit theorem, and limiting distributions.

5620 MATHEMATICAL STATISTICS II (3)

Prerequisite: MATH 5610.

Test of hypothesis, point estimation, confidence intervals, sufficient statistics, Rao Blackwell theorem, and multivariate analysis.

5710 MATHEMATICS CURRICULUM IN GRADES 7-12 (3)

Prerequisite: Consent of the Graduate Program Advisor.

The history of curriculum, content, and trends in mathematics of grades 7-12; study and analysis of major reports, recommendations, and theories in mathematics curricula and teaching and learning; issues and trends in assessment practices; study and analysis of reform movements and their effect in curricular designs, practices, and beliefs of mathematics and mathematics teaching and learning.

5780 RESEARCH AND PRACTICES IN MATHEMATICS EDUCATION (3)

Prerequisite: Consent of the Graduate Program Advisor.

Survey and analysis of research in the field of mathematics education; issues, research, and practices in the teaching and learning of mathematics; critiques and conduct of research in the teaching and learning of mathematics.

5810 MATHEMATICAL MODELS AND APPLICATIONS (3)

Prerequisite: High school mathematics teaching experience and consent of the department.

Modern application of mathematics in such fields as economics, industrial management, psychology, political science, biology, ecology, and geography for high school classroom utilization.

5920 GRADUATE SEMINAR (3)

Prerequisite: Twenty-one graduate level credit hours in mathematics and consent of the department.

Conducted by graduate faculty of department. The course may be repeated under a different topic with the permission of the department.

5950 MASTER'S PROJECT (3)

Prerequisite: Approval of the Graduate Program Advisor.

Research under the supervision of a regular faculty member leading to the completion of a master's project.

5980 MASTER'S THESIS (3)

Prerequisite: Approval of the Graduate Program Advisor.

Research under the supervision of a regular faculty member leading to the completion of a master's thesis. (A thesis is a document with precise format prescribed by the Graduate School. Refer to the Graduate Students' Handbook for the thesis formalism.)

Psychology (Counseling)

Department Chairperson: Ivy Dunn

Counseling Program Coordinator: Karen McCurtis-Witherspoon

Graduate Faculty: Lindsay Bicknell-Hentges, Tadesse Giorgis, John Lynch, Karen McCurtis-Whitherspoon

The Counseling Graduate Program of the Department of Psychology offers graduate study leading to a Master of Arts degree in Counseling. The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted accreditation to both counseling programs of Chicago State University: Clinical Mental Health Counseling (MA) and School Counseling (MA).

The Counseling Graduate Program is designed to train students as counselors so they can work in a variety of settings with an emphasis on working with urban youth and their families. It is also designed as a predoctoral study program in counselor education and supervision, counseling, or psychology. Graduates of the School Track are eligible to work as counselors in school settings. Graduates of the Clinical Mental Health Track are eligible to work as counselors in a variety of community settings. The program currently qualifies students to sit for examinations for counseling certification (NCC) and Illinois Licensure for professional counselors; the requirements for these examinations are subject to change, and additional requirements may be added. Completion of the master's degree program in counseling (School Track) qualifies students for the Type 73 School Service Personnel Certificate for the School Counselor. Certification requires the successful completion of the Illinois Certification Test of Academic Proficiency (TAP) and School Counseling. Students with a master's degree in counseling or a related field who want only an endorsement and certification in school counseling must satisfy all of the requirements of the school counseling degree. The Endorsement in School Counseling Certificate Program has 31 hours of prerequisites and 15 hours of additional required course work (totaling 51 hours). More information about the program can be obtained in the Chicago State University Master of Arts in Counseling Student Handbook.

The department also offers two post-baccalaureate certificates: one in Alcohol and Other Drugs of Addiction and another in Spirituality in Psychology.

Master of Arts in Counseling

Mission Statement

The mission of the program is to produce highly qualified graduates equipped to serve the complex counseling demands in urban settings with a specific emphasis on addressing the needs of urban youth and their families. This mission is generated from a belief that counselors equipped to deal with the more difficult problems within large cities will also be effective in other, less challenging settings. To accomplish its mission, the program is committed to the following:

- Recruiting, retaining, and graduating culturally and economically diverse students;
- Employing a dedicated, caring, and culturally diverse faculty whose teaching is informed by research and clinical experience;
- Providing a curriculum that is infused with theory and applications related to diverse urban populations;

- Providing students with a strong preparation in counseling interventions and models of prevention directed toward meeting the complex counseling needs within urban and other settings;
- Providing opportunities for practical counseling experiences within urban schools and communities;
- Teaching students how to access resources, advocate for their clients and their profession, and serve as community activists when needed; and
- Working in partnership with local institutions and agencies in the region to assist in the development of socially and economically viable and sustainable communities.

Program Description

The school counseling program is designed to prepare students to serve the multiple mental health or counseling needs within schools in an urban setting. Students will be given a strong preparation in clinical intervention with a specific emphasis on meeting the needs of urban youth and their families. Additionally, students will learn how to develop a primary intervention program that impacts the entire school community through implementation of The Developmental Counseling Model. Students will also learn how to organize counseling interventions that are integrated into the school curriculum. Prevention and early intervention will be the primary goals taught to our students.

Students choosing to emphasize human services counseling ,to prepare for careers in community agencies such as mental health clinics and substance abuse facilities, and/or to work as developmental interventionists and consultants in a wide variety of educational and non-educational settings can enroll in the Clinical Mental Health Counseling Track. Students in the Clinical Mental Health Counseling Track will also be given strong preparation in clinical intervention, with specific focus on addressing the needs of urban youth and their families. Students in the Clinical Mental Health Counseling Track will learn how the family and community contexts impact behavior as well as how to plan and implement effective interventions within the community context.

Admission Requirements

- Submission of an application, official transcript(s), and two reference forms (one from either a college instructor or supervisor at work) to CSU Office of Graduate Studies by March 1 for the fall semester. Students will only be admitted into the program once a year for the fall semester.
- Completion of six credit hours of prerequisite courses, which must include three credit hours in developmental psychology and psychological statistics (with a grade of B or better in at least one). A student may be granted conditional admission until the prerequisites are met. Prerequisites must be completed in the first year of the program.
- A minimum GPA of 3.0 (on a 4.0 scale) for the final 60 hours of undergraduate work. Applicants whose grade point average is between 2.75 and 2.99 may qualify for conditional admission.
- Successful completion of a written essay and personal interview with faculty for the purpose of assessing oral communication, writing, interpersonal skills, and the applicant's potential for the counseling field.
- Applicants for the School Counseling Track or the Endorsement in School Counseling Certificate Program must have passed the Illinois Test of Academic Proficiency (TAP). In addition, they must

have a valid Illinois Teaching Certificate or they must take the course ED 4820/5820 Educational Fundamentals in School Counseling as a program prerequisite. Providing they have passed the Illinois Test of Academic Proficiency (TAP), students who do not have a valid Illinois Teaching Certificate may be admitted conditionally pending successful completion of the education course within the first year. Certified teachers must have proof of a passing score report on the Illinois Test of Academic Proficiency (TAP), within the current time limit set by the state of Illinois.

- Due to limited class size, not all qualified applicants may be accepted.

Full Admission

Full admission to the program is granted when all admission criteria are met.

Transfer Courses

Courses taken at other institutions that are to be applied to the counseling degree requirements must be evaluated and approved by an advisor in writing within the first semester after acceptance. Courses taken from other institutions after admission into the program must be preapproved by an advisor in writing, must be of a grade of B or better, and must be completed within six years of graduation in order to be applied to degree requirements. No more than a total of nine transferred credit hours can be applied to the degree.

General Requirements

- Completion of all required and elective courses, at the graduate level with a cumulative grade point average of 3.0 or higher.
- Acceptance into candidacy before completing clinical courses.
- Completion of the following pre-candidacy courses with a B or better: COUN 5650 and 5670.
- Students must successfully pass the Comprehensive Examinations (Part 1—Objective and Part 2—Essay).
- Students must successfully complete a Practicum (Field Experience) of 100 clock hours and an Internship of 600 clock hours (school) or 900 clock hours (clinical mental health).
- Completion of all clinical courses (COUN 5790, 5950, 5990 or 5991) with a grade of B or better.
- Students in the School Counseling Program must pass the type 73 Certification Exam in School Counseling and must have already passed the Test of Academic Proficiency (TAP).
- All degree requirements must be completed within six years.

Specific Requirements for Current Programs through 2012

OPTION I - SCHOOL TRACK (TOTAL 51 HOURS)

Core Courses(36 credit hours): COUN 5600, 5640, 5650, 5660, 5670, 5710, 5720, 5730, 5740, 5760, 5800, 5840.

Clinical Courses (12 credit hours): COUN 5790, 5950, 5990.

Elective Courses(3 credit hours): 5500-level courses or higher, selected with advisor’s approval.

OPTION II – CLINICAL MENTAL HEALTH COUNSELING TRACK (TOTAL 54 HOURS)

Core Courses(39 credit hours): COUN 5611, 5640, 5650, 5660, 5670, 5710, 5720, 5730, 5740, 5750, 5800, 5810, 5840.

Clinical Courses(12 credit hours): COUN 5790, 5950, 5991.

Elective Courses(3 credit hours): 5500-level courses or higher, selected with advisor’s approval.

Specific Requirements for Programs starting 2013 or later

OPTION I - SCHOOL TRACK (TOTAL 51 HOURS)

Core Courses(36 credit hours): COUN 5600, 5640, 5650, 5660, 5670, 5710, 5720, 5730, 5740, 5780, 5800, 5840.

Clinical Courses (12 credit hours): COUN 5790, 5950, 5990.

Elective Courses(3 credit hours): 5500-level courses or higher, selected with advisor’s approval.

OPTION II – CLINICAL MENTAL HEALTH COUNSELING TRACK (TOTAL 60 HOURS)

Core Courses(45 credit hours): COUN 5611, 5640, 5650, 5660, 5670, 5710, 5720, 5730, 5740, 5746, 5750, 5755, 5800, 5810, 5840.

Clinical Courses(15 credit hours): COUN 5790, 5950, 5991.

Thesis Option

Students who are interested in pursuing a doctoral degree after graduating from the Counseling Graduate Program are strongly encouraged to complete a thesis in lieu of six hours of graduate electives. More information about this option can be obtained by contacting an advisor (773/995-2359) or the Office of Graduate and Professional Studies (773/995-2404).

Bilingual Specialization

Students accepted into the Clinical Mental Health or School Counseling Programs, as well as the Endorsement in School Counseling Certificate Program, may apply for a Bilingual Specialization. The Bilingual Specialization requires that a candidate complete SPAN 5101 (Helping Hispanic Families) with a grade of B or better, satisfy the American Council on the Teaching of Foreign Languages (ACTFL) requirements for the Advanced Plus Level in Spanish, and complete a practicum in a school or community setting serving Latino clients. Language proficiency will be initially screened by the Foreign Languages and Literature Department of Chicago State University. Final testing for the language requirements will be conducted by ACTFL. Students interested in obtaining the Bilingual Specialization can request an application from the Counseling Graduate Program.

Endorsement in School Counseling Graduate Certificate Program

Important note about admission to the endorsement program: Given the Council for Accreditation of Counseling and Related Educational Programs (CACREP) requirements for faculty-student ratios, only a limited number of students can be admitted to this program. Priority will be given to graduates for the Chicago State University Counseling Program who are seeking an endorsement in school counseling. All students interested in applying for this program must have passed the Illinois Test of Academic Proficiency (TAP) within the current time limit set by the state of Illinois and have a master's in counseling or a counseling-related field. Applicants can submit applications for the fall semester by March 1 and for the spring semester by October 15 to The Office of Graduate and Professional Studies. All registrations for graduate Psychology/Counseling classes and the ED 4820/5820 Fundamentals in School Counseling must be signed by an advisor of the Counseling Graduate Program in HWH 311 (773/995-2359). Any student that enrolls in one of these courses without having an advising form signed (and a copy retained in the student's file in the department office) will be administratively withdrawn from the course(s) and is subject to disciplinary action, which could result in dismissal from the university.

The purpose of this certificate program, a 15-credit-hour graduate sequence (with 36 hours of prerequisites), is to provide a Type 73 endorsement in school counseling for students with a master's degree in counseling or a closely related field. Some students entering the program will already have a master's in School Counseling and others may have a master's in Community Counseling or a related degree. Applicants for the program must have an appropriate master's degree and have passed the Illinois Test of Academic Proficiency (TAP). In addition, they must have a valid Illinois Teaching Certificate, or they must take the course ED 5820 Educational Fundamentals in School Counseling as a program prerequisite within the first year of the endorsement program. Providing they have passed the Test of Academic Proficiency (TAP) within time limits, students who do not have a valid Illinois Teaching Certificate may be admitted conditionally, pending successful completion of the education course within the first year. The program prerequisites and requirements will meet all of the criteria necessary for endorsement in School Counseling.

The program emphasizes the Developmental School Counseling Model, strong clinical training, and applied field practice as a school counselor in an elementary and high school setting. The certificate must be completed in three years.

PROGRAM PREREQUISITES (36 HOURS OF PREREQUISITES REQUIRED)

Program prerequisites can be satisfied by courses judged by the program coordinator as having similar content to counseling graduate courses.

CURRENT COURSE REQUIREMENTS (15 CREDIT HOURS)

COUN 5740, 5760, 5800, 5990 (6 credit hours).

COURSE REQUIREMENTS FOR PROGRAMS STARTING 2013 OR LATER (15 CREDIT HOURS)

COUN 5740, 5780, 5800, 5990 (6 credit hours).

COUN 5990 INTERNSHIP IN SCHOOL COUNSELING (3-6 HOURS)

300 or 600 clock hours.

REQUIRED PREREQUISITE

Students must successfully pass the Illinois Test of Academic Proficiency (TAP) within the current time limit set by the state of Illinois and the Illinois State Type 73 Certification Exam in School Counseling prior to enrolling in COUN 5990.

OTHER REQUIREMENTS

- Proof of passing the Illinois Certification Content Area (Type 73 Exam in School Counseling) Test for school counselors prior to enrollment in COUN 5990.
- The certificate must be completed in three years.

Alcohol and Other Drugs of Addiction Post-baccalaureate Certification Program.

Program Coordinator: Maryse Nazon

Chicago State University offers a comprehensive, advanced, accredited Alcohol and Other Drugs of Addiction (AODA) Counselor Training Program, which prepares students to work in the field of addictions. The program is accredited by the Illinois Alcohol and Other Drug Abuse Professional Certification Association (IAODAPCA). Upon completion, students are qualified to sit for the Certified Alcohol and Other Drugs of Abuse Counselor (CADC) Examination. Work experience required for certification is waived for graduates of AODA. The certificate is the ideal complement to any graduate degree in counseling, social work, criminal justice, and other disciplines, and offers graduates a wide range of professional possibilities. The program requires 27 credit hours, six of which are electives that can be transferred to relevant masters degree programs at CSU.

Application and Admission

- Must have a bachelor's degree in psychology or a related field.
- An application and official transcripts must be submitted to the CSU Office of Graduate and Professional Studies by October 1 (spring admission) or April 1 (fall admission). New students can begin any semester.
- A minimum GPA of 3.0 (on a 4.0 scale) for the final 60 hours of undergraduate work. Applicants whose grade point average is between 2.75 and 2.99 may qualify for conditional admission.
- Nine hours of prerequisite courses must be completed with a grade of B or better for six hours. Conditional admission may be granted until prerequisites are met, which must occur in the first year of the program.
- The program coordinator must approve transfer courses from other institutions before credit can be applied to AODA.

- A personal interview is required to assess oral communication, interpersonal skills, and the applicant's potential for the counseling field.

Requirements

- Completion of all coursework with a grade point average of 3.0 or higher.
- Internship of 500 clock hours, which must be completed in one year.
- Completion of all program requirements within five years.

PREREQUISITES

PSYC 1100 (Introduction to Psychology), 2040 (Childhood and Adolescence), and 2155 (Abnormal Psychology).

REQUIRED COURSES (21 CREDIT HOURS)

The following courses (in the order taken): PSYC, 5200, 5201, 5202, 5203, 5204, 5205 and 5206.

ELECTIVE COURSES (6 CREDIT HOURS)

Six credit hours of masters-level courses selected with program coordinator consent.

Spirituality in Psychology Post-baccalaureate Certificate Program

In psychology, spiritual diversity is as important as other kinds of diversity. Students who complete the program will be sensitive to and respectful of a client's spiritual beliefs and be able to integrate this into the therapeutic process. Psychologists with this specialty have a variety of work environments from which to choose, including hospitals, hospices, religious establishments, community organizations, and disaster relief agencies to name a few. The program requires 21 credit hours, consisting of 15 hours of required courses and 6 hours of electives.

Application and Admission

- Must have a bachelor's degree in psychology or a related field.
- An application and official transcripts must be submitted to the CSU Office of Graduate and Professional Studies by October 1 (spring admission) or April 1 (fall admission). New students can begin any semester.
- A minimum GPA of 3.0 (on a 4.0 scale) for the final 60 hours of undergraduate work. Applicants whose grade point average is between 2.75 and 2.99 may qualify for conditional admission.
- Six hours of prerequisite courses must be completed with a grade of B or better. Conditional admission may be granted until prerequisites are met, which must occur in the first year of the program.
- The program coordinator must approve transfer courses from other institutions before credit can be applied to the program.

Requirements

- Completion of all coursework with a grade point average of 3.0 or higher.
- Internship of 500 clock hours, which must be completed in one year.
- Completion of all program requirements within five years.

PREREQUISITES

PSYC 1100 (Introduction to Psychology), 2500 (Spirituality in Psychology).

REQUIRED COURSES (15 CREDIT HOURS)

PSYC 3070, 3320, 5170, 5175, and 5205.

ELECTIVE COURSES (6 CREDIT HOURS)

Six credit hours of masters-level courses selected with program coordinator consent.

Psychology (PSYC) Course Offerings

5150 PSYCHOLOGY OF PERSONALITY (3)

Prerequisite: PSYC 1100.

Course examines the major theories of personality and provides an integrative framework for understanding the dynamics of personality.

5155 ABNORMAL PSYCHOLOGY (3)

Prerequisite: PSYC 1100.

Behavior deviating from normal and its treatment.

5170 INTERNSHIP IN SPIRITUAL PSYCHOLOGY (3-6)

Prerequisite: PSYC 1100, completion of 9 credit hours in psychology, or consent of department.

Supervised internship of 100 hours that provides experiences in spiritual counseling. Students are placed in a religious institution or other organization that provides counseling from a spiritual perspective. May be taken in a two-semester sequence for a maximum of 6 credit hours.

5175 SPIRITUALITY IN COUNSELING

Prerequisite: PSYC 1100, 2500.

Explores implications for addressing client spirituality in the counseling process. Spiritual (e.g., 12-step programs) models, faith-based programs, methods for working with clients' diverse beliefs, ethical issues, research findings, and spiritual assessment techniques will be examined.

5180 COMPUTER APPLICATIONS IN THE BEHAVIORAL SCIENCES (3)

Prerequisite: PSYC 2080 or PSYC 4190; or MATH 1600 and PSYC 4185; or consent of the department.

Design computer spreadsheets and database files for statistical analysis in research. Become proficient in SPSS, EXCEL, Internet, and other applications used in the behavioral sciences.

5185 STATISTICAL METHODS IN PSYCHOLOGY (3)

Prerequisite: PSYC 2080 or equivalent.

Inferential statistics: point estimates, confidence intervals, one-sample z- and t- tests, two-sample z- and t- tests, and analysis of variance.

5190 FUNDAMENTALS OF STATISTICAL METHODS (3)

Prerequisite: PSYC 1100.

Descriptive statistics through correlation and regression. Inferential statistics: point estimates, confidence intervals, one-sample z- and t- tests of significance, and two-sample z- and t-tests of significance.

5200 PHARMACOLOGY FOR ADDICTIONS (3)

Prerequisite: PSYC 1100 and 4155.

Classification of alcohol and other drugs' physical and psychological effects, medical complications, assessment and diagnostic techniques, and treatment settings and modalities.

5201 ETHICS AND ADDICTION (3)

Prerequisite: PSYC 1100, 2040 or 2000, 5155. Successful completion of the university English, math, and reading qualifying examinations.

Prepares students to develop ethical standards and apply them in alcohol and drug dependency counseling.

5202 CHEMICAL DEPENDENCY COUNSELING (3)

Prerequisite: PSYC 1100, 4155 and 5205; consent of the program coordinator.

Theory and practice of counseling addictions. Individual, family, group approaches. Screening, intake, and treatment delivery models.

5203 COMMUNITY AND DOMESTIC VIOLENCE/ADDICTIONS (3)

Prerequisite: PSYC 1100, 2040 or 2000.

Influence of drugs and alcohol on family and community violence. Incidence, prevalence, theories, causation, risk factors, and long term effects. Prevention strategies.

5204 AODA FIELD EXPERIENCE (3-6)

Prerequisite: PSYC 4200, 4201,4202, 4203, 4205, 4206; consent of program coordinator.

Focuses on demonstrating competency in the 12-core functions and 8-practice dimensions of substance use disorder counseling. Supervised field experience using knowledge and practicing skills learned in the classroom. Three credit hours per semester. Can be repeated once.

5205 PSYCHOLOGY OF DRUG ADDICTION (3)

Prerequisite: PSYC 1100 and consent of the department.

Introductory course in the chemical, psychological, social and treatment aspects of drug use, abuse and dependency. Drug abuse prevention will be introduced through elementary theories of open communication.

5206 ADDICTION ASSESSMENT/CASE MANAGEMENT (3)

Prerequisite: PSYC 1100, 4155, and 5205; consent of program coordinator.

Introduction to and training in basic intake, assessment, diagnosis, treatment planning, referral, insurance, and other aspects of effective case management.

5207 GROUP WORK IN ADDICTIONS COUNSELING (3)

Prerequisite: PSYC 1100, 4205 or 5205.

Overview of group counseling with substance abusers in a variety of rehabilitation programs. Experiential group counseling focus. Participation in a counseling group with a personal growth focus followed by a period of didactic processing.

5210 ADOLESCENT PSYCHOLOGY FOR MIDDLE GRADE TEACHERS (3)

Prerequisite: PSYC 1100.

Explores the development issues of early adolescence as they pertain to middle school education. Explores the advisory role of middle school teachers in assessing, coordinating, and referring students to health and social service agencies.

NOTE: Unless permission of the department is given, only students enrolled in the school or community counseling programs are eligible to enroll for 5000-level classes. Prior consultation with the department is required for enrollment into any 5000-level courses in psychology.

Counseling (COUN, previously PSYC) Course Offerings

NOTE: Unless permission of the department is given, only students enrolled in the School or Clinical Mental Health Counseling programs are eligible to enroll in COUN classes.

5600 INTRODUCTION TO SCHOOL COUNSELING (3)

Prerequisite: Completion of program prerequisites or concurrent enrollment and admission into the counseling master's degree program.

Introduction to the roles and functions of the school counselor within developmental (e.g., ASCA Model) and other school counseling programs. Examines all aspects of professional functioning, including history, organizational structure, ethics, standards, and credentialing. Exposes student to the developmental counseling curriculum, individual planning, responsive services, consultation theory, needs assessment, and program and system support with traditional, urban, and special populations.

5610 PRINCIPLES OF COMMUNITY COUNSELING (3)

Prerequisite: Completion of program prerequisites or concurrent enrollment and admission into the counseling master's degree program.

Principles of counseling in a community agency setting. History and philosophy of psychological counseling, role and training of the counselor, modes of intervention, consultation theory, and ethics of counseling.

5611 PRINCIPLES IN CLINICAL MENTAL HEALTH COUNSELING (3)

Prerequisite: Admission to Counseling Graduate Program or permission of the department.

Addresses the roles, functions, settings, and management of clinical mental health counseling. Introduces relevant models and theories, ethical and legal issues, professional organizations, preparation standards and credentialing, and management of mental health services.

5640 COUNSELING THEORIES AND ETHICS (3)

Prerequisite: COUN 5600 or 5610 or concurrent enrollment. Admission to the master's degree program.

Major theories, principles, ethical concerns, and techniques of counseling. Introduction to Afro-centric and other models and exploration of techniques for children, adolescents, and special populations.

5650 MICROCOUNSELING (3)

Prerequisite: COUN 5600 or 5 or concurrent enrollment. Admission to the master's degree program.

Practical and experiential laboratory designed to build basic counseling and interviewing skills, including counselor self-awareness. Focus on development of understanding of the counseling process through readings, lectures, analogue exercises, and video demonstrations.

5660 ADVANCED LIFESPAN DEVELOPMENT AND COUNSELING APPLICATIONS (3)

Prerequisite: COUN 5600 or 5610 or concurrent enrollment.

Examines development and counseling across the life span and addresses issues that impact counseling and development such as ethnicity, economics, disabilities, and abuse/neglect. Introduces concepts of family development and basic learning theory.

5670 PRINCIPLES AND TECHNIQUES OF GROUP COUNSELING (3)

Prerequisite: COUN 5600 or 5610 or concurrent enrollment. Admission to the master's degree program.

Group methods for identifying, understanding, and solving common problems. Explores counseling and therapy in a group setting.

5710 MULTICULTURAL ISSUES IN COUNSELING (3)

Prerequisite: COUN 5600 or 5610 or concurrent enrollment. Admission into the master's degree program..

This course is designed to build expertise in counseling individuals from diverse cultural backgrounds, including but not limited to individuals of African American, Hispanic, Asian, and American heritage. It includes a study of change, ethnicity, changing roles of women and sexism, urban and rural societies, changing population patterns, cultural mores, and differing life patterns.

5720 LIFE STYLE AND CAREER DEVELOPMENT (3)

Prerequisite: COUN 5600 or 5610 or concurrent enrollment. Admission to the master's degree program.

Theories and principles of vocational choice, relationship between career choice and life style, sources of occupational and educational information, computerized guidance services, financial aid, college admissions, approaches to career decision making processes, and career development exploration techniques.

5730 TECHNIQUES OF ASSESSMENT AND DIAGNOSIS (3)

Prerequisite: COUN 5600 or 5610 or concurrent enrollment; COUN 4190 or equivalent basic statistics course. Admission to the master's degree program.

Selection, administration, interpretation, and evaluative use of intelligence, aptitude, personality, interest, and achievement tests. Use and/or construction of questionnaires, sociograms, anecdotal records, and other appraisal devices. Practice of differential diagnosis and clinical interviewing. Additional course fee.

5740 TREATMENT INTERVENTIONS IN URBAN YOUTH AND FAMILIES (3)

Prerequisite: COUN 5600 or 5610 and COUN 5660. Admission to the master's degree program.

Seminar on issues (e.g., gangs, violence, abuse, drugs, poverty, etc.) facing youth and families in urban inner-city environments. Exposes students to theories of adolescent development, how development is

comprised in such youth, and to using research to guide effective treatment strategies for this population. Introduces family systems theory and application with youth and families.

5745 SPIRITUALITY IN COUNSELING (3)

Explores implications for addressing client spirituality in the counseling process. Spiritual (e.g., 12-step programs) models, faith-based programs, methods for working with clients' diverse beliefs, ethical issues, research findings, and spiritual assessment techniques will be examined.

5750 INTRODUCTION TO FAMILY SYSTEMS COUNSELING (3)

Prerequisite: COUN 5640, 5650. Admission to the master's degree program.

An introduction to general systems theory and survey of the major systems of family therapy, emphasizing theory and treatment strategies.

5760 ORGANIZATION AND MANAGEMENT OF DEVELOPMENTAL COUNSELING PROGRAMS (3)

Prerequisite: COUN 5600. Admission to the master's degree program.

Organization and management of the developmental model of counseling, programs within the school setting. Exposes student to the counseling curriculum, individual planning, responsive services, consultation theory, needs assessment, and program and system support. Applications to urban setting and special populations..

5790 PRE-PRACTICUM COUNSELING LABORATORY (3)

Prerequisite: COUN 5600 or 5610; 5640, 5650, 5660, and accepted as candidate for clinical courses.

Completion of all pre-candidacy courses in the program and written application submitted by appropriate deadline. Clinical laboratory experience with actual clients and live and videotaped supervision in techniques of counseling/psychotherapy.

5800 RESEARCH STATISTICS AND PROGRAM EVALUATION (3)

Prerequisite: COUN 2080 or 4190, or equivalent basic statistics course. Admission to the master's degree program.

Study of research methods, both qualitative and quantitative computer programs for data management and testing; application of program evaluation principles; legal and ethical considerations in research and programs.

5810 THEORIES AND PRACTICES OF SUBSTANCE ABUSE COUNSELING (3)

Prerequisite: COUN 5610 or 5611.

The assessment, etiology, description, understanding, and treatment of addictions. Addresses prevention, education, dual diagnosis, risk assessment, crisis intervention, and issues related to diagnosis and treatment in multicultural populations. Evidence-based individual and group interventions will be studied.

5815 COUNSELING SPECIAL POPULATIONS (3)

Prerequisite: COUN 5650 and 5640. Admission to the master's degree program.

Seminar course focusing on issues encountered by school and community counselors. Issues include, but are not limited to, substance abuse, sexuality, single parent and blended families, bilingual children, and clients with physical or mental disabilities.

5820 CASE MANAGEMENT IN SCHOOL COUNSELING (3)

Prerequisite: COUN 5600 or 5610, or concurrent enrollment in the same.

Basic concepts of special educational law, assessment, classification, and the development of Individual Educational Plans through multidisciplinary staffing involving parents, students, and school professionals. Emphasis on the practice of effective case management that maximizes learning through appropriate special education procedures, counseling, school programs, and communication with parents of exceptional children.

5830 ADVANCED EDUCATIONAL PSYCHOLOGY (3)

Prerequisite: PSYC 2000 or 2040.

A seminar in the critical analysis of educational theories, instructional techniques and implementation in learning experiences, including measurement, evaluation and applications in the educational setting.

5840 ADVANCED PSYCHOPATHOLOGY (3)

Prerequisite: COUN 5600 or 5610, or concurrent enrollment in the same.

The assessment, etiology, description, understanding, and treatment of psychological disorders. Included in the study are schizophrenia, affective and anxiety disorders, substance abuse/dependency, personality disorders, disorders of childhood and adolescence as well as other disorders in the DSM-IV and issues related to diagnosis and treatment in multicultural populations.

5850 SPECIAL TOPICS IN COUNSELING (3)

Seminar focusing on a specific topic in counseling. The exact topic will vary from semester to semester. May be repeated with a different topic. Maximum of six hours.

5860 COUNSELING CHILDREN AND ADOLESCENTS (3)

Prerequisite: COUN 5640, 5650, or consent of the department.

Overview of theories and techniques in child/adolescent counseling in experiential and didactic format. Utilizes play media to facilitate expression, self-understanding, personal growth and development. Includes observation and supervised experiences. Additional course fee.

5890 INDEPENDENT STUDY IN COUNSELING (3)

Prerequisite: Admission to the master's degree program and consent of the department.

Independent and/or group studies, relating to student's special interests or programs. Hours are to be arranged.

5910 ADVANCED CLINICAL TRAINING-SUBSTANCE ABUSE—PRACTICUM I (3)

Prerequisite: Master's degree in counseling(equivalent) and/or consent of the department. Admission to the master's degree program.

Supervised advanced clinical/skill techniques and applications of substance abuse therapy. Forty clock hours in field.

5920 ADVANCED FIELD TRAINING SUBSTANCE ABUSE—PRACTICUM II(3)

Prerequisite: Master's degree and/or consent of the department. Admission to the master's degree program.

Supervised advanced field experience in selected substance abuse centers. Six to eight clock hours per week.

5930 PRACTICUM IN GROUP COUNSELING (3)

Prerequisite: COUN 5670. Admission to the master's degree program.

Supervised training in advanced techniques of group facilitation and group counseling in school and community agencies.

5950 PRACTICUM IN COUNSELING II (3)

Prerequisite: Completion of COUN 5790, accepted as a candidate for clinical courses and written application during semester prior to enrollment. Admission to the master's degree program.

Supervised field placement in counseling/psychotherapy. Minimum of 100 hours of supervised experience required in field placement.

5990 INTERNSHIP IN SCHOOL COUNSELING (3 OR 6)

Prerequisite: Completion of all required 5000-level courses, passing the Illinois Type 73 Certification Examination in School Counseling, and written application submitted by appropriate deadline. Admission to the master's degree program or the Type 73 Endorsement in School Counseling Certificate Program.

Supervised field placement in a school setting (K-12). May be taken for three credit hours indicating 300 hours of experience or six credit hours indicating 600 hours of experience. May be taken twice for three credit hours or once for six credit hours to fulfill the required six credit hours of internship.

5991 INTERNSHIP IN COMMUNITY COUNSELING (3 OR 6)

Prerequisite: Completion of all required 5000-level courses and written application submitted by appropriate deadline. Admission to the master's degree program.

Supervised field placement in a community setting. May be taken for three credit hours requiring 300 hours of experience or six credit hours requiring 600 hours of experience. May be taken twice for three credit hours or once for six credit hours to fulfill the required six credit hours of internship.

5992 THESIS IN GUIDANCE AND COUNSELING (3-6)

Prerequisite: Completion of all required graduate courses and consent of the department. Admission to the master's degree program.

Supervised research and thesis in guidance and counseling as approved by the department. May be taken in two semesters, with three hours per semester for up to six hours.

Social Work

Department Chairperson and Program Director: Mikal Rasheed

Field Education Director: Lolita Godbold

Graduate Faculty: Judith Birgen, Kimberly Mann, Yan Searcy, Sherri Seyfried, Thomas Kenemore, Troy Harden

The Master's of Social Work (MSW) program is designed to prepare graduates for advanced professional roles as social service workers, supervisors, and administrators in public and nonprofit human service organizations. Graduates are also prepared for doctoral study in social work and related fields.

The MSW program is accredited by the Council on Social Work Education.

The curriculum utilizes a perspective that is family centered and strengths based. It focuses on clinical practice with families and children, understanding the development and analysis of social policy, and designing and managing human service programs. Leadership and team building skills, cultural competency, as well as personal growth, are integral educational components of the program. The

program emphasizes services to vulnerable, oppressed, and marginalized populations. The program also emphasizes a commitment to diversity and social and economic justice.

General Requirements

- The MSW program requires completion of 60 credit hours of study, which includes a minimum of 12 credit hours of supervised field practicum. The full-time program may be completed in two calendar years. The part-time program may be completed in three or four calendar years. All requirements for the degree must be completed within 4 years from the date of initial enrollment. The first 30 hours of the MSW program are required foundation courses. Upon successful completion of the foundation, students may then choose from a concentration in the advanced curriculum. These options are Direct Practice in Family and Children Service, Administration and Planning in Family and Children Services, and School Social Work.
- Students must maintain a 3.0 (B) average and receive a passing grade in field practicum in order to complete the program. It is also expected that students demonstrate a commitment to ethical social work practice as explicated in the N.A.S.W. Code of Ethics.
- The fieldwork component of the MSW program is an integral part of the student's educational experience. It provides opportunities for the development, integration, and application of professional knowledge, skills, values and attitudes. Placements are made in a wide variety of human service settings in the public and private sectors.
- Students must complete 400 clock hours during the first year and 550 during their second year in the program. Students in the School Social Work concentration must complete 600 hours during their second year. Most placement requirements are met by 2 days per week for 4 semesters. Professional liability insurance is required for field registration and is provided by a group policy.

Admission

A graduate application, the MSW supplement, official transcripts, and the nonrefundable application fee must be received by the School of Graduate and Professional Studies by March 15th (fall admission only). All applicants for admission to the MSW program must:

- have a BA or BS degree from an accredited college or university.
- have a broad liberal arts background (represented by course work in arts and humanities, history, science, mathematics, political science, economics, etc.) with a minimum of 12 hours of behavioral science.
- have a cumulative undergraduate GPA of 3.0 on a 4.0 scale (calculated using the last two years of undergraduate study). A limited number of applicants may be conditionally admitted with a GPA of 2.75. This exception may be granted to students who have been out of school for five or more years and have outstanding work experience in human services.
- submit three letters of recommendation from educators and/or professionals who can describe potential for success in the field of social work.
- submit a personal essay and participate in a departmental interview.

In addition to the above, the following apply:

- A course to enhance writing skills may be required as a condition of admission.

- Students who do not meet all of the requirements, but whose experience or achievements may warrant an exception, may be invited for a personal interview to discuss admission and to explore options to strengthen their application.
- Due to limited class size, we are unable to accept all qualified applicants.

Admission to Advanced Standing

- Graduates who have completed a BSW degree from a CSWE-accredited program within the four year period preceding their intended enrollment may apply for the advanced standing program.
- Only social work courses with grades of B or better may be used for waivers or credit. Students who have a social work course with the grade of C or below will have to retake that particular course or an equivalent course.
- Accelerated students may complete the MSW program in one calendar year on a full-time basis or two calendar years on a part-time basis.
- Advanced standing applicants will be invited for a personal interview to evaluate their plan of study.

To qualify for advanced standing students must:

- have earned a 3.0 GPA in the last 60 hours of undergraduate work.
- have a minimum GPA of 3.0 in social work courses

Transfer Credit

The MSW program may accept a maximum of 30 semester hours of transfer credit for graduate courses completed with a grade of B or better from a CSWE-accredited MSW program. Credits must have been earned within four years prior to enrollment, and the student must submit a letter of recommendation from the program and field director (if applicable) of the program.

Students who have graduate credits in a related field may request transfer of up to six credit hours to meet their elective requirements; however, courses from an earned degree may not be used toward the MSW degree. A maximum of six credit hours of courses taken in the CSU MSW program as an at-large student may be transferred upon admission.

A written request must be made to the Program Director for transfer credit and must be accompanied by the appropriate course syllabi.

No academic credit is given for work or life experience.

Specific Requirements

CORE COURSES (30 CREDIT HOURS)

SWK 5410, 5416, 5420, 5421, 5430, 5431, 5432, 5440, 5460, 5461.

CONCENTRATION COURSES (21 CREDIT HOURS)

Complete 21 hours in one concentration:

Families and Children — SWK 5411, 5433, 5434, 5441, 5462, 5463, 5490.

Administration and Planning — SWK 5411, 5441, 5451, 5452, 5462, 5463, 5490.

School Social Work – SWK 5411, 5441, 5462, 5463, 5471, 5472, 5490.

ELECTIVE COURSES 9 CREDIT HOURS

Select 9 hours of electives. Students in the School Social Work concentration must take S ED 5301 Characteristics of the Exceptional Child as one of the required electives. This course is offered in the Department of Special Education.

Certification

Post MSW Type 73 School Social Work Certification- SWK 5464. Students in the Post MSW Type 73 School Social Work Certification must take or have taken S ED 5301 Characteristics of the Exceptional Child (or an equivalent course at another university). This course is offered in the Department of Special Education.

Social Work (SWK) Course Offerings

5409 GENERALIST SOCIAL WORK SEMINAR (3)

Prerequisite: Advanced standing admission to the MSW Program.

Exposure to generalist social work practice framework, strengths perspective, and family-centered orientation; an essential foundation for advanced curriculum.

5410 SOCIAL WELFARE POLICY I (3)

Prerequisite: Admission to the MSW Program or consent of the department.

Historical/ philosophical analysis of social welfare policy and services and the role of the social work profession in their development. National and international social policy legislation and services will be discussed and evaluated within the context of economic, political, and social justice.

5411 SOCIAL WELFARE POLICY II (3)

Prerequisite: SWK 5410 and admission to MSW program or consent of the department.

An examination of the historical and contemporary impact of major social welfare policies and programs affecting the lives of families and children. Exploration and analysis of local, national, and international policies, particularly related to their impact on the welfare of women.

5416 DIVERSITY/ETHICS: SOCIAL WORK (3)

Prerequisite: Admission to the MSW program or consent of the department.

The history and contemporary life experiences of disadvantaged, marginalized, and oppressed people are addressed. Theoretical knowledge and experiential awareness of oppression, prejudice and discrimination are analyzed as a contextual foundation for ethical and culturally competent practice with diverse, urban populations at risk. The NASW Code of Ethics serves as the framework for ethical analysis.

5420 HUMAN BEHAVIOR I (3)

Prerequisite: Admission to the MSW program or consent of the department.

Theory, research, and practice that are inclusive of diverse urban populations at risk are presented and used in a life-cycle approach to the study of the behavior of individuals, families, and groups and the impact of the social environment on human development.

5421 HUMAN BEHAVIOR II (3)

Prerequisite: SWK 5420 and admission to the MSW program, or consent of the department.

The common mental disorders of adulthood and childhood are examined as social, cultural, biological, and psychological phenomena. An ecological framework is used to examine health and pathology within the context of a strengths-based perspective.

5430 SOCIAL WORK PRACTICE I: INTEGRATED METHODS (3)

Prerequisite or co-requisite: SWK 5420 and admission to the MSW program or consent of the department; concurrent enrollment in SWK 5460.

Emphasis on the theories and skills for assessment and intervention that address behavioral, emotional, and situational problems of diverse populations at risk. Primary focus on individuals, families and groups.

5431 SOCIAL WORK PRACTICE II: COMMUNITY PRACTICE (3)

Prerequisite or co-requisite: SWK 5430. Admission to the MSW program or consent of the department.

Emphasis on professional social work practice in urban communities. Analysis of the structure, function, and politics of communities, social agencies, and other community institutions; strategies to facilitate community development and change are discussed. Development of community resources to empower diverse families and children are presented.

5432 FAMILY SUPPORT AND DEVELOPMENT (3)

Prerequisite or co-requisite: SWK 5421; concurrent enrollment in SWK 5461.

Focus on understanding diverse family structures, strengths, and the barriers to optimal family development. Study of family-treatment models that address disruption in normal family functioning.

5433 FAMILY CENTERED INTERVENTION (3)

Prerequisite: SWK 5432. Concurrent enrollment in SWK 5462; admission to the Advanced Direct Practice Concentration or consent of department.

Development of advanced clinical intervention skills to enhance the functioning of families and children. Emphasizes utilization of natural supports, early intervention, and prevention models that are culturally sensitive and empowering.

5434 SYSTEM INTERVENTION FOR FAMILIES AND CHILDREN (3)

Prerequisite: SWK 5433; concurrent enrollment in SWK 5463; admission to the Advanced Direct Practice Concentration.

Emphasis on assertive interventions and services to safeguard the welfare and development of children separated or in jeopardy of temporary or permanent separation from family. Develop advocacy skills to empower children and parents to access and cope with the limitations of the institutions that serve them.

5440 SOCIAL WORK RESEARCH METHODS I (3)

Prerequisite or co-requisite: SWK 5420 and admission to the MSW program or consent of the department.

Development of skills to conduct research pertinent to social work. Emphasis on research design, ethics, sampling, and data collection. Analysis of past and current social work research.

5441 SOCIAL WORK RESEARCH METHODS II (3)

Prerequisite: SWK 5440. Admission to the MSW program or consent of the department.

Advanced study of qualitative and quantitative research methods and data analysis. Emphasis on survey design, statistical analysis, ethnographic research, grounded theory, focus group strategies, and research interviewing techniques.

5450 ORGANIZATIONAL DYNAMICS (3)

Prerequisite or co-requisite: SWK 5431 and completion of foundation requirements.

Theoretical models applicable to the analysis of group behavior and organizational culture in human service organizations. Development of skills to understand and enhance communication, staff functioning, and approaches to service delivery. Strategies for change will be explored.

5451 PROGRAM PLANNING IN HUMAN SERVICES (3)

Prerequisite: SWK 5432; concurrent enrollment in SWK 5462; admission to the Advanced Administration and Planning concentration.

Planning theory and processes, including problem analysis, program design, assessment, and evaluation. Proposal and grant writing, funding strategies and evaluation technologies are included.

5452 NON-PROFIT ADMINISTRATION (3)

Prerequisite: SWK 5451; concurrent enrollment in SWK 5463; admission to the Advanced Administration and Planning Concentration.

Advanced knowledge and skills utilized in administration of human services. Emphasis on organizational effectiveness, administrative roles and processes. Course examines ethical and pragmatic dilemmas in managing services within the context of political and social change.

5453 HUMAN RIGHTS, JUSTICE, AND SOCIAL WORK PRACTICE (3)

Prerequisite: SWK 5430, 5434.

A progressive, critical/structural framework utilized to guide practice, focused on interfacing levels of oppression, including individual, interpersonal, cultural, structural, and political, and facilitating empowerment. Social justice issues are incorporated in relation to class, gender, racism, sexual orientation, ethnicity, religious perspectives, and other practice concerns.

5454 SOCIAL WORK PRACTICE WITH MALES (3)

Prerequisite: SWK 5750.

Provides the knowledge base for social work assessment and intervention with the male client; assumes that the experience of gender is mediated through particular social, political, historical, and cultural symbols that influence psychosocial development and that shape and contextualize men's experience.

5455 SOCIAL WORK PRACTICE WITH COUPLES (3)

Prerequisite: SWK 5750.

Provides students with a broader in-depth understanding and development of skills for assessing and intervening with couples. Knowledge and skills gained will enable students to develop a more integrated approach to work with couples across a wide range of functioning levels and in diverse contexts.

5456 SOCIAL WORK PRACTICE WITH ADDICTION (3)

Prerequisite: SWK 5410, 5420, 5750.

Provides knowledge of multi-causal nature of substance abuse and addictions and develops practice skills; special emphasis on families impacted by addictions, including risk and resilience factors; development of strengths-based intervention strategies with culturally diverse populations and in diverse service settings; reviews relevant public policy.

5457 SOCIALWORK WITH GROUPS (3)

Dynamics of small group process and interventions, with both treatment and task groups. Experiential. Includes planning, beginning, middle, and end phases, and evaluation of group process and outcomes.

5458 SOCIAL WORK PRACTICE WITH URBAN ADOLESCENTS (3)

Prerequisite: S WK 5410 and S WK 5411.

Explores theories of adolescent development, dynamics of risks in urban areas, and a evidence-based interventions from a variety of practice settings, including but not limited to, communities, schools, group homes, transitional living programs, mental health facilities, and juvenile justice facilities.

5460 FIELD PRACTICUM I (3)

Prerequisite: Concurrent enrollment in SWK 5430 and consent of the Field Education Director.

First of a four-semester sequence. Supervised field placements of 200 clock hours in community-based settings; includes an integrative seminar. Liability insurance is required

5461 FIELD PRACTICUM II (3)

Prerequisite: SWK 5460.

Co-requisite: SWK 5432 and consent of the Field Education Director.

Second of a four-semester sequence. Supervised field placements of 200 clock hours in community-based settings. Includes an integrative seminar. Liability insurance is required.

5462 FIELD PRACTICUM III (3)

Prerequisite: SWK 5461 and consent of the Field Education Director; concurrent enrollment in SWK 5433 if in the Advanced Direct Practice Concentration; SWK 5451 if in the Advanced Administration and Planning Concentration; SWK 5471 if in the Advanced School Social Work Concentration.

Third of a four-semester sequence. Supervised field placements of 275 clock hours in community-based settings. Includes an integrative seminar. Liability insurance is required.

5463 FIELD PRACTICUM IV (3)

Prerequisite: SWK 5462 and consent of the Field Education Director; concurrent enrollment in one of the following: SWK 5434 if in the Advanced Direct Practice Concentration; SWK 5452 if in the Advanced Administration and Planning Concentration; SWK 5470 if in the Advanced School Social Work Concentration.

Fourth of a four-semester sequence. Supervised field placements of 275 clock hours (300 hours for students in the School Social Work Concentration) in community-based settings. Includes an integrative seminar. Liability insurance is required.

5464 POST-MSW SCHOOL SOCIAL WORK FIELD (3)

Prerequisite: Admissions to the Post-MSW Type 73 Certificate Program; concurrent enrollment in SWK 5471.

Field course provides MSW graduates with a minimum of 400 with 200 clock hours field instruction experience within a public school setting in the fall semester. Students develop specialized practice knowledge and skills necessary for family-centered practice within urban school settings.

5471 SCHOOL SOCIAL WORK PRACTICE I (3)

Prerequisite: Admission to the Advanced School Social Work Concentration; and successful completion of the ISBE Test of Basic Skills; prerequisite or co-requisite: SWK 5432; concurrent enrollment in SWK 5462.

Advanced knowledge and skills in assessment, advocacy, and school-based interventions; designed to prepare social workers for culturally competent, empirically grounded practice with children and their families in urban community school settings.

5472 SCHOOL SOCIAL WORK PRACTICE II (3)

Prerequisite: or co-requisite: SWK 5471; concurrent enrollment in SWK 5463; admission to the Advanced School Social Work Concentration; and successful completion of the ISBE Test of Basic Skills.

Utilizing ecological and family-centered perspectives, this advanced practice course emphasizes knowledge, values, and skills needed for implementing school social work services within and between the urban school, family, and community contexts.

5474 POST-MSW SCHOOL SOCIAL WORK SEMINAR (3)

Prerequisite: Admission to the Post-MSW Type 73 Certificate Program; enrollment in SWK 5472, or departmental approval.

Examines practice skills and knowledge, policy, and research for practice within urban school settings; partially fulfills coursework requirements to obtain the Illinois Type 73 certificate for school personnel. Field course provides MSW graduates with a minimum of 400 with 200 clock hours field instruction experience within a public school setting in the spring semester. Students develop specialized practice knowledge and skills necessary for family-centered practice within urban school settings

5476 ECONOMICS OF SOCIAL WELFARE (3)

Prerequisite: SWK 5410 and SWK 5411.

Examines the economic aspects of the provision of social welfare. Applies economic theories and concepts to understanding public and private social welfare services. Attention is given to the financial infrastructure and financing of nonprofit organizations, philanthropic organizations, federal social welfare programs, federal grants, and housing and community development.

5480 CHILDREN AND THE LAW (3)

Prerequisite or co-requisite: SWK 5411.

The law, the judicial system, and the influence of racial, ethnic, and economic prejudice on decisions affecting children and families. Includes the social worker's role in issues such as divorce, child custody and support, and children's rights. Confidentiality, course preparation, and malpractice are emphasized.

5481 SUPERVISION IN HUMAN SERVICES ADMINISTRATION (3)

Prerequisite: SWK 5430.

Educational, administrative, and developmental models of supervision and the diverse role of supervisor/supervisee in creating and maintaining a positive and effective organizational climate.

5482 TRAUMA IN CHILDHOOD (3)

Prerequisite or co-requisite: SWK 5421.

Focus on children exposed to violence or trauma. Systemic, ethno-cultural factors and the roles and resources of the family will guide development of expertise in assessment and intervention. Practice models selected for study reflect multisystem, culturally competent, family-centered interventions.

5483 SPIRITUALITY AND SOCIAL WORK (3)

Prerequisite or co-requisite: SWK 5420 and 5430.

Exploration of the concept of spirituality and its distinctions from religion in social work practice. A framework for increasing knowledge of diverse spiritual traditions, developing of spiritually sensitive practice interventions, and clarification of values will be examined.

5484 ADVANCED PRACTICE WITH CHILDREN AND ADOLESCENTS (3)

Prerequisite or co-requisite: SWK 5421 and SWK 5432.

Focus on using relational and cognitive theory for differential assessment and intervention methods using therapeutic games, play approaches, family and community collaborations, and group methods. Skills in culturally competent engagement and therapeutic interviewing will be emphasized.

5489 SPECIAL TOPICS IN SOCIAL WORK (3)

Prerequisite: Second year standing or consent of department

Intensive study of a topic in social work. May be repeated under different topics for up to 9 hours of credit.

5490 CAPSTONE SEMINAR (3)

Concurrent enrollment in SWK 5463 and one of the following: SWK 5434 if in the Advanced Direct Practice Concentration; SWK 5452 if in the Advanced Planning and Administration Concentration; SWK 5472 if in the Advanced School Social Work Concentration.

An integrative seminar that reviews and critiques knowledge and experiences of the curriculum relative to preparation for professional practice. A substantive integrative paper and professional presentation will prepare students for entry into the workplace.

5495 INDEPENDENT STUDY IN SOCIAL WORK (1-4)

Prerequisite: Consent of the department.

Self-directed study of social work topics with selected faculty.

College of Arts and Sciences Graduate Courses

These courses may be used to meet degree requirements in various programs with prior approval of the department administering the degree program.

Anthropology (ANTH)

5120 CULTURE AND PERSONALITY (3)

Prerequisite: ANTH 1010 or equivalent.

Personality in different cultures. Change from infancy through old age.

5160 LATINOS IN THE UNITED STATES (3)

Prerequisite: ANTH 1010 or consent of the instructor.

The course traces the increasing impact of Hispanic, Afro-Hispanic, and Indio-Hispanic groups in what is now the United States from colonial times to the present.

5230 AGING ACROSS CULTURES (3)

Prerequisite: SOC 1010 or consent of department, and successful completion of the university qualifying examinations in English and reading or equivalent.

The experience of aging in cross-cultural contexts: age sets, the roles of elders, care of the aged, gender and aging, and age-related mental changes. Stresses the role of culture in shaping attitudes toward aging and the elderly.

5250 MEDICAL ANTHROPOLOGY (3)

Prerequisite: ANTH 1010 or 1020 or consent of the department.

Explores the relationships between cultural factors and illness and examines the cross-cultural similarities and differences in the ways that people cope with health problems.

5900 INDEPENDENT STUDY IN ANTHROPOLOGY (1-3)

Prerequisite: Consent of the department.

Individually supervised study in selected topics in anthropology. May be repeated for a maximum of six credit hours under different topics.

Art and Design (ART)

5099 ADVANCED INDEPENDENT STUDY LECTURE AND STUDIO /6 (3)

Prerequisite: Consent of the instructor.

Independent concentrated study where students research and develop individual projects in studio art or art history. May be repeated.

5662 FOUNDATIONS OF ART EDUCATION (3)

Prerequisite: Admission to the College of Education, ELCF 5500 and READ 5100 (or concurrent enrollment in ELCF 5500 and READ 5100) and consent of department.

Theoretical and philosophical foundations of teaching art in grades K-12, including contemporary theory and practice in art education.

5664 TEACHING ART IN ELEMENTARY AND SECONDARY SCHOOLS/FIELD (3)

Prerequisite: ART 5662; co-requisite: CAS 2630.

Developing skills in designing comprehensive art curriculum teaching art production, art history, art criticism, and aesthetics in grades K-12. Sixty clock hours of field experience. Additional course fee.

5950 PORTFOLIO PREPARATION LECTURE AND STUDIO /6 (3)

Prerequisite: Consent of the instructor.

For advanced art students entering the work world. Students will prepare a portfolio consisting of already completed work, revised assignments, and new projects. Presentation techniques will be stressed, culminating in participation in a graduating senior exhibit. Course fees.

Chemistry (CHEM)

NOTE: An additional prerequisite for all 5000-level chemistry courses is the successful completion of the English Qualifying Examination.

5200 MICROSCOPIC PHYSICAL CHEMISTRY (3)

Prerequisite: CHEM 5302; PHYS 1520 or 2220; MATH 1420 or 1400 or equivalent; consent of department; successful completion of English Qualifying Examination or consent of department.

Introduction to the chemical applications of quantum mechanics, atomic and molecular structure, and spectroscopy with an emphasis on problems of biological interest. Credit will not be given for both CHEM 5200 and CHEM 4000.

5250 MACROSCOPIC PHYSICAL CHEMISTRY (3)

Prerequisite: Chemistry 5302; Physics 1520 or 2220; MATH 1420 or 1400; and consent of the department.

Introduction to the chemical applications of gas behavior, thermodynamics, phase equilibria, kinetics, and statistical thermodynamics with an emphasis on problems of biological interest.

5301 BIOCHEMISTRY I LECTURE (3)

Prerequisite: Undergraduate degree in a physical or biological science, CHEM 2510, and consent of the instructor.

Chemical constituents of living matter. Function and transformation of chemical substances in biological systems. Chemical and energy changes. Credit not given for CHEM 5301 and CHEM 5302 or CHEM 4302.

5302 BIOCHEMISTRY I LECTURE AND LABORATORY /6 (4)

Prerequisite: CHEM 2510.

Chemical constituents of living matter. Function and transformation of chemical substances in biological systems. Chemical and energy changes.

5313 BIOCHEMISTRY II (3)

Prerequisite: CHEM 5302 or equivalent. Successful completion of English Qualifying Examination or consent of the department.

Continuation and extension of CHEM 5302. Bioenergetics, photosynthesis, anabolic processes, including nitrogen fixation, macromolecular systems, molecular genetics, genetic engineering theory and techniques. Current topics from the biochemical literature.

5335 SEMINAR IN RESEARCH (1)

Prerequisite: Sixteen credit hours in physical or biological sciences, successful completion of the English Qualifying Examination, and consent of the instructor.

Instruction in critical reading and understanding of current research literature in the chemical and biological sciences. Utilization of current literature to prepare and carry out a scientifically accurate presentation (publication or meeting talk) of data and results from research endeavors.

5365 BIOLOGICAL APPLICATIONS OF ANALYTICAL CHEMISTRY /8 (4)

Prerequisites: CHEM 2510; PHYS 1510 or 2110; enrollment in the Master's in Biology program or consent of department; and successful completion of the EQE.

Introduction to analytical and spectrometric techniques including: IR, UV/VIS, GC, GC/MS, fluorescence, HPLC, and ICP-MS with an emphasis on their application to problems of biological interest. A capstone project will be required. Additional course fee. Credit will not be given for both CHEM 5365 and CHEM 4365.

5398 SELECTED TOPICS IN CHEMISTRY (1-9)

Prerequisite: Consent of the department.

Topics of current interest in chemistry. Course may be repeated under different topics for a maximum of nine hours.

5700 GRADUATE RESEARCH (2-6)

Prerequisite: Must be a graduate student in biology; permission of faculty sponsor and the graduate advisor; degree candidacy.

Investigation of a laboratory or library research topic in chemical biology in preparation of a master's thesis under the direction of a faculty member.

5710 READINGS IN SCIENCE EDUCATION: RESEARCH, THEORY, AND PRACTICE (1)

Prerequisite: Consent of the department.

Readings and discussion of contemporary and historic work in science education with an emphasis on how scholarly work can promote effective instruction. May be repeated for up to three credit hours.

5720 INSTRUCTION IN THE HIGH SCHOOL CLASSROOM: ACTIVITY-BASED CHEMISTRY (3-9)

Prerequisite: Consent of the department.

Variety of chemistry topics and activities appropriate for implementing in the high school classroom. Pedagogical implications of inquiry-based instructional materials and use of modern equipment in the classroom. Course may be repeated for a maximum of nine hours.

Chinese (CHIN)

5220 READINGS IN CONTEMPORARY CHINESE LITERATURE (3)

Prerequisite: CHIN 1020 or consent of the department.

Study for contemporary Chinese literature through reading, lectures, and discussions.

5230 CHINESE FILMS (3)

Prerequisite: CHIN 1020 or consent of the department.

Examination of Chinese history, politics, and culture through film.

5240 READINGS IN CLASSICAL CHINESE LITERATURE (3)

Prerequisite: Intermediate CHIN 1020 or consent of the department.

Study of classical Chinese literature through reading, lectures, and discussions.

5250 CHINESE IN THE U.S. (3)

Prerequisite: Chinese 2020 or consent of the department.

Study of the history and development of the Chinese in the U.S. in the area of literature, language, and culture.

5900 SPECIAL TOPICS IN CHINESE STUDIES (3-6)

Prerequisite: Chinese 2020 or consent of the department.

Special topics dealing with literature, culture, language, or foreign language methodology. May be repeated for a total of six credit hours.

5920 ADVANCED CHINESE SEMINAR (3)

Prerequisite: Chinese 2020 or consent of the department.

Review of language usage, cultural concepts, literature, and principles for foreign language teaching. Major project required.

Communications, Media Arts, and Theatre (CMAT)

5300 BROADCAST MANAGEMENT AND PROGRAMMING (3)

Prerequisite: Consent of the department.

Theory and practice in radio and television management and programming. Analytical and applied projects relating to current programs and the development of new program material.

5302 ON-CAMERA PERFORMANCE LECTURE AND LABORATORY /6 (3)

Prerequisite: CMAT 2110 and 2550 or consent of the department.

Study of theory and techniques for television and film performance in cooperation with directing classes. Additional course fee.

5304 ORGANIZATIONAL COMMUNICATION (3)

Prerequisite: Completion of the English Qualifying Examination and the Reading Qualifying Examination.

An introductory survey of the major theories and concepts which attempt to explain the nature of message sending (verbal and nonverbal) within complex systems.

5305 NONVERBAL ELEMENTS IN INTERPERSONAL COMMUNICATION (3)

Prerequisite: Completion of the English Qualifying Examination and the Reading Qualifying Examination.

Survey of the major theories and concepts that attempt to explain the nature of communication that is not transmitted by verbal symbols.

5306 PRACTICUM IN BROADCASTING /6 (3)

Prerequisite: Consent of the department.

Additional production experience in conjunction with university-related broadcasts. Additional lab Fee.

5307 BROADCASTING INTERNSHIP (3-12)

Prerequisite: Consent of the department.

Qualified broadcasting majors may be recommended for one of the limited number of unpaid internships available in the community.

5310 DYNAMICS OF PERSUASION (3)

Prerequisite: Successful completion of the English Qualifying Examination and the Reading Qualifying Examination.

An in-depth study of the process of persuasion, including an examination of the following concepts: the nature of attitudes, attitude change, source credibility, order of presentation, and group affiliation.

5312 CREATIVE DRAMATICS (3)

Techniques for guiding children in creative dramatics. Emphasis on practical application for classroom use.

5314 WORLD THEATER HISTORY AND LITERATURE (3)

Prerequisite: Consent of the department.

A survey of theater history and theater literature of various cultures.

5315 ADVANCED SPEECH (3)

Prerequisite: CMAT 2030 or consent of the department.
Advanced theory and practice in public speaking.

5322 STUDIES IN PLAYWRITING (3)

Prerequisite: Completion of the English Qualifying Examination and the Reading Qualifying Examination
Intensive theory and practice of writing for the stage.

5323 WRITING FOR TELEVISION (3)

Prerequisite: Completion of the English Qualifying Examination and the Reading Qualifying Examination.
Principles of writing fiction for television, including analysis of different program formats and structures. Practicum will involve taking an idea through the initial treatment stage to a complete script.

5324 WRITING THE SCREENPLAY (3)

Prerequisite: Completion of the English Qualifying Examination and the Reading Qualifying Examination.
Fundamentals of story and script structure for the feature film script. Concepts and skills taught include plot, development, characterization and dialog writing. Lab fee.

5326 BROADCAST JOURNALISM (3)

Prerequisite: Consent of department.
Practice in writing, production, and editing of news segments for radio and television. Additional lab fee.

5345 SPECIAL TOPICS IN COMMUNICATION (3)

Prerequisite: Consent of the department.
Intensive study of a selected subject in communications.

5350 THEATER WORKSHOP (3)

Basic techniques, theory and practice linked with theater production. Lab fee.

5352 DIGITAL ADVANCED FIELD PRODUCTION LECTURE AND LABORATORY /6 (3)

Prerequisite: CMAT 2070 and 2080.
Practicum in the theory, principles, and techniques of digital single-camera portable video production and editing. Additional course fee.

5360 STAGE DIRECTION (3)

Prerequisite: Consent of the department.
Study of the theory, principles, and techniques of the director's art. Laboratory exercises included.

5365 ADVANCED PROJECT LECTURE AND LABORATORY /6 (3)

Prerequisite: Completion of the English Qualifying Examination and the Reading Qualifying Examination or consent of the department.
The final project may be in the areas of television, radio, and film. Combinations are acceptable and may include the theater and other aspects of mass communication. Students must demonstrate competence in a combination of the following areas: production, writing, programming, management or criticism. Additional course fee.

5367 ADVANCED AUDIO PRODUCTION LECTURE AND LABORATORY /6 (3)

Prerequisite: CMAT 2120 or consent of the department.
Advanced experiences in fundamentals of recording; multi-track and live-mix formats. Lab fee.

5368 NEW TECHNOLOGIES IN COMMUNICATION (3)

Prerequisite: Consent of the department.

Study of technological development of broadcasting media and its implications for programming and the production process.

5373 ADVANCED SCRIPTWRITING (3)

Prerequisite: CMAT 5323 or 5324.

Advanced seminar in scriptwriting, including scene analysis, story deconstruction and principles of rewriting. Additional course fee.

5399 INDEPENDENT STUDY IN CMAT (3)

Prerequisite: Proposal approved by the department.

Selected studies and projects in speech, theater, and broadcasting. May be taken twice for credit.

Economics (ECON)

5010 ECONOMIC DEVELOPMENT (3)

Prerequisite: ECON 1010, or GEOG 2230, or consent of the department.

Economic planning and programs in underdeveloped countries.

5030 URBAN ECONOMICS (3)

Prerequisite: ECON 1020, or GEOG 2230, or consent of the department.

Urban economic theory: location, central place, land use, and urban public finance.

5040 URBAN ECONOMIC PROBLEMS AND POLICIES (3)

Prerequisite: ECON 1020 or GEOG 2230 or consent of the department.

Urban growth, causal factors, and recent trends. Land use theory. Major urban economic issues; housing, poverty, transportation and pollution. Federal, state and local government finance.

5300 SEMINAR IN ECONOMICS (3)

Prerequisite: Consent of the department.

Selected topics in economics including international trade, urban economics, public finance and environmental economics. May be repeated for a maximum of nine credit hours.

5110 SEMINAR IN ECONOMIC DEVELOPMENT (3)

Prerequisite: ECON 1010, or GEOG 2230, or consent of the department.

Analysis of selected topics in economic geography, including industrial, transportation, location processes, and community economic development. May be repeated for a maximum of nine credit hours, including GEOG 5320, under different topics. Same as GEOG 5320.

Foreign Languages and Literatures (FL L)

5000 TOPICS IN FOREIGN LANGUAGE METHODS IN ELEMENTARY SCHOOL (K-8) (3)

Prerequisite: Eighteen hours of previous language study and admission to the College of Education.

Methods, techniques, and materials for teaching foreign languages in elementary schools. May include elementary classroom observations. May be repeated under different topics for a total of 6 hours.

5310 INTERCULTURAL COMMUNICATION (3)

Prerequisite: Consent of the department.

Major concepts and issues pertaining to communicating across cultural boundaries.

5200 HISPANIC LITERATURE IN THE US (3)

Study of writings by United States Hispanic authors. Credit not given for both SPAN 5200 and FL&L 5200.

French (FREN)

5140 TOPICS IN LITERATURE IN THE FRENCH LANGUAGE (3)

Prerequisite: FREN 2020 or consent of the department.

Study of writings in French from various countries. May be repeated twice for credit.

5301 FRENCH PRESENCE AND CULTURAL INFLUENCE IN NORTH AMERICA (3)

Prerequisite: FREN 2102 or consent of the department.

Study of the French presence in Illinois and the Mississippi River regions and the study of representative travel writings of French explorers in North America from the fifteenth to the seventeenth century. Additional course fee.

5302 FRANCOPHONE LITERATURES AND CULTURES OF THE AMERICAS (3)

Prerequisite: FREN 2102 or consent of the department.

Selected readings of French Canadian literature and the literatures of the French Antilles.

5303 FRANCOPHONE BLACK AFRICAN LITERATURE & FILM (3)

Prerequisite: FREN 2102.

Study of colonial and postcolonial African literature and film of French expression.

5304 FRANCOPHONE LITERATURE AND FILM OF THE MAGHREB (3)

Prerequisite: FREN 2102.

Study of colonial and postcolonial literature and film of French expression from the Maghreb.

5305 TEACHING FRENCH LITERATURE AND CULTURE (3)

Prerequisite: Admission to the College of Education or returning teacher.

Methodologies for the integration of language, literature, and culture in the foreign language classroom and techniques for teaching.

5306 CHILDREN'S LITERATURE IN FRENCH (3)

Prerequisite: Advanced composition or consent of the department.

Selected readings of children's literature from the French-speaking world.

5307 TEACHING READING & WRITING SKILLS IN FRENCH (3)

Prerequisite: Admission to the College of Education and advanced French level.

Methodologies and techniques for the development of reading and writing skills in the French classroom K-12.

5308 FRENCH CINEMA (3)

Prerequisite: Advanced French 2102 or consent of the department.

An introduction to the study of film and an in-depth chronological survey of the art of French cinema.

5309 HISTORY OF FRENCH ART (3)

Prerequisite: Advanced French level or consent of the department.

Study of the major artists, styles, and movements in French art from the 1500s to modern times.

Teaching modules will also be developed by teaching candidates.

Physical Science

5980 SELECTED TOPICS IN PHYSICAL SCIENCE (1-9)

An exploration of both content-specific and pedagogical topics for elementary and high school teachers in physical science. May be repeated under different topics for a maximum total of nine credit hours.

Physics (PHYS)

5710 READING IN SCIENCE EDUCATION: RESEARCH, THEORY, AND PRACTICE (1)

Prerequisite: Consent of the department.

Readings and discussions of contemporary and historic work in science education with an emphasis on how scholarly work can promote effective instruction. May be repeated for up to three credit hours.

5720 INQUIRY-BASED INSTRUCTION IN THE HIGH SCHOOL CLASSROOMS: ACTIVITY-BASED PHYSICS (3)

Prerequisite: Consent of the department.

Variety of physics topics and activities appropriate for implementing in the high school classroom.

Pedagogical implications of inquiry-based instructional materials and use of modern equipment in the classroom.

5730 PEDAGOGICAL CONTENT KNOWLEDGE IN SCIENCE: PHYSICS (6)

Prerequisite: Consent of the department.

Corequisite: MATH 2410.

Foundations of physics with emphasis on pedagogical content knowledge. Kinematics, Newton's laws of motion, energy and momentum conservation, and wave motion. Action research project is required.

Additional course fee. IAI: EGR 911 P2 900L, MTH 921.

5980 SELECTED TOPICS IN PHYSICS (1-6)

Prerequisite: Consent of the department.

Topics of current interest in physics. Course may be repeated under different topics for a maximum of six hours.

Physiology (PSLY)

5035 HOMEOSTATIC MECHANISMS/ADVANCED HUMAN PHYSIOLOGY (4)

Prerequisite: PSLY 2040.

Examination of the contributions of the respiratory, renal, and cardiovascular systems in the maintenance of homeostasis of the internal environment. Credit will not be given for both PSLY 4035 and PSLY 5035.

5036 ENERGETIC AND DEFENSE PHYSIOLOGICAL MECHANISMS (4)

Prerequisite: PSLY 2040 or consent of the instructor.

Basic mechanisms of gastrointestinal, lymphatic, integumentary, and musculoskeletal system functions and their role in human health and well being. Credit will not be given for both PSLY 4036 and PSLY 5036.

5200 COMPARATIVE CELLULAR NEUROPHYSIOLOGY LECTURE AND LABORATORY /4 (4)

Prerequisite: PSLY 2040.

Survey of the animal nervous systems used in the formulation of current theories of nerve physiology from a historical and experimental perspective. Cellular approach to the nervous system, including synaptic biophysics, nerve anatomy, and nervous integration. Credit will not be given for both PSLY 4200 and PSLY 5200.

5210 COMPARATIVE ANIMAL PHYSIOLOGY (3)

Prerequisite: ZOOL 2040 and CHEM 2510.

The physiological and biochemical diversity of animals. Emphasis on the physiological mechanisms involved in adaptation to habitat.

5330 PHYSIOLOGICAL CONTROL MECHANISMS LECTURE AND LABORATORY /6 (4)

Prerequisite: PSLY 2040 or equivalent.

Endocrine and nervous control mechanisms. An analysis of glandular and central nervous system functioning as they relate to normal body physiology and behavior patterns.

NOTE: All graduate students are eligible to enroll for 5000-level classes, except those designated as restricted to master's degree students or requiring departmental permission. Prior consultation with the department is recommended.

5600 SELECTED TOPICS IN PHYSIOLOGY (1-4)

Prerequisite: Consent of the department.

In-depth study of selected topics in physiology. Subject matter for each selected topic will be determined by instructor and student interests. Course may be repeated under different topics.

5700 CELL PHYSIOLOGY (3)

Prerequisite: CHEM 2510.

Physical, chemical, and mathematical interpretation of basic life processes at the cellular level. Multicellular development and integration.

Sociology (SOC)

5450 COMMUNITY ORGANIZING (3)

Prerequisite: SOC 1010 or consent of department.

Techniques, practice, and theories of community organizing; focus on diverse communities facing conditions of social, economic, and/or political decline.

5580 SOCIAL WORK WITH THE AGED (3)

Prerequisite: SOC 1010 and 2500. Successful completion of the qualifying examinations in reading and English.

Preparation for direct social work practice with vulnerable elderly. Assessment and intervention strategies emphasized.

Spanish (SPAN)

5101 HELPING HISPANIC FAMILIES (3)

Prerequisite: Admission into the Graduate Counseling Program.

Historical background of major Hispanic groups in the US key concepts such as the roles of family in Hispanic and dominant cultures. Spanish vocabulary essential to the counseling profession.

5140 TOPICS IN SPANISH/SPANISH AMERICAN LITERATURE/CULTURE/METHODOLOGY/LINGUISTICS (3)

Specific topics dealing with literature, culture, language, or foreign language methodology. Required field hours. May be repeated for a total of six credit hours.

5170 INTRODUCTION TO SPANISH PHONETICS AND LINGUISTICS (3)

Prerequisite: SPAN 3010 or 3020 or consent of department.

Study of the Spanish phonetic system and analysis of the syntax, the morphology and the semantics of Spanish. Contrast between the phonetics of English and Spanish and between the grammars of English and Spanish.

5320 HISPANIC LITERATURE OF THE US (3-9)

Prerequisite: Span 3020 or graduate status.

Study of writings by United States' Hispanic authors. Topics may vary to emphasize specific genres and/or nationalities and/or themes. May be repeated three times under different topics for a total of 9 credit hours.

5410 MEDIEVAL SPANISH LITERATURE TO 1500 (3)

Prerequisite: SPAN 3010 or 3020, or the consent of the department.

Spanish literature from its beginnings to the Renaissance. Oral and written reports.

5420 SPANISH LITERATURE OF THE GOLDEN AGE: 16TH AND 17TH CENTURIES (3)

Prerequisite: SPAN 3010 or 3020, or the consent of the department.

Spanish poetry and prose and/or drama from the Renaissance to the Baroque. Oral and written reports.

5421 TOPICS IN INTERDISCIPLINARY STUDIES IN SPANISH (3)

Prerequisite: Consent of Department

Selected topics from different disciplinary perspectives. Can be repeated for a total of 6 hours with different topics.

5430 SPANISH LITERATURES OF THE 18TH & 19TH CENTURIES (3)

Prerequisite: SPAN 3010 or 3020, or the consent of the department.

Spanish poetry, prose and/or drama from the Enlightenment to the Generation of 1898. Oral and written reports.

5440 SPANISH LITERATURE OF THE 20TH CENTURY TO THE PRESENCE (3)

Prerequisite: SPAN 3010 or 3020, or the consent of the department.

Spanish poetry, prose and/or drama since the Generation of 1898. Oral and written reports.

5450 SPANISH FILM (3)

Prerequisite: SPAN 3010 or 3020, or the consent of the department.

Survey of major Peninsular films. Discussion of theory and themes with screenings of representative works. Oral and written reports.

5610 PRE-COLUMBIAN AND COLONIAL LITERATURE (3)

Prerequisite: SPAN 3010 or 3020, or the consent of the department.

Latin American literature and culture from its beginnings through the Colonial period. Oral and written reports.

5620 LATIN AMERICAN LITERATURE: FROM THE INDEPENDENCE THROUGH MODERNISM (3)

Prerequisite: SPAN 3010 or 3020, or the consent of the department.

Nineteenth century Latin American literature and culture, including poetry, prose, and drama. Oral and written reports.

5630 LATIN AMERICAN LITERATURE: MODERNISM TO THE BOOM(3)

Prerequisite: SPAN 3010 or 3020, or the consent of the department.

Twentieth century Latin American literature and culture, including poetry, prose, and drama. Oral and written reports.

5640 LATIN AMERICAN LITERATURE: BOOM AND POST BOOM (3)

Prerequisite: SPAN 3010 or 3020, or the consent of the department.

Latin American Literature and culture since 1961, including poetry, prose, and drama. Oral and written reports.

5650 LATIN AMERICAN FILM (3)

Prerequisite: SPAN 3010 or 3020, or the consent of the department.

Survey of Latin American films. Discussion on theory and themes with screenings of representative works. Oral and written reports.

Study Abroad (SAB)

5720 ADVANCED STUDY ABROAD: SPECIAL TOPICS (3)

Prerequisite: Junior, senior, or graduate status. Good academic standing and consent of the department.

Historical topics related to an approved university studyabroad program. To be completed prior to participation in the study abroad program. May be repeated under different topics for a total of 6 credit hours. Cross-listed as HIST 4720.

5730 STUDY ABROAD: ADVANCED RESEARCH IN HISTORY I (1-6)

Prerequisite: Junior, senior, or graduate status. Good academic standing and consent of department.
Coursework undertaken as part of an approved university study abroad program. May be repeated to a maximum of 12 credit hours. Cross-listed as HIST 4730.

5740 STUDY ABROAD: ADVANCED RESEARCH IN HISTORY II (1-6)

Prerequisite: Junior, senior, or graduate status. Good academic standing and consent of department.
Coursework undertaken as part of an approved university study abroad program. May be repeated to a maximum of 12 credit hours. Cross-listed as HIST 4740.

5980 STUDY ABROAD: COLLEGE OF EDUCATION (0-16)

Prerequisite: One year of residence at CSU, good academic standing, prior approval by the major department and by the college.
Coursework undertaken as part of an approved university study abroad program. Course work to be completed abroad must be approved in advance by department. May be repeated for a maximum of 32 credit hours.

5990 STUDY ABROAD: COLLEGE OF ARTS AND SCIENCES (1-16)

Prerequisite: One year of residence at CSU, good academic standing, prior approval by the major department and by the college.
Course work undertaken as part of an approved university study abroad program. Course work to be completed abroad must be approved in advance by department. May be repeated for a maximum of 32 credit hours.

Zoology (ZOOL)

5400 SELECTED TOPICS IN ZOOLOGY (1-4)

Prerequisite: Consent of the department.
In-depth study of selected topics in zoology. Subject matter for each selected topic will be determined by instructor and student interests. Course may be repeated under different topics.

College of Education

Dean: Dr. Sylvia Gist

Interim Associate Dean: Dr. Nancy Grim

Interim Associate Dean: Dr. Kimberly Edwards

Graduate Degrees

Doctor of Education

Master of Arts

Master of Arts in Teaching
Master of Science in Education

Certificates

Urban Informatics
Industrial Technology
Corporate Security

Programs

Bilingual Education
Curriculum and Instruction*
Early Childhood Education*
Educational Administration**
Educational Leadership
Elementary Education
Library, Information, and Media Studies
Middle School Education
Physical Education
Reading
Secondary Education
Special Education
Technology Education

*Curriculum and Instruction Options

- Early Childhood Education
- Instructional Foundations

**Educational Administration Options

- General Administration
- Higher Education Administration

College of Education Courses

Education
Health and Safety

Reading

Recreation

Secondary Education

Special Education

Vision and Mission

We envision the College of Education (the College) as a global leader that informs and transforms urban education through the development and delivery of practice-based programs for education professionals who (a) demonstrate best practices in teaching and learning, (b) reveal knowledge through research and scholarship, and (c) provide service through outreach efforts.

The College's mission is to offer quality programs and services that prepare education professionals (leaders, teachers, counselors, diagnosticians, librarians, information specialists, leisure personnel, and others) to plan, organize, deliver, assess, support, and oversee instruction and related activities. Further, the College is committed to fostering effective practices in settings with significantly diverse populations.

The College pursues its vision and accomplishes its mission through activities that meet the following goals:

- Sustain a caring, cohesive, and supportive College team that fosters collaborative relationships throughout the College, university and community.
- Recruit, retain, and prepare education professionals who are recognized for their effectiveness of teaching, quality of research, depth of scholarship, concrete understanding of pedagogy, unremitting service, productive leadership and exemplary community outreach activities.
- Model best practices in teaching that are informed by research, integrated with technology, and validated by the learners' quest for knowledge across the life span.
- Prepare candidates to engage and utilize systemic and systematic assessments that ensure accountability, enhance efficient utilization of resources, fulfill expectations of stakeholders, and address the demands of the contemporary job market.
- Provide comprehensive and coherent standards-aligned programs that develop content knowledge.
- Develop and sustain collaborative outreach relationships with schools, libraries, nonprofit and commercial organizations, and other institutions that meet the needs of schools, communities and workplace settings.
- Foster commitments to diversity, social justice, and service to linguistically and culturally diverse learners.
- Promote democratic leadership.

Beliefs and Values

We believe that all candidates can support student learning. To ensure success, faculty and staff in the College of Education are committed to planting and cultivating the following values among candidates:

- **Commitment to Excellence** – We expect our candidates to demonstrate best practices in education by continuously pursuing professional preparation centering on content area knowledge; implementing local, state, and national standards; and employing assessment strategies designed to ensure quality and accountability.
- **Promotion of Well Being**—We expect our candidates to provide a positive, nurturing environment where collaboration is grounded in sensitivity to individual dignity and to the concept that all students should be afforded equal access to quality education.
- **Global Preparedness**—We expect our candidates to display a commitment to professional preparation that is informed by standards and exemplified through the preparation of learners for a technology-ready, global environment.
- **Reliability and Integrity**—We expect our candidates to be dependable, to accept responsibility, and to consistently adhere to ethical standards in all settings.
- **Civility**—We expect our candidates to show respect for others (tone of voice, body language, personal etiquette, empathy, etc.) and an understanding of and sensitivity to cultural differences.
- **Lifelong Learning and Scholarship**—We expect our candidates to engage in the pursuit of learning as a lifelong process with branches that reach across many academic disciplines to enhance human growth and to promote intellectual and cultural development.

Conceptual Framework

The conceptual framework embraces the College of Education's mission, philosophy, model, and purposes for preparing education personnel and the knowledge bases undergirding them. The initial and advanced programs for teachers, administrators, and specialists are designed to reflect these concepts for preparing education personnel. Our conceptual framework reflects a shared vision, set forth coherently, with attention to candidates' professional commitments and dispositions. It communicates our commitment to diversity and technology and our belief that our candidate proficiencies are aligned with professional and state standards. The conceptual framework applies to both the College's graduate and undergraduate programs and their candidates. It serves as the model for how the College of Education prepares all candidates to support student learning. This preparation is characterized and distinguished by five core themes: (P) Professionalism, (A) Assessment, (C) Content knowledge, (T) Technology, and (S) Standards.

Accreditation and Assessment

The College of Education has been accredited by the National Council for Accreditation of Teacher Education (NCATE) since 1954. Initial certification programs in the College that meet NCATE-approved guidelines of their specialty organization include Bilingual, Elementary, and Middle School Education (Association for Childhood Education International – ACEI and Association for Middle Level Education); Early Childhood Education (National Association for the Education of Young Children – NAEYC); Physical Education (National Association for Sport and Physical Education – NASPE); and Special Education (Council for Exceptional Children –CEC). Secondary programs in the College of Arts and Sciences meeting NCATE-approved guidelines are Secondary Biology, Chemistry, and Physics (National Science Teachers Association – NSTA); Secondary English (National Council of Teachers of English – NCTE); Secondary Geography and History (National Council for the Social Studies – NCSS); and Secondary Mathematics (National Council of Teachers of Mathematics – NCTM). All teacher-education programs are approved for certification by the Illinois State Board of Education (ISBE).

All College of Education programs and the undergraduate College of Arts and Sciences Secondary Education Option programs participate in an annual assessment cycle to measure indicators on the following key assessment instruments: (1) Licensure, (2) Content Knowledge, Skills, and Dispositions, (3) Planning, (4) Effective Practice, (5) Impact on Student Learning and the Learning Environment (Senior Thesis Capstone Project), and (6) Professional Portfolio and Dispositions. Programs may require additional identified assessments in order to meet national and state accreditation requirements.

Accountability Policy

All candidates must perform at or above the acceptable level on all indicators for each key assessment in order to be eligible to complete the program. Programs are committed to providing an opportunity for candidates to address areas of concern that are identified at checkpoints that occur at specific intervals in the program (such as the midpoint or exit point). Candidates who have unresolved issues at any checkpoint will not be permitted to move to the next stage of the program.

Academic Degree Programs

Graduate teacher education programs leading to initial certification are offered in early childhood education, elementary education, bilingual elementary education, and secondary education in the following designations: biology, business education, chemistry, English, family and consumer science, geography, history, industrial technology, mathematics, and physics. In addition K-12 programs are available in art education, music education, physical education, Spanish, and special education (pre-K-21). The College of Education offers advanced certification in general administration (building level/principal and district level/superintendent); library, information, and media studies; and reading and special education.

All teacher preparation programs have received Illinois State Board of Education (ISBE) approval for teacher certification. Students earning the Master of Arts, Master of Arts in Teaching, or Master of Science in Education in one of the initial or advanced certification programs qualify for state of Illinois teacher certification by entitlement. In addition, the doctoral studies program in educational leadership has one or two tracks that lead to entitlement in a superintendent's endorsement.

Non-certification programs include doctoral studies in educational leadership, bilingual education, curriculum and instruction (early childhood education and instructional foundations), early childhood education, higher education administration, physical education, and technology and education. In addition, the College offers advanced certification for school service personnel, such as social work and school counseling through degree programs in the College of Arts and Sciences.

Effective July 1, 2010, the College of Education will be structured under the following areas: (1) Bilingual and Early Childhood Education; (2) Elementary Education; (3) Secondary and Middle School Education (Career and Technology Education; Health, Physical Education, and Recreation; and Middle School and Secondary Education—K-12 and 6-12); (4) Graduate Studies (Instructional Foundations and Administration, Physical Education, Special Education and Reading); (5) Library, Information, and Media Studies (Library, Information, and Media Studies and Technology and Education); and (6) Doctoral Studies (Educational Leadership). Please refer to the College of Education website at <http://www.csu.edu/collegeofeducation/> for more details.

The College of Education also offers undergraduate degrees programs and certification. Please refer to the CSU Undergraduate Student Catalog or the following website for more information: <http://www.csu.edu/collegeofeducation/departments/htm>.

College Support Services

College support services are organized into these three areas: 1. Teachers' Development Center (TDC); 2. Community Outreach and Field Placement Services (CO/FP); 3. Certification and Cohort Services (CCS).

TEACHERS' DEVELOPMENT CENTER (TDC)

The Developmental Support, Technical and Building (DS/TB) Services unit offers academic support for approximately 72 hours per week, six days a week, of computer and technology assistance to students in the COE building during instructional semesters or special terms. The main Teacher Development Center (TDC) is located in ED 308B with satellite computer laboratories located in ED 310 and ED 202.

One major goal of this unit is to assist students in developing academic readiness knowledge, skills, and dispositions with a particular emphasis on test preparation for three state of Illinois certification examinations: (1) the Illinois Certification Test of Basic Skills (ICTBS) (math, reading, writing, and grammar), (2) an Illinois Content Area Test in specific designation knowledge areas, and (3) the Assessment of Professional Teaching (APT) which measures attainment and application of best practice pedagogical knowledge.

The TDC unit provides courses, workshops, and other intervention services to ensure that all students are successful on standardized examinations required for certification and to meet program requirements. Additional support is available through individualized tutoring plans, workshops, online modules, editorial services and writing instructional support, and technology assistance.

Staff members are proficient in the use of LiveText, online courseware, document production software and hardware, and digital media. Furthermore, the TDC provides building and technical support to facilitate faculty, staff, and student requests for access to technology equipment such as projectors, computers, laptops, and other digital media; and support for wireless Internet access as part of the Technology Anytime, Anywhere for Teachers (TAAT) Laptop Initiative. TDC staff coordinates the LiveTextHelp Desk <livetext@csu.edu> which is operated out of ED 202 and is supported in the ED 310 computer laboratory. Contact Developmental Support at <twrc@csu.edu> or 773/995-2215. Additional information is located on the College website at <http://www.csu.edu/CollegeOfEducation/twrc/>. Technical support requests may be generated by completing a form located on the College website at <http://www.csu.edu/CollegeOfEducation/cite/>. Send questions to <cite@csu.edu> or call 773/995-2348.

COMMUNITY OUTREACH AND FIELD PLACEMENT SERVICES (CO/FP)

The primary mission of the Community Outreach and Field Placement (CO/FP) Services is to provide a high-quality field experience program for teacher education candidates in all majors during the last few semesters of their teacher preparation program. Preceded by an internship that varies in length according to program, student teaching is the culminating field experience of all teacher education programs in the College. During student teaching, the prospective teacher works full time in two 8-week placements with different age groups or in one placement for approximately 16 weeks. The candidate works under the supervision of a campus-based supervisor (university faculty member) and a field-based supervisor (school district faculty member).

In cooperation with educators and professional staff, candidates are assigned to local schools to complete field experiences, practica, and/or internships. During internships, candidates gradually assume full responsibility of the classroom instruction. The pace of the transition from teacher-aiding to full teaching is determined by the campus and field supervisors.

The student teaching experience is considered by many to be the most important phase of professional preparation; this is the time the prospective teacher applies and tests the principles, theories, and methods learned in the teacher education program. During student teaching, the student may observe for a short period of time and gradually assume the responsibility for as many as five assigned classes. The pace at which this gradual transition is made, however, is done at the discretion of a cooperative agreement between the field and campus-based supervisors.

A second part of the CO/FP mission is to provide community outreach services that (1) facilitate establishing partnerships with school districts that may lead to school reform projects and alternative certification pathways, among other initiatives; (2) support opportunities for diverse experiences, including schools based in urban, suburban, rural, and international settings; and (3) identify financial and other support to assist candidates through their internship and student teaching experiences. CO/FP staff supplement information dissemination efforts while in the field community and on campus.

Because of close relationships established with the community-at-large and beyond, this unit provides a range of outreach services to support enrollment, retention, and graduation activities. Activities include fundraising efforts for College of Education and CSU Foundation student scholarships, alumni outreach and support, and recruitment services that inform the community about programs available in the College, following up on leads to assist in the establishment of alternative route cohorts, etc. Additional information is located on the College website at <http://www.csu.edu/CollegeOfEducation/FieldPlacement/>. Contact the CO/FP Services unit at <ofp@csu.edu> or call 773/995-2392 or ED 322.

CERTIFICATION AND COHORT SERVICES

The College of Education has the responsibility of recommending students completing an entitlement program for all initial, subsequent, and advanced certificates, and for additional endorsements at the time of certification. No one may be recommended for certification to teach or supervise in the public schools of Illinois who is not of good character, in good health, at least nineteen years of age, and a citizen of the United States or legally present and eligible for employment and who has not completed all requirements in the approved certification program, including state certification tests and compliance with the College criminal background check policy and related state and federal statutes. Additional requirements, such as drug testing, may be implemented to be in compliance with local, state, and federal policies or laws.

In recognition of the importance of long-range planning for advising and its relationship to assuring compliance with state and federal certification and employment statutes, teacher certification counselors have been assigned to each academic program and/or unit. These individuals will be supported by the Assistant to the Dean for Accreditation and Certification, who is responsible for monitoring the state licensure process for students completing an education program leading to teacher certification or certification in school administration, counseling, or social work. Workshops are held each semester for all students completing teacher, administrative, and school service personnel certification programs. At these workshops, students expecting to complete all requirements that term receive all materials and instructions to begin the process for applying for their certificates and additional endorsements.

In addition, the Alternative Route to Certification and Cohort Services unit is charged with the development and operation of alternative routes to credentialing programs that operate under the cohort model. These programs typically involve individuals at the postsecondary or the post-baccalaureate levels who wish to be placed in a school setting while earning a bachelor's or master's degree plus certification. This office also assists in program administration initiatives for advanced degree and/or cohort programs.

Early and continual consultation and careful planning are essential for students who are seeking to satisfy initial teacher certification requirements. Additional information is located in ED 312 and on the website at <http://www.csu.edu/CollegeOfEducation/TeacherCertification/>. Questions may be directed to TeacherCert@csu.edu or please call 773/995-2519.

College of Education Policies

Listed below are additional College policies in effect prior to or on July 1, 2010 that may impact or affect College of Education students. The College maintains the right to revise, add, and/or inactivate policies as needed. The College maintains a summary of policies on the website at <http://www.csu.edu/CollegeOfEducation/policy.htm>.

Graduate University Admissions

All students in advanced programs need to be admitted into the university through the Graduate College prior to applying for formal admittance to the College of Education professional course sequence. Information related to the application for admission to the institution may be located at <http://www.csu.edu/GraduateSchool/>. Contact the Graduate College at <G-Studies1@csu.edu> or obtained by calling 773/995-2404.

Students who hold bachelor's degrees and who wish to apply for initial teacher certification programs apply directly to the academic department using the program application on the COE website at <http://www.csu.edu/CollegeOfEducation/TeacherCertification/>.

College of Education Admissions

Enrollment in an initial teacher preparation program requires admission to the College of Education as a prerequisite to all teaching methodology courses, student teaching, and other professional education courses in the course listings. Admission to the College of Education is based on academic record, good character, and proficiency in basic skills. Students who meet all admission requirements are eligible to apply to the College of Education for formal admission. Application forms are available online at <http://www.csu.edu/CollegeOfEducation/TeacherCertification/applications/> and must be submitted to the designated certification counselor in each academic program.

APPLICATIONS FOR ADMISSION TO THE COLLEGE OF EDUCATION ARE DUE AT THE FOLLOWING INTERVALS:

| Admission Term | Registration Period | Deadline |
|----------------|---------------------|------------|
| Fall | Advance | March 1 |
| Fall | Regular | June 1 |
| Spring | Advance | October 1 |
| Spring | Regular | December 1 |
| Summer | Advance /Regular | March 1 |

ADMISSION CRITERIA

- Academic Record: Admission to the College of Education in a bachelor's degree or non-degree certification-only program requires a minimum program GPA of 2.5 in all course work required

in the teacher preparation program, either as transfer credit or completed at Chicago State University. Effective Fall 2007, admission to the College of Education requires minimally acceptable grades in all program-applicable courses completed at Chicago State University. At the time of admission, students must be within 12 semester hours of completing their general education requirements.

- **Character:** Admission to the College of Education requires that candidates have no unresolved violations of the COE Professional Code of Conduct and a “clear” criminal background. Admission to the College of Education also requires a personal reference and a recommendation from the academic department.
- **Basic Skills:** Admission to the College of Education requires a passing score on the Illinois Certification Test of Basic Skills (ICTBS) within the last eight years preceding admission. The ICTBS is offered several times a year. Test dates, registration materials, the study guide, and a practice diagnostic test are available online at <http://www.icts.nesinc.com>.

NOTE: Current State of Illinois Certification policy prohibits an individual from taking the ICTBS more than 5 times.

Undergraduate admission also requires the successful completion of the university qualifying examinations in English, mathematics, and reading, unless the ICTBS was passed prior to the time of admission to Chicago State University in a teacher education program.

POLICIES FOR ADMISSION TO THE COLLEGE

- Admission to the College of Education is required prior to registration in professional education courses other than ED 1520, ED 2000, ED 4312, ED 5000, ED 5400, ED 5650, PSYC 2020, PSYC 5830, S ED 4301, and courses specified in the general requirements for each program. Students may receive an administrative withdrawal from those courses if they have not met all admission requirements by the end of the preceding term.
- Students who make application for admission to the College of Education will be required to own, or have access to, a laptop computer for class use.
- Students who are not admitted to the College of Education because of a low grade point average will be allowed to reapply for admission at any time within the next 30 semester hours of attempted credit and according to the requirements for admission in effect at the time they reapply. Students who do not meet the grade point average required for admission to the College of Education after attempting an additional 30 semester hours of course work will be dropped from the program.

POLICY FOR CERTIFIED TEACHERS SEEKING ADDITIONAL ENDORSEMENTS AND/OR CERTIFICATES

Certified teachers may qualify for a waiver of admission to the College if they provide a current State of Illinois Initial or Standard Teacher Certificate to the certification counselor in the academic department offering the needed course(s) for a designated endorsement or certificate program. If the teacher registers for a course that has a field experience hour requirement, teachers may submit proof of employment in a school setting and evidence to demonstrate a “clear” background check to satisfy the background check requirement.

POLICIES FOR POST-BACCALAUREATE STUDENTS SEEKING INITIAL CERTIFICATION

Individuals who possess a bachelor's degree and wish to earn an initial teacher certificate may apply as certification students for admission to a non-degree (described in this section) or a master's degree approved program that satisfies state of Illinois certification requirements (described in the Graduate Catalog). Students enroll as post-baccalaureate students at the graduate level but follow the undergraduate initial certification program requirements. Certification programs leading to initial certification are available in early childhood education, elementary education, middle and secondary education, or K-12 education.

Certification students may make an appointment with certification counselors in the academic departments to have their transcripts evaluated in order to determine eligibility for the master's degree program and deficiencies in courses necessary for initial certification. Initial certification requires completing the approved certification program, including the successful completion of state certification examinations in Basic Skills, Content Area, and Assessment of Professional Teaching. Students who have completed a teacher preparation program here or elsewhere, but are not certified in Illinois, and who have been evaluated by the Illinois State Board of Education (ISBE) to determine specific course deficiencies for an initial teacher certificate, may enroll in courses leading to initial certification through ISBE transcript evaluation. Students who have been issued an ISBE deficiency statement must meet requirements for admission to the College of Education and course prerequisite requirements in order to enroll in teaching methodology courses or student teaching.

Students who obtain certification through ISBE transcript evaluation are enrolled as graduate students-at-large and are not eligible to receive an institutional recommendation from Chicago State University for certification in Illinois or in any other state. Students holding a current State of Illinois Initial, Standard, or Master Teacher Certificate are exempt from meeting the College of Education admission requirements prior to enrolling in certification courses. Certified teachers must present a current certificate to a certification counselor in the academic department before enrolling in certification courses for the first time. The following certificates do not qualify for this exemption: substitute, transitional bilingual, provisional vocational, administrative, and school service personnel. Please contact the Certification and Cohort Services unit at TeacherCert@csu.edu or 773/995-2519 or visit ED 312, for assistance. Additional information is located on the College website at <http://www.csu.edu/CollegeOfEducation/TeacherCertification/>.

Student Teaching Admissions

ADMISSION CRITERIA

The teacher education program at Chicago State University has established critical guidelines for student teaching to ensure program integrity and to provide quality educational experiences. All students completing an initial teacher preparation program are required to student teach five full days per week for 16 weeks.

To be eligible for student teaching, the student must have

- been admitted into the College of Education.
- presented evidence of a passing result on both the Illinois Tests of Basic Skills and the Certification Content Area Test.
- attained a minimum GPA of 2.5 which is required in the following: all course work required in the program (Program GPA); all course work in the area of specialization or concentration (with the exception of Art Education, which requires a minimum GPA of 3.0); and all course work in professional education (with the exception of Elementary Education and Early Childhood

Education, which require a minimum GPA of 3.0). Higher grade point average requirements may be included in individual program listings.

- completed all course and departmental prerequisite requirements, including a minimum of 100 hours of preclinical field experience, a preclinical field practicum and/or internship, and the successful completions of an oral interview examination.
- a current tuberculosis test (PPD).
- a “cleared” background check, including fingerprint analysis (and drug testing, as appropriate).
- a signed copy of Article 21 of the Illinois School Code.
- zero unresolved violations of the COE Professional Code of Conduct and the Dean’s Expectations on Dispositions on file.

GENERAL STUDENT TEACHING POLICES

- Students are strongly encouraged to complete a one-credit-hour review course for the Illinois Teacher Certification Content Area Test prior to taking the exam. Students must submit proof of passing the certification test to the certification counselor assigned to the academic program before they will be allowed to student teach. Programs reserve the right to require this course as needed to meet accreditation requirements.
- Very few courses may be taken during the semester of student teaching. Exceptions include the following courses:
 - BIL 4100/5100, ED 0910, 4311, 4440, 4610, 4988/5988, 4999;
 - HS 1570, 4020/5020, 4030/5030, 4040/5040, 4050/5050, 4060/5060, 4070/5070, 4080/5080, 4400/5400, 4420/5420, 4440/5440, 4500/550, 4560/5560, 4570/5570, 4600/5600, 4610/5610, 4620/5620, 4630/5630, 5995, 5980, 5988, 5990;
 - LIMS 4001/5001, 4002/5002;
 - PE 3040; PSYC 4210;
 - READ 4150/5150, 4180/5180;
 - S ED 4200/5200;
 - T&ED 2392, 3347; and program-approved endorsement courses in drivers education, early childhood, elementary education, science, mathematics, technology, reading, bilingual, ESL, and special education.
- Students should consult with their advisors to assure that courses are appropriately chosen to enhance the student teaching experience without detracting from it.
- Qualified students are required to attend a Student Teaching Application Meeting one semester preceding the term they expect to student teach. This meeting is held each fall and spring semester on the third Tuesday after the beginning of day classes. The specific dates are published through University Relations via print and digital media mechanisms. Students who do not meet application deadlines must reapply the following semester.

STUDENT TEACHING OPTION FOR FULL-TIME SUBSTITUTES

Full-time substitute teachers enrolled in a master's degree or non-degree certification program for initial certification may qualify for a student teaching option in their own classroom without relinquishing their position or salary if they meet the following criteria:

- Minimum grade point average of 3.0 in each of the following areas: all course work required in the program, the area of specialization or concentration, and professional education.
- Minimum of six semesters of full-time teaching experience with total responsibility for an assigned classroom.
- Classroom assignment matching the area of certification the semester before student teaching.
- Three positive evaluations of classroom teaching performance from current school principal and one from the campus-based internship supervisor.
- Request from school's principal for student teaching placement in current classroom and identification of a site-based supervisor.
- Recommendations from two teaching colleagues in the school.
- Professional development outside of course work in the form of in-services, workshops, conferences, and/or membership in professional organizations.
- Portfolio of sample curriculum materials, lesson plans, and an analysis and reflection to demonstrate a meaningful impact on student learning or the learning environment.
- Passing scores on the Illinois Certification tests of Basic Skills, Content Area and Assessment of Professional Teaching.
- Completion of 50 secondary and 50 elementary field experience hours (by students in K-12 programs only).
- Minimum of 100 field experience hours in public schools if student teaching assignment is in a private school (no field experience hours can be waived for teaching experience).

For additional information concerning student teaching or the student teaching option for full-time substitutes, contact the Community Outreach and Field Placement (CO/FP) Services unit, ED 322, 773/995-2392, ofp@csu.edu.

Program Completion

- A grade of B or above is required in student teaching.
- All candidates must pass the Illinois Assessment of Professional Teaching (APT) certification test in order to receive a grade in student teaching, be eligible to complete a program, and/or to graduate.
- Candidates will submit a Professional Portfolio and the Candidate Impact on Student Learning or the Learning Environment Project that fulfills the Senior Thesis Capstone Project requirement.

Professional Code of Conduct and Dean's Expectations on Dispositions Policy

All candidates are provided a list of pedagogical and general dispositions and are asked to periodically self-assess their understanding in the following areas:

PEDAGOGICAL DISPOSITIONS

Area 1 – Classroom Delivery and Demeanor (Including Differentiation)

Area 2 – Collaboration

Area 3 – Creative and Critical Thinking

Area 4 – Lifelong Learning and Scholarship

GENERAL DISPOSITIONS

Area 1 – Relationships with Others

Area 2 – Reliability

Area 3 – Willingness to Collaborate

Area 4 – Reflective Practice

Area 5 – Personal Appearance

The College of Education is committed to ensuring that all candidates successfully complete their program with the knowledge, skills, and dispositions required to enter the profession of teaching prepared to help all children learn (NCATE Standard 1, 2008, Professional Standards for NCATE Accreditation) or to enter other professions. This includes adherence to the Dean's Expectations on Dispositions as well as the Professional Code of Conduct. The Professional Code of Conduct is formally assessed at the following four checkpoints in all teacher education programs leading to initial certification and at other appropriate checkpoints identified in the college's non-teacher education programs: 1) enrollment in professional courses containing field hours, 2) admission to the College of Education, 3) admission to student teaching, and 4) graduation and/or certification.

Candidates must not have any unresolved violations of the Professional Code of Conduct in order to continue in their program past any of these checkpoints. The Professional Code of Conduct includes (but is not limited to) academic integrity, accountability, appropriate language, civility, cleanliness, fairness, honesty, justice, punctuality, reliability, professional ethics, nondiscriminatory behavior, respect, trustworthiness, and other aspects of professional behavior.

Candidates who are observed violating any aspect of the Professional Code of Conduct can be given the opportunity to correct their behavior after consulting with the party who has observed the violation, or with the party's or candidate's academic department. If the problem is not successfully resolved, a referral can be made by the party observing the violation, his or her academic department, or the candidate's academic department to the College's Admission and Standards Committee (ASC) for a final resolution.

Candidates who have a history of violating the Professional Code of Conduct (whether the violations are resolved or unresolved) can be referred to the Admission and Standards Committee at the discretion of a concerned member of the university community. The ASC will review the referral and render a decision regarding the candidate's status in the program, in accordance with standard ASC referral review procedures.

Policies Regarding Background Checks

Students registered for courses tied to field experiences that require being placed in a school or in direct contact with a minor (birth to age 21), must undergo a background check and be found to be “clear” with no hit record. The Criminal Background Check (CBC) process will access the State of Illinois, FBI Criminal History Record Information (CHRI), Illinois Sex Offender Registry, Illinois Child Murderer, and National Sex Offender Public Website databases. The College reserves the right to enforce compliance mechanisms (such as drug testing) as required by local, state, or federal agencies or entities as set forth by current laws or policies. Students who do not have documentation on file to support a determination that they are “clear” will be issued a CE Hold, which may prevent registration and access to online records. Additional details are available at <http://www.csu.edu/CollegeOfEducation/backgroundcheck.htm>.

Additional College of Education Policies

- Students are responsible for meeting the program requirements in effect at the time they officially register in a teacher education program leading to certification at Chicago State University, regardless of when they entered the university.
- The following courses are designed to develop technology skills among education personnel: PE/REC 2070, ED 4312/5312, T&ED 2120, and T&ED 4346/5346. Enrollees for these classes are expected to provide their own laptops (Either MAC or PC) for use in class. Instructors for these classes should be prepared to use both the MAC and PC platforms in every section of the course.
- A maximum of nine credit hours of professional education courses taken at a junior or community college can be transferred into a teacher preparation program.
- Professional education courses completed more than five years before admission to Chicago State University in an education program, either as transfer credit or at Chicago State University, will not be accepted. Other restrictions on the time limit for completing course work may be included in individual program listings.
- A grade of C or above is required in all courses in an initial teacher preparation program, either as transfer credit or completed at Chicago State University, including all courses in general education; all required courses in the area of concentration (elementary education, early childhood education, bilingual education) and/or area of specialization (with the exception of the secondary teaching option in chemistry, which allows one grade of D); all required supportive courses; and all other courses in professional education; unless otherwise stated in the general requirements for each program.
- A grade of B or above is required in PSYC 2040 and student teaching courses.
- A CSU cumulative GPA of 2.0 in all courses completed at CSU in an undergraduate program is required for graduation. Other grade requirements may be listed under the general or specific requirements for each program.
- Courses taken at Chicago State University that are required in a teacher education program may be repeated for a higher grade no more than twice. The highest grade will be included in calculating the grade point average. Students who do not earn an acceptable grade in a required course after three attempts will be dropped from the program.
- A maximum of two professional education courses can be repeated for a higher grade. The higher grade will be included in calculating the grade point average. Students who earn an unacceptable grade in a third professional education course will be dropped from the program.

- Students who are dropped from a teacher education program are not eligible to pursue initial teacher certification in any undergraduate, graduate, or non-degree program at Chicago State University.

College Level Student Grievance Procedures

The College of Education's grievance procedure protects the rights of all parties involved in student-faculty-staff disputes. Students with complaints, grievances, and appeals concerning academic programs should begin by contacting the appropriate department chairperson or unit director. Causes for grievances shall include, but are not limited to, arbitrary or capricious behaviors in regards to the following:

- a. Admission to a teacher preparation program;
- b. Admission to the student teaching program or other clinical experiences;
- c. Dismissal from the academic program, including dismissal from clinical or student teaching experiences;
- d. Evaluation of the candidate's performance in courses, clinical or student teaching settings, or other regularly provided or required activity having a direct bearing on the candidate's being recommended for program completion, certification or for employment; or
- e. Failure to recommend the candidate for certification when requested in a timely fashion.

GRIEVANCE LEVELS

Before a case can be heard by the College Grievance Committee, it must proceed through three prior levels of deliberation which is documented by the student on the Student Concerns/Inquiry Record form. These levels include the following:

Level 1: Conference between student and instructor/staff, when practical and if applicable;

Level 2: Conference between student and department chairperson; and

Level 3: Hearing before the Department Grievance Committee

COLLEGE LEVEL HEARING INITIATION

To initiate a hearing before the College Grievance Committee, the student must complete the Petition for Hearing form and return it along with the Student Concerns/Inquiry Record form to the Dean's office in ED 320. These forms may be obtained from ED 320. It is the student's responsibility to obtain the appropriate signatures at each stage of the process. Failure to follow instructions will result in the form being returned, thus delaying the requested hearing.

COLLEGE GRIEVANCE COMMITTEE FORMATION AND COMPOSITION

Specific procedures for the hearing of each case shall be determined by the members of the committee deliberating that case.

The composition of the College Grievance Committee shall be as follows:

- The Dean of the College of Education or an administrative representative who shall chair the committee and convene the committee meetings.
- Two faculty members or one faculty member and one administrator not from the department involved. Adjuncts will be eligible at the discretion of the department chairperson, director or coordinator to serve on the committee.
- Two student representatives; one from the department involved and the other from another department or program within the college. The student representatives should not be enrolled in any classes of the grievant.
- The faculty or staff member against whom the grievance is lodged should not be a member of the grievance committee.
- The student who is filing the grievant should not be a member of the grievance committee.

The committee makes recommendations to the Dean within five business days after the hearing. The Dean's decision is final.

Petitions by students based on circumstances that could constitute a request for an academic adjustment or modification on the basis of a disability as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 will be referred to and processed by the Abilities Office for Disability Services.

Best Practices

- School-based methods courses taught in Chicago and suburban schools give students the opportunity to apply theory, innovative practices and pedagogy in real school settings, including international opportunities such as the Field-Based/Internship program trips to Taiwan.
- Prior to student teaching, all candidates participate in an internship under the supervision of both school and university faculty, preferably done in the same school.
- Candidates enrolled in field-based internship programs teach lessons daily for two or more semesters and receive feedback from school and university supervisors.
- Candidates develop professionally through systemic reflection, analytical journal writing, and e-portfolios. The senior thesis formalizes the capstone action research project on candidate's impact on student learning and the learning environment.
- Secondary and K-12 education candidates complete a major in their area of specialization.
- ISBE recognition was awarded to the College for an Early Childhood Special Education Approval sequence, ESL/Bilingual Endorsements, and Gateways Credentials for Early Childhood Level 5, Infant Toddler Level 2, & Illinois Director Level II.
- Eight College computer laboratories and wireless access facilitate technology-infused learning experiences. Students receive web-enhanced curriculum and wireless access for learning. Online/Hybrid/Distance Learning programs are growing in Library, Information, and Media Studies; Technology and Education (Information Technology Certificate and Corporate Safety Management Certificate); Reading and Recreation.
- Technology and Education training is available for professional certificates in Cisco CCNA, A+, CWSP, and Network+.

- Alternative Route to Certification pathway programs are offered such as the Resident Teacher Programs in Early Childhood, Elementary, and Secondary Education; Library Information Specialist; General Administration/Principal; Reading; and Special Education.
- Students participate in practice tests and review workshops for the Certification Tests of Basic Skills, Subject Matter Knowledge, and Assessment of Professional Teaching.
- National Board Certification (NBC) concentration in Instructional Foundations was created to improve minority recruitment.
- Illinois Community College Board Associate of Arts in Teaching Articulation Agreements have been created in Early Childhood, Science Education, Mathematics Education, and Special Education/Elementary Education, including a direct partnership pipeline in Early Childhood with Harold Washington Community College.
- Dual Enrollments Agreements enacted between CSU and Kennedy King College in Early Childhood/Child Development and Physical Education/Recreation.
- Reading and Educational Leadership Certificate programs were developed for higher education community college faculty.
- The Doctoral Studies in Educational Leadership program oversees publication of the peer-reviewed *Illinois School Journal*. In addition, the Center for Urban Research in Education has facilitated publication of the peer-reviewed *Urban Visions Online Journal*.
- Faculty-driven Outreach Partnerships: CSU-University of Minnesota (UMM) Rural Urban Diversity Project; Secondary Resident Teacher Cohort with Youth Connections Charter Schools (YCCS); Guardian-A-Program (GAP) with elementary and high schools; Ghana, West Africa Literacy, Numeracy, and Environmental Studies Textbook Program; Child Studies program for Head Start staff; After School Matters Sports 37; Field-Based Teacher Internship Programs (Joyce Foundation, MacArthur Foundations and IBHE); Educational Leadership School Reform; Teacher Quality Enhancement Middle School Project (ISBE, IBHE, ICCB, CSU, NEIU, SEIU-C, SEIU-E); and the CSU TQE Institute: Cougar Academy for Teachers targeted toward junior and senior high school students aspiring to become middle school teachers, and CSU-University of Minnesota at Morris Reciprocal Rural-Urban Diversity Arrangement.

Notable Features and Accomplishments

- In 2008, CSU enrolled approximately one-third (30.12%) of all students of African descent who attend Illinois public universities.
- In 2008, CSU awarded 10.5 percent of all degrees to black males who attended Illinois public universities. (Illinois Total = 1363/CSU Total =143 =10.5%)
- CSU ranked first among all Illinois public universities for awarding Master's Degrees in Education to African American/Black non-Hispanics; ranked 18th in the nation (7,126 institutions) for awarding Master's degrees Education to African American/Black non-Hispanics;
- CSU ranked second in Illinois in for awarding Bachelor's Degrees in Education to Black non-Hispanics; Ranked 48th in the nation (7,126 institutions) for awarding Bachelor's Degrees in Education to African American/Black non-Hispanics.
- CSU ranked 16th among all Illinois institutions for awarding Master's Degrees in Education to all racial and ethnic groups.

- National Board Certification (NBC) is the “gold standard” in teaching. Nationwide, there were more than 74,000 National Board Certified Teachers (NBCTs) in 2008, including 3,191 in Illinois. Chicago Public School (CPS) employed 328 NBC credentialed teachers in 2008; increasing the district’s total to 1,191. Almost 10 percent (36) of the 328 new achievers used the National Board Resource Center at CSU during the 2007-2008 NBC cycle. In addition more than 10 percent (123) of the 1,191 were CSU alums.
- The College of Education has been consistently accredited by the National Council for the Accreditation of Teacher Education (NCATE) since 1954, the first year that NCATE accredited institutions.
- In 2009, CSU was one of only 24 Illinois institutions (57 total) accredited by NCATE.
- CSU is one of two Chicago-based public institutions of higher education accredited by NCATE.
- All CSU teacher preparation programs are approved for certification by the Illinois State Board of Education (ISBE).
- CSU’s Doctor of Education degree in Educational Leadership was approved by the Illinois Board of Higher Education in June 2004 and by the North Central Association of Colleges and Universities in April 2005.
- CSU awarded its first doctoral degree in Spring 2009. Dr. Angela Roberts-Watkins was recognized as the first doctoral degree recipient from Chicago State University by the US House of Representatives and was entered in the Congressional record by Congressman Bobbie Rush. Since 2009, the program has awarded doctoral degrees in education to 11 graduates.
- The Recreation Program was accredited in 2008 for five years by the National Recreation and Parks Association/American Association for Physical Activity and Parks (NRPA/AAPAP).
- Chicago State University edited the *Illinois Schools Journal* (ISJ) for Chicago Public Schools from 1906 to 1920 and has published ISJ since 1920.
- Over 28 CSU graduates have received the Golden Apple Award for Excellence in Teaching since 1987.
- CSU students have received the Kohl, Golden Apple Scholar, and the Illinois Student Laureate Awards.
- 56 Distinguished Educator Awards have been presented to alums and faculty since 2003.
- The faculty engages in research, publishing, and presentations at local, national, and international conferences.
- (From 2005-2011) Within the past 7 years, 129 teachers have graduated from alternative pathways to certification programs.
- According to 2010 *US News and World Report*, CSU ranks fourth in Illinois in awarding baccalaureate degrees to Latino students in education.
- In 2000, Logan Square Neighborhood Association (LSNA) and Chicago State University partnered to start a Grow Your Own Teachers program with classes in the neighborhood at LSNA's Monroe CLC. In 2009, seven former parent mentors and teacher aides had graduated from CSU with degrees in bilingual education.

Program Information – Academic Year 2010

Based on Title II (HEA) Report Card

(September 1, 2009, to August 31, 2010)

| | |
|--|-----|
| Total number of students admitted into teacher preparation, all specializations, in academic year 2009-2010 | 379 |
| Unduplicated number of males enrolled in 2009-10: | 105 |
| Unduplicated number of females enrolled in 2009-10: | 274 |
| Average number of clock hours required prior to student teaching | 147 |
| Average number of clock hours required for student teaching | 560 |
| Number of full-time equivalent faculty in supervised clinical experience during this academic year | 37 |
| Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff) | 667 |
| Number of students in supervised clinical experience during this academic year | 224 |
| The number of teachers prepared to teach in 2009-10. | 127 |

Annual Institution Report

Program Completer Pass Rate Data

Illinois Certification Testing System

Program Year: 2009-2010

Based on Title II (HEA) Report Card

(Sep 1, 2009 to Aug 31, 2010)

Institution: 007 - Chicago State University

Number of Program Completers: 127 (Initial Cert Only)

| TEST FIELD/CATEGORY | INSTITUTION | | | STATEWIDE |
|---------------------|---------------|---------------|-----------|-----------|
| | NUMBER TESTED | NUMBER PASSED | PASS RATE | PASS RATE |
| BASIC SKILLS | | | | |
| Basic Skills Test | 98 | 98 | 100% | 100% |

| | | | | |
|---|------------|------------|-------------|-------------|
| Aggregate | 98 | 98 | 100% | 100% |
| PROFESSIONAL KNOWLEDGE/PEDAGOGY | | | | |
| 101 APT: Birth to Grade 3 | 19 | 19 | 100% | 100% |
| 102 APT: Grades K-9 | 54 | 54 | 100% | 100% |
| 103 APT: Grades 6-12 | 26 | 26 | 100% | 100% |
| 104 APT: Grades K-12 | 25 | 25 | 100% | 99% |
| Aggregate | 124 | 124 | 100% | 99% |
| ACADEMIC CONTENT AREAS | | | | |
| 105 Science: Biology | 2 | -- | -- | 100% |
| 106 Science: Chemistry | 1 | -- | -- | 96% |
| 107 Early Childhood Education | 19 | 19 | 100% | 100% |
| 110 Elementary/Middle Grades | 56 | 56 | 100% | 100% |
| 111 English Language Art | 10 | 10 | 100% | 100% |
| 114 Social Science: History | 5 | -- | -- | 100% |
| 115 Mathematics | 4 | -- | -- | 100% |
| 116 Science: Physics | 1 | -- | -- | 100% |
| 163 Special Education General Curriculum | 4 | -- | -- | 99% |
| 135 Foreign Language: Spanish | 3 | -- | -- | 99% |
| 143 Music | 2 | -- | -- | 100% |
| 144 Physical Education | 8 | -- | -- | 100% |
| 145 Visual Arts | 1 | -- | -- | 100% |
| Aggregate | 116 | 116 | 100% | 100% |
| OTHER CONTENT AREAS | | | | |
| 171 Business, Marketing, and Computer Education | 2 | -- | -- | 100% |
| 175 Library Information Specialist | -- | -- | -- | 100% |
| Aggregate | 2 | 2 | 100% | 100% |
| TEACHING SPECIAL | | | | |

| POPULATIONS | | | | |
|---|------------|------------|-------------|-------------|
| 155 Learning Behavior Specialist I | 4 | -- | -- | 100% |
| Aggregate | 4 | 4 | 100% | 100% |
| SUMMARY TOTALS AND PASS RATE | 126 | 126 | 100% | 99% |

College of Education—Professional Education and Development Services (PEDS)

Department/Unit: Teacher Quality Enhancement

Chairperson: Sylvia Gist, Dean

Course Coordinator: Nancy Grim, Assistant Dean

Content Area Designations:

Education – ED

Physical Education – PE

Reading – READ

Secondary Education – SECD

Special Education – S ED

College of Education (ED) Course Offerings

5000 PHILOSOPHY OF EDUCATION (3)

Prerequisite: Illinois teaching certificate or consent of department.

In-depth examination of major philosophies of education and their relation to teaching practice, methods, curriculum, and educational administration. Philosophies examined will include idealism, perennialism, pragmatism, existentialism, Marxism, romanticism, phenomenology, hermeneutics, and post-structuralism. Emphasis on practical significance of educational theories.

5100 ASSESSMENT AND EVALUATION IN THE CLASSROOM (3)

Prerequisite: Admission to the College of Education.

Assessment techniques for the classroom teacher, including formative and summative assessments, connecting assessments to standards, rubric building, and theories associated with alternative assessment.

5304 REFLECTIVE ASSESSMENT OF TEACHING PRACTICE (4)

Prerequisite: Illinois Initial Teacher Certificate.

Preparation of self-assessment of teaching practice based on the Illinois Professional Teaching Standards. Includes self-assessment of classroom performance, teaching strategies, delivery of content, strategies for motivating students, communication skills, and professional conduct; observation, review and analysis of teaching practice. Approved by the Illinois State Board of Education for moving from an Initial to a Standard Teacher Certificate.

5311 CLASSROOM MANAGEMENT FOR STUDENT TEACHERS (1)

Prerequisite: Restricted to student teachers.

Basic information related to the methods of effective classroom management, including structuring a positive environment and effective organization for instruction. Additionally, student teachers will be encouraged to use these constructs to reflect on their own practices as they are actually in schools.

5312 TEACHING WITH TECHNOLOGY /4/ (3)

Overview of the use of the microcomputer, digital camera, scanner, SmartBoard, and other technologies in education. Focus will be hands-on experiences with teacher support software and educational software for children using the Windows Operating System. Students may not receive credit for ED 5312, ED 210, and ED 310.

5400 THE URBAN TEACHER /FIELD (3)

Prerequisite: Passing score on the Illinois Certification Test of Basic Skills.

Examination of the current issues related to being a successful urban teacher. Topics include teaching as a profession; diversity; school reform; ethics, values, and attitudes; multiple intelligences; creating an environment for learning; classroom management and discipline; curriculum development and planning; assessment and evaluation; teaching models; school family and community relationships; resources; professionalism; and stress management. Five field hours of observation.

5401 TECHNOLOGY, SCHOOLS, AND LEARNING (3)

Graduate introduction to technology in education. Introduction and foundation to research, planning, and implementation issues related to technology in education. Course work includes extensive reading list, classroom applications, and hands-on laboratory experiences. If credit is received for ED 5401, credit may not be received for any of the following: ED 5420, 5421 or 5422.

5402 TECHNOLOGY PLANNING AND EDUCATIONAL DELIVERY (3)

Graduate course designed to take participants through a step-by-step process to develop a technology plan directly related to Illinois state guidelines and local needs. If credit is received for ED 5402, credit may not be received for ED 5423 or ED 5424.

5403 TELECOMMUNICATION TOOLS (3)

Introduction to basic telecommunication tools of the Internet, email, and teleconferencing. Basic navigational skills for using the Internet will be developed and increased to permit each participant to create his or her own home page. If credit is received for ED 5403, credit may not be received for any of the following: ED 5425, 5426 or 5427.

5404 TECHNOLOGY TOOLS FOR LEARNING (3)

Fundamentals of productivity, authoring, and presentation software packages. Productivity tools will include word processing, spreadsheets, and database applications. An authoring tool to design and present instructional material will also be introduced and applied in practical situations. If credit for ED 404 is received, credit for any of the following may not be received: ED 5428, 5429 or 5430.

5405 TECHNOLOGY AND ACADEMIC SUCCESS ACROSS CONTENT AREAS (3)

Utilization of telecommunication and technology tools to develop instructional activities appropriate to students of varying abilities, achievement levels and interests from different social and cultural backgrounds. Development of projects in each of the content areas. If credit for ED 405 is received, credit for any of the following may not be received: ED 5431, 5432 or 5433.

5415 VOCATIONAL INSTRUCTOR PRACTICUM (1-6)

Employment experience in business or industry for vocational teachers that relates to their teaching areas. Forty hours of employment will be required for each credit and four hours of seminar will help to relate the job experience and academic teaching responsibilities. Participating students will prepare a paper or project that relates the school curriculum or instruction to new requirements of employers. May be repeated for credit up to a total of six credit hours.

5420 RESEARCH IN LEARNING AND TECHNOLOGY (1)

Overview of research literature in learning theory and its relation to technology education. Principles and best practices in learning research are examined in terms of major technology application categories. Credit will be given for ED 5420 or ED 5401, but not both.

5421 HARDWARE AND SOFTWARE TRENDS AND THEIR IMPLICATION FOR LEARNING (1)

Survey and analysis of the hardware and software trends specific to education. Implications for learning and technology found in schools. Credit will be given for ED 5421 or ED 5401, but not both.

5422 INTRODUCTION TO AUTHORING SYSTEMS (1)

Introduction to authoring systems and programs. Emphasis on authoring systems as tools to provide interactive content and presentation of information. Credit will be given for ED 5422 or ED 5401, but not both.

5423 WRITING A TECHNOLOGY PLAN (2)

Review of state guidelines for technology plans. Extensive examination of existing plans as basis for the development of a local technology plan. Credit will be given for ED 5423 or ED 5402, but not both.

5424 IMPLEMENTATION OF TECHNOLOGY NETWORKS IN SCHOOLS (1)

Examination of local area networks (LANs), wide area networks (WANs), curriculum deliver, and staff development. Credit will be given for ED 5424 or ED 402, but not both.

5425 INTRODUCTION TO INTERNET, E-MAIL, AND TELECONFERENCING (1)

Basics of Internet, e-mail, and teleconferencing. Review of alternatives available and installation of software to use these services. Credit will be given for ED 5425 or ED 5403, but not both.

5426 HOW TO USE INTERNET, E-MAIL, AND TELECONFERENCING (1)

Hands-on experience with internet, e-mail, and teleconferencing with explanation and practice of all common features available in these tools. Internet includes use of features to individualize browser to enhance use in instructional settings. E-mail features such as filters and mail groups are taught. Videoconferencing includes use of white boards and other collaborative features. Credit will be given for ED 5426 or ED 5403, but not both.

5427 APPLICATION OF TELECOMMUNICATION TOOLS IN INSTRUCTIONAL SETTINGS (1)

Review of various instructional applications and internet, e-mail, and videoconferencing projects. Hands-on experiences in setting up and participating in such projects is provided. Credit will be given for ED 5427 or ED 403, but not both.

5428 INTRODUCTION TO PRODUCTIVITY SOFTWARE (1)

Introduction to major applications of word processing, spreadsheets, and databases. Emphasis on basics of use in various instructional applications. Credit will be given for ED 5428 or ED 5404, but not both.

5429 AUTHORIZING PROGRAMS (1)

Comparison of most popular authoring programs. Hands-on application of one authoring program to the development of a lesson. Credit will be given for ED 5429 or ED 5404, but not both.

5430 PRESENTATION PROGRAMS (1)

Review of the elements of a good presentation and popular software presentation programs. Use of a program to develop an original presentation. Credit will be given for ED 5430 or ED 5404, but not both.

5431 TECHNOLOGY INSTRUCTION IN THE CONTENT AREA (1)

Examination of technology applications across content areas. Software trends and availability in each content area. Credit will be given for ED 5431 or ED 405, but not both.

5432 TECHNOLOGY INSTRUCTION FOR STUDENTS OF DIFFERENT ACHIEVEMENT AND ABILITY LEVELS (1)

Examination of how technology can address the needs of learners of different achievement and ability levels. Ways of adapting software and technology application to better meet students with different needs. Credit will be given for ED 5432 or ED 5405, but not both.

5433 TECHNOLOGY INSTRUCTION FOR STUDENTS WITH LANGUAGE AND CULTURAL DIFFERENCES (1)

Uses of technology to meet the needs of students with different language and cultural backgrounds. Examination of available software and ways to adapt existing software to better meet the needs of these students. Credit will be given for ED 5433 or 5405, but not both.

5440 PHILOSOPHY, CURRICULUM, AND INSTRUCTIONAL METHODS FOR THE MIDDLE SCHOOL (3)

Prerequisite: Admission to the College of Education or Initial or Standard Teacher Certificate

Examination of the origin and development of the middle school concept, responsibilities of the middle school classroom teacher, and developmentally appropriate instructional practices for middle school teaching, including content area reading. Course satisfies three of six-hour component required for middle school endorsements. Credit not given for both ED 440 and ELCF 344G.

5450 ADVANCED METHODS AND TECHNIQUES FOR TEACHING SUBJECT AREA SPECIALITY IN SECONDARY SCHOOLS /FIELD (3)

Prerequisite: Admission to Teachers for Chicago or Troops to Teachers Master's Degree/Intern Programmer Master of Arts in Teaching Secondary Education program; consent of the program advisor. Examination and application of methodologies and techniques for teaching subject area specialty. Thirty clock hours of tutoring per term for students enrolled in the MAT program in secondary education.

5460 INTERNSHIP AND SEMINAR IN ELEMENTARY TEACHING (6)

Prerequisite: Admission to Teachers for Chicago or Troops to Teachers Master's Degree/Intern Program or Master of Arts in Teaching Elementary Education Program; completion of all courses required for certification; consent of the program advisor; and a passing score on the subject matter/content area certification test within the last five years.
Sixteen weeks clinical supervision of teaching internship in an elementary school. Five full days per week including seminar.

5465 INTERNSHIP IN ALTERNATIVE PROGRAM IN ELEMENTARY EDUCATION (2)

Prerequisite: Admission to alternative master's/intern program in elementary education and consent of program advisor; and a passing score on the subject matter/content area certification test within the last ten years.
Sixteen weeks of teaching internship under clinical supervision in an elementary school in a two-year internship program. Must be repeated for a total of 8 semester hours of credit over a two-year period to satisfy internship requirement for certification.

5470 INTERNSHIP AND SEMINAR IN TEACHING SUBJECT AREA SPECIALTY IN THE SECONDARY SCHOOLS (6)

Prerequisite: Admission to Teachers for Chicago or Troops to Teachers Master's Degree/Intern Program or Master of Arts in Teaching Secondary Education Program; completion of all courses required for certification; consent of the program advisor; and a passing score on the subject matter/content area certification test within the last five years.
Sixteen-week clinical supervision of teaching internship in an endorsed subject area at the secondary level. Five full days per week including seminar.
NOTE: Sixteen week clinical supervision of teaching internship in an endorsed subject area at the 6-12 level. Five full days per week including seminar.

5480 INTERNSHIP AND SEMINAR IN MIDDLE LEVEL TEACHING (6) /FIELD/ FIVE FULL DAYS / SEMINAR ONE HOUR PER WEEK /16 WEEKS (3)

Prerequisite: Admission to the College of Education and the Master of Arts program at the middle Level; Completion of all other course work in the program; A 3.0 grade point average in all master's level course work in the program; and consent of department.
Placement in an elementary field-based classroom with an emphasis in intermediate and middle school settings. University and cooperating school supervision will occur for the five full days over 16 weeks in the classroom plus one weekly seminar held on-site or on-campus.

5485 INTERNSHIP AND SEMINAR IN EARLY CHILDHOOD EDUCATION (6)

Prerequisite: Admission to MAT program in ECH and consent of the program advisor; completion of all courses required for certification; minimum 3.0 grade point average in master's degree courses; and a passing score on the subject matter/content area certification test within the last five years.

Internship in preschool (pre-K) setting and primary grade (K-3) classroom. Five full days for 16 weeks including seminar.

5490 RESEARCH IN SECONDARY EDUCATION (3)

Prerequisite: Students must be accepted into the Masters of Science in Technology Education Program prior to enrolling in ED 5490.

Principles and methods of research in secondary education. Skills identifying problems, developing problem statements, formulating hypotheses, designing research studies, collecting analyzing and interpreting data, preparing a literature review and preparing a research proposal.

5500 PRINCIPLES AND PRACTICES IN SECONDARY EDUCATION LECTURE /FIELD (2)

Prerequisite: ED 2000; PSYC 2040 and 2020. Admission to the College of Education.

Secondary education principles and methods including unit plans, lesson plans, and behavioral objectives. Multicultural nature of society and its impact on teaching. Normal and exceptional children in regular classrooms. Twenty-five clock hours of classroom aiding and tutoring per term.

5510 ADVANCED METHODS AND TECHNIQUES FOR TEACHING SUBJECT-AREA SPECIALTY IN ELEMENTARY/MIDDLE SCHOOLS (3)

Prerequisite: Admission to Teachers for Chicago or Troops to Teachers Master's Degree/Intern Program or Master of Arts in Teaching K-12 Education program; consent of program advisor.

Examination and application of methodologies and techniques for teaching subject area specialty for elementary and middle school. Thirty clock hours of tutoring per term for students enrolled in the MAT program in K-12 education.

5650 SEMINAR IN URBAN EDUCATION (3)

Examination of current issues and research in urban education.

5750 INTERNSHIP & SEMINAR IN TEACHING SUBJECT AREA SPECIALTY IN K-12 SCHOOLS (6)

Prerequisite: Admission to Teachers for Chicago or Troops to Teachers Master's Degree/Intern Program or Master of Arts in Teaching K-12 Education Program; completion of all courses required for certification; consent of program advisor; and a passing score on the subject matter/content area certification test within the last five years.

Sixteen-week clinical supervision of teaching internship in an endorsed subject area at the secondary level. Five full days per week including seminar.

NOTE: Sixteen week clinical supervision of teaching internship in an endorsed subject area at the K-12 level. Five full days per week including seminar.

5820 EDUCATION FUNDAMENTALS SCHOOL COUNSELORS (3)

Prerequisite: Conditional Admission to master's degree program in school counseling or consent of psychology department.

The structure, organization, and operation of the P-12 educational system; the diversity of Illinois students and the laws and programs designed to meet their needs; and effective management of the classroom and learning process. Designed for uncertified students enrolling in the school counseling program. Fifteen hours of teaching-aiding.

5960 FUNDAMENTALS OF EDUCATIONAL RESEARCH (3)

Prerequisite: Consent of the department.

Principles and methods of educational research. Acquire skills in developing problems statements, formulating hypotheses, selecting populations/samples, collecting data, analyzing and interpreting results, and using technology to support research. Designed for teachers, as well as administrative

candidates. Individual projects will focus on students' needs and interests. Credit not given for both ELCF 5960 and ELCF 5429 or 5497.

5980 STUDY, RESEARCH, AND INTERNSHIP ABROAD, COLLEGE OF EDUCATION (1 - 16)

Prerequisite: One year of residence at CSU, good academic standing, prior approval by the major department and by the college.

Course work undertaken as part of an approved university study abroad program. Course work to be completed abroad must be approved in advance by department. May be repeated for a maximum of 32 credit hours.

5988 PROFESSIONAL PORTFOLIO AND EFFECTIVE PRACTICES (3-6)

Prerequisite: Admission to the College of Education.

Exploration of effective teaching, learning, and research practices in an educational setting. Application and documentation of effective practices including impact on student learning/learning environment, classroom management, and dispositions through development of a digital portfolio. Course may be taken with student teaching/internship. Course may be repeated and may not be counted toward degree credits.

5998 POLICY ISSUES IN INTERNATIONAL EDUCATION (3)

Exploration of current policy issues in education in the developing world. Topics include women and education, education for all, democracy, and education. Additional, optional 3 credit hours of student abroad may be obtained by taking SAB 5980, if funds are available.

5999 THESIS/PROJECT IN SECONDARY EDUCATION (1-6)

Prerequisite: Completion of ED 5490 and Admission into the College of Education and the Masters of Arts in Teaching Program.

Individually supervised research as approved by the department. Course content varies and is designed around a departmentally approved thesis or project. This is a variable credit course that will be repeated until research is accepted by the department.

Bilingual Education

Department: Early Childhood-Primary and Bilingual Education

Chairperson: Patricia Steinhaus

Faculty: Miguel Fernandez, Cynthia Valenciano

Degree(s)/Certification(s)

MS Ed in Bilingual Education

MS Ed in Bilingual Education Concentration ESL

+ State of Illinois Type 03 Initial Elementary Education Certificate

- Bilingual Approval
- ESL Approval

Language Arts Endorsement

Content Designations

BILE

The Bilingual Education program offers a Master of Science in Education degree in Bilingual Education for Type 03, 04, 09 certified teachers seeking an MS Ed and bilingual and/or ESL state approvals. The Bilingual Education program also offers programming for noncertified teachers seeking Type 03 Initial Elementary certification along with bilingual and/or ESL approvals. Candidates may also seek bilingual and/or ESL approvals or Type 03 certification with a non-degree option. The purpose of this program is to prepare teachers for ESL or bilingual early childhood, elementary or secondary classrooms. The program is designed to prepare reflective practitioners to work with English language learners (ELLs) in multicultural environments who:

- reflect on and evaluate the effects of their choices and actions on the educational community and who actively seek out opportunities to grow professionally;
- understand and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills;
- understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners;
- understand and use formal and informal assessment strategies to evaluate and ensure the intellectual and social development of the learner;
- foster relationships with colleagues, parents, and agencies in the larger community to support students' learning and well-being.

General Requirements

- Students are responsible for meeting the program and College requirements in effect at the time they officially register in a program leading to advanced degrees and/or certification at Chicago State University, regardless of when they were admitted to the university.
- Admission to the program is contingent upon good academic standing and acceptance by the department.
- The MEd in Bilingual Education has two areas of concentration: 1) Bilingual Education and 2) English as a Second Language.
- Applicants intending to apply to the Bilingual Education Program must
 - submit written recommendations from two school administrators and /or supervisors familiar with the applicant's work;
 - submit documentation of completion of a minimum of two years full-time teaching or school service personnel work at the elementary or secondary level in a public, private, or parochial school setting;

- submit proof of successful completion of Illinois Certification Test of Basic Skills;
- submit an FBI and state background check clearance form.
- Please note that those graduate students seeking an ESL concentration do not have to submit second language proficiency proof via the Type 29 certificate.
- In addition, applicants must submit
 - a written recommendation from their school principal;
 - a copy of their initial or standard teaching certificate; and/or
 - a copy of their transitional (Type 29) teaching certificate.
- Admission to the College of Education, which includes successful completion of the Illinois Certification Test of Basic Skills, is required prior to registration in any professional education courses other than ED 2000/5000; ED 5312; PSYC 5830; PE 2040; BIL 5050, BIL 5150, BIL 5100; BIL 5700, BIL 5740, BIL 5720; S ED 5301.
- Graduation requirements include a minimum cumulative GPA of 3.0 in all required and elective courses, successful completion of written and oral examinations, and successful completion of a professional portfolio.
- A full academic schedule of courses for graduate students is nine semester credit hours. Exceptions to this policy may be made only with the approval of the department.
- All master's degree requirements must be completed within six years.
- NOTE: Candidates must abide by all College policies stated in this catalog, unless exceptions or adherence to higher expectations are noted in program documentation.

Specific Requirements

CERTIFIED TEACHERS MSED (36 CREDIT HOURS)

Core Requirements /21 credit hours: BIL 5050, 5350, 5240 or ENG 5338, BIL 5270, 5700, 5740, ELCF 5960.

Bilingual Education Concentration/ 15 credit hours: BIL 5230, 5300, 5150, 5100, 5760 or 5800.

English as Second Language Concentration/15 credit hours: BIL 5100, 5760, 5150 or 5800; ECH 5009 or MIDS 5020; ENG 5436 or 5339.

NON-CERTIFIED TEACHERS (107 CREDIT HOURS)

Individuals seeking an Illinois Type 03 initial teaching certificate will have to complete the following courses:

General Education/ 39 credit hours:

May be satisfied by courses taken at the bachelor's degree level, based on transcript analysis.

Professional Education/ 68 credit hours:

ED 5000, 5312; PSYC 5830; S ED 5301, 5303*; PE 2040; BIL 5050, 5100, 5150, 5220*, 5230*, 5240, 5300*, 5350*. 5400*, 5700, 5740, 5720; READ 5280*; ELED 5140, 5170; BIL 5450* (Student Teaching).

* Restricted to students admitted to the College of Education.

(9-12 credit hours of required graduate level professional education courses will be applied towards master's degree electives).

Supportive Course / 1 credit hour:

ELED 3092* (May not be counted for degree credit.)

*If student has not successfully completed Illinois Certification Content Area Test in Elementary/Middle Grades (K-9) he or she must take and pass ELED 3092.

Bilingual Elementary Education (BIL) Course Offerings

Department: Early Childhood-Primary and Bilingual Education

Chairperson: Patricia Steinhaus

Faculty: Miguel Fernandez, Cynthia Valenciano

5050 STUDIES IN CROSS CULTURAL EDUCATION / FIELD (3)

Prerequisite: Consent of the department.

The role of culture in the United States educational system. Examination of behavioral expectations and learning styles of students of different cultural backgrounds. Analysis of the impact that cultural diversity has on the development of educational programs. Twenty hours of tutoring in culturally and linguistically diverse classrooms.

5100 TEACHING ESL: THEORETICAL FOUNDATIONS /FIELD (3)

Prerequisite: BIL 5700 or consent of the department.

Exploration of second language learning and acquisition theories as they pertain to ESL instruction. Sociolinguistic and sociocultural issues related to the teaching of English as a second language are also investigated. Twenty hours of tutoring in an ESL classroom.

5150 FOUNDATIONS OF LITERACY IN LINGUISTICALLY DIFFERENT CLASSROOMS (3)

Prerequisite: BIL 5100 and consent of the department.

Theoretical foundations for literacy instruction of linguistically and culturally diverse student populations. Includes exploration of multicultural literature for children and young adults.

5220 TEACHING LITERATURE AND HUMANITIES IN LINGUISTICALLY DIVERSE CLASSROOMS (3)

Prerequisite: Admission to the College of Education.

Approaches, methods, strategies, and materials for teaching music, arts, and literature in linguistically diverse classrooms.

5230 READING AND LANGUAGE ARTS IN THE BILINGUAL CLASSROOM /FIELD (3)

Prerequisite: Admission to the College of Education.

Methods and materials for teaching reading, writing, and language arts to P-12 students whose primary language is Spanish. Emphasis on the examination of linguistic and cultural factors affecting the teaching of reading to English language learners. Fifteen clock hours of field-based experience.

5240 LANGUAGE AND LEARNING

Prerequisite: None.

Overview of English language structure and use, including phonology, morphology, syntax, semantics, and pragmatics. Emphasis on topics useful to teachers of English language learners.

5300 METHODS AND MATERIALS FOR TEACHING IN BILINGUAL PROGRAMS (3)

Prerequisite: Admission to the College of Education; proficiency in English and another language; consent of the department.

Approaches, methods, strategies, and materials for instruction and assessment of children in bilingual education classrooms. Development of a thematic unit. Evaluation of educational software. Twenty-five hours of supervised tutoring in a bilingual elementary or secondary classroom.

5350 METHODS AND MATERIALS FOR TEACHING ENGLISH AS A SECOND LANGUAGE /FIELD (3)

Prerequisite: ENG 5330 or BIL 5240 or consent of the department. Admission to the College of Education.

Techniques, methods, and materials for teaching English as a second language. Development of a unit and lesson plans appropriate for limited English-proficient children. Students will be placed in ESL classrooms where they will conduct twenty hours of supervised tutoring.

5380 SPECIAL TOPICS IN BILINGUAL EDUCATION (1-3)

Prerequisite: Consent of the department.

Educational problems that have a high degree of significance in bilingual education.

5390 INDEPENDENT STUDY (1-3)

Prerequisite: Consent of the department.

Individually supervised study of an area of bilingual education.

NOTE: All graduates students are eligible to enroll in 5400-level classes, except those designated as restricted to master's degree students or requiring departmental permission. Prior consultation with the department is recommended.

5400 FIELD PRACTICUM IN BILINGUAL ELEMENTARY EDUCATION /FIELD (3)

Prerequisite: Admission to the College of Education; completion of a minimum of two of the following courses: ELED 5170, 5180, BIL 5300, 5350; consent of the department.

Supervised hands-on experience in a bilingual elementary classroom designed for students to apply teaching and learning strategies acquired in methods courses. Course content includes classroom management, school policies and rules, teaching strategies, and technology. One hundred clock hours field experience. To be taken the long semester prior to student teaching.

5450/375 STUDENT TEACHING IN BILINGUAL EDUCATION /FIELD (6)

Prerequisite: Admission to the College of Education: completion of all other course work in the approved program; a 2.5 grade point average in the concentration, in professional education, and in all course work required in the approved program.

Off-campus placement in a primary classroom (K-3) and an intermediate (4-6) or upper grade (7-8) classroom. One of the two placements must be a bilingual classroom. University and cooperating school supervision. Five full days including seminar for 16 weeks. No other courses may be taken during this semester of student teaching. Credit will not be given for both BIL 286 and BIL 375.

5700 HISTORY AND PHILOSOPHY OF BILINGUAL EDUCATION (3)

Prerequisite: Consent of the department.

Introduction to the philosophical, historical, and pedagogical foundation of bilingual education and the study of the political, social, historical, philosophical, and economic implications for bilingual education. Ten hours of supervised teacher aiding in bilingual classrooms required for certified teachers who are currently working in a non-bilingual classroom; fifteen hours of supervised teacher aiding in bilingual classrooms required for graduate students working for initial certification. (A writing emphasis course.)

5720 EVALUATION, ASSESSMENT AND TESTING FOR LANGUAGE MINORITY TEACHERS /FIELD (3)

Prerequisite: BIL 5700 and 5100 or consent of the department.

Issues in nondiscriminatory evaluation, assessment, and testing of linguistic, academic, cognitive, and social achievement. Instruction, assessment and documentation strategies, tools and computer-based models at the local, state, and national levels will be considered. Construction and presentation of a field-based case study. Twenty hours of tutoring in culturally and linguistically diverse classrooms.

5740 CURRICUM DESIGN (3)

Prerequisite: None.

An analysis of roles, paradigms, perspectives, and domains within curriculum studies and its application to multicultural and bilingual education. A comparison and evaluation of different program models, curriculum patterns, and assessment practices.

5760 BEST PRACTICES IN BILINGUAL EDUCATION (3)

Prerequisite: Consent of the department.

A phenomenological approach to teaching and learning in bilingual classrooms aligns two research-based discourses: personal reflection as a way of revealing teacher theories and social reconstructivist psychology as a way of envisioning teacher practice. Focused reflection and classroom-based action research will compel teachers to reexamine their theories and implement an action plan that will strengthen their practice. An individual multimedia teacher autobiography will synthesize the reflection and action focus of this course.

5800 THESIS (3)

Research study in the field of bilingual education and second language acquisition. Students will identify a problem and design a research project to examine the problem as it relates to bilingual education.

5860 STUDENT TEACHING IN OWN CLASSROOM /FIELD (6)

Prerequisite: Completion of all teacher certification and bilingual ESL approval requirements.

Sixteen week clinical supervision of teaching internship in an elementary bilingual classroom. Five full days per week and seminar.

Curriculum and Instruction

Department: Graduate Programs in Education

Chairperson: Cathryn Busch

Faculty: Jane Crossley, Athanase Gahungu, and Deborah Lynch

Degree(s)/Certification(s)

MS Ed in Curriculum & Instruction in Instructional Foundations

MS Ed in Early Childhood Education*

Content Designations

CIEC

CIIF

*The Curriculum and Instruction program has two options: 1) Early Childhood and 2) Instructional Foundations. The Early Childhood Option is described in the Early Childhood Program section of the catalog. The Instructional Foundations program, with five concentrations, is described in this section.

Curriculum and Instruction in Instructional Foundations

Instructional Foundations program leads to the Master of Science in Education degree in Curriculum and Instruction with an option in Instructional Foundations. The option in Instructional Foundations has five concentrations. The concentrations are Elementary Education, Secondary Education, Adult Education, Educational Technology, and Foundations of Education. Depending upon the concentration chosen, the curriculum provides the background and skills necessary for employment as a teacher; administrator; curriculum specialist and educational consultant in elementary or secondary education, adult education, educational technology and/or foundations of education. Completing the option in Instructional Foundations does not qualify students for certification by entitlement or a recommendation for certification.

Concentration Descriptions

Elementary Education

The Elementary Education concentration prepares teachers, administrators, educational consultants, instructional leaders, and curriculum specialists with in-depth study and practical experience in the development of pedagogically-sound curriculum and instructional programs in elementary education. Designed for experienced teachers, the program places special emphasis on the study of effective teaching strategies, curriculum development, technology-integrated curricula, and collaborative inquiry.

The required course work in the Elementary Education concentration is designed to provide students with the knowledge and skills they will need to become competent in the area of elementary education curriculum development. The Elementary Education concentration emphasizes knowledge and skill development in five areas: development, learning and motivation, curriculum, instruction, assessment and professionalism.

Secondary Education

The Secondary Education concentration prepares teachers, administrators, curriculum specialists, and educational consultants with in-depth study and practical experience in the development of pedagogically sound curriculum and instructional programs in secondary education. Designed for experienced teachers, the program places special emphasis on the study of teaching modalities, curriculum development, technology integration, integrated curricula, and collaborative inquiry.

The required course work in the Secondary Education concentration is designed to provide students with the knowledge and skills they will need to become competent teachers and curriculum specialists in the area of secondary education curriculum and instruction. The Secondary Education concentration

emphasizes knowledge and skill development in four areas: planning and preparation, classroom environment, curriculum and instruction, and records.

Adult Education

The Adult Education concentration prepares professionals to work with and teach adults in a variety of contexts and settings. A key objective in adult education is to develop programs to meet the needs of individuals. Careful attention is paid to reviewing previous experience and analyzing the career goals of each student in order to design a meaningful and relevant education experience.

The required course work in the adult education concentration is designed to provide students with the knowledge and skills they will need to become competent practitioners in the field of adult education. The Adult Education concentration emphasizes knowledge and skill development in four areas: technical knowledge and skills, business knowledge and skills, interpersonal knowledge and skills are intellectual skills.

Educational Technology

The Educational Technology concentration prepares teachers, administrators, educational technology specialists, curriculum specialists, education consultants, and information technology specialists with in-depth study and practical experiences in the development of pedagogically sound and technology-integrated curriculum and instructional programs.

The required course work in the Educational Technology concentration is designed to provide students with the knowledge and skills they will need to become competent practitioners in the field of educational technology. The Educational Technology concentration emphasizes knowledge and skill development in five areas: design, development, utilization, management and evaluation.

Foundations of Education

The Foundations of Education concentration provides education and training in the theoretical foundations of education. The program prepares scholars, teachers, administrators, policy analysts, curriculum specialists and educational consultants to analyze complex educational issues, examine major philosophies and theories of education, and evaluate policies and programs in an ongoing effort to improve access to and the quality of education throughout the world. Students will apply various perspectives as they examine school and society relationships, educational reform, educational policies, ethics, history, and comparative study of education in countries around the world.

The Foundations of Education concentration is designed to provide students with the knowledge and skills they will need to become competent practitioners in the field of foundations of education. The Foundations of Education concentration emphasizes knowledge and skill development according to eight standards, which include the application of interpretive, normative, and critical perspectives to school-society relationships, educational themes, policy studies, teaching, support services, leadership, and administration.

General Requirements

- Admission to the program is contingent upon good academic standing and acceptance by the department.
- All program requirements must be completed within six years.

- A master's thesis/project is required for program completion.

NOTE: Candidates must abide by all College policies stated in this catalog, unless exceptions or adherence to higher expectations are noted in program documentation.

Specific Requirements (33 credit hours)

CORE COURSES (18 CREDIT HOURS)

ELCF 5010, 5320, 5410, 5660; ED 5312, 5960

CONCENTRATIONS COURSES (15 CREDIT HOURS)

Elementary Education: ELCF 5540, 5620, 5640, 5950, ELED 5230.

Secondary Education: ELCF 5530, 5620, 5640, 5900, 5950.

Adult Education: ELCF 5390, 5620, 5640, 5900, 5950.

Educational Technology: ELCF 5640, 5720, 5950; T&ED 5312, 5347.

CERTIFICATE OF COMPLETION IN INSTRUCTIONAL LEADERSHIP

Educational Leadership and Curriculum Foundation (ELCF) Course Offerings

5010 CURRICULUM DEVELOPMENT AND LEARNING THEORIES (3)

Prerequisite: Twelve hours of professional education.

Analyzes the historical/philosophical elements that have influenced curriculum design. Social, cultural, and psychological factors that affect the academic performance of students; theories associated with curriculum development and the teaching/learning process are stressed. Attention is given to English learners and special needs students. Various methods for evaluating effective curricula are also examined.

5020 INTRODUCTION TO COMPARATIVE/ INTERNATIONAL EDUCATION (3)

An introduction to the purpose, methodology, and research in comparative/international education. Emphasis on understanding and comparing systems of education.

5040 COMPARATIVE AND INTERNATIONAL EDUCATION: LATIN AMERICA (3)

In-depth study of education in Latin America. Readings, discussion, and class presentations.

5050 COMPARATIVE AND INTERNATIONAL EDUCATION: EUROPE (3)

An in-depth study of education in Western Europe. Readings, discussions, and presentations by native experts.

5060 COMPARATIVE AND INTERNATIONAL EDUCATION: ASIA (3)

An in-depth study of education in Asia. Readings, discussions, and class presentations.

5070 COMPARATIVE AND INTERNATIONAL EDUCATION: AFRICA (3)

An in-depth study of education in Africa. Readings, discussions, and class presentations.

5080 COMPARATIVE AND INTERNATIONAL EDUCATION: AUSTRALIA (3)

An in-depth study of education in Australia. Readings, discussions, and class presentations.

5090 HISTORY OF EDUCATION (3)

Prerequisite: Illinois teaching certificate or consent of the department.

In-depth examination of the history of American education from colonial times to the present, including district and common schools, vocational education, secondary education, kindergarten, university, special education, and multicultural education. A review of foreign educational theories and practices that had a direct impact on educational developments in the United States is included.

5320 CURRICULUM DEVELOPMENT, INSTRUCTIONAL DESIGN, AND DELIVERY IN SCHOOL AND NONSCHOOL SETTINGS (3)

The development of knowledge and skills in the systems approach to the decision-making process for curriculum development, instructional design, and curriculum delivery in school and nonschool settings.

5390 METHODS AND TECHNIQUES FOR TEACHING IN NONSCHOOL SETTINGS (3)

Prerequisite: Consent of the department.

The application of adult learning theories in the selection of instructional methods and techniques in a nonschool setting (e.g., allied health care, business, industry, social services, and government agencies).

5410 PROPOSAL DEVELOPMENT FOR GOVERNMENT AND PRIVATE FUNDING (3)

Prerequisite: Consent of the department.

The development and submission of proposals for government and private funding. Each student will develop a proposal for potential submission to a funding agency.

5610 EDUCATIONAL ISSUES IN THE BLACK COMMUNITY (3)

Control of schools, relevance of curriculum, teacher qualifications, and Black self-concept, achievement, and intelligence.

5620 SOCIOLOGICAL AND CULTURAL FOUNDATIONS OF EDUCATION (3)

Examines socialization from the perspective of the larger American society, including the transmission of culture in a pluralistic society and the role of education in the acculturation and assimilation process. Explores the relationship of lifestyles to teaching and learning styles.

5640 SEMINAR IN ORGANIZATIONAL DYNAMICS (3)

An introduction to contemporary thinking about organizations and the actions of people in them. An understanding of organization theory expands understanding of contemporary practice, provides a framework for helpful critique of professional practice, brings to light promising alternatives, and focuses organizational research on persistent and interesting problems and realities of professional practice in school and nonschool settings.

5660 MASTER'S THESIS/PROJECT (3)

Prerequisite: Taken after the completion of twenty-four semester hours of a master's degree program with prior consent of the department.

Research and writing of thesis or project for master's degree in urban education.

5720 INTEGRATING TECHNOLOGY INTO CURRICULUM AND INSTRUCTION (3)

Theory and research on technology in education with special emphasis given to the ways that technology can be applied to enhance a curriculum, improve instructional practice, assist student learning, and support administration and management. The acquisition and role of computer literacy skills and the emergence of new technologies, including multimedia, distance education, and the Internet. Examination and evaluation of software and methods of teaching using technology.

5990 INTRODUCTION TO NBPTS: NATIONAL BOARD CERTIFICATION I (3)

Prerequisite: Admission to Chicago Public Schools' National Board Certification Support Program (Approval of NBRC Director).

Exploration and analysis of the National Board for Professional Teaching Standards (NBPTS). Five core propositions, and the tenets of the NBPTS. Analysis of individual professional practice based on standards and research of highly effective teaching. Planning, implementation, and modification of curriculum and instruction based on this research. Planning and developing a personal framework of curriculum, instruction, and aligned assessment and goals to document accomplished teaching during the National Board Certification assessment cycle.

5991 FOUNDATIONS OF TEACHING AND LEARNING: NATIONAL BOARD CERTIFICATION II (3)

Prerequisite: Admission to Chicago Public Schools' National Board Certification Support Program (Approval of NBRC Director).

Developing knowledge and skills on student learning styles, knowledge of students, multiple pathways to instruction, learning environments, engaged learning methods, standard driven instruction, and best practices in instruction, and writing seminars addressing diversity within the classroom, instructional resources, establishing family and community networks, setting instructional goals, classroom management, and contributions to the profession of teaching.

5992 REFLECTIVE TEACHING PRACTICES: NATIONAL BOARD CERTIFICATION III (3)

Prerequisite: Admission to Chicago Public Schools' National Board Certification Support Program (Approval of NBRC Director).

Developing knowledge and skills on designing and implementing authentic assessment, using assessment to drive instruction, the architecture of teaching, differentiated instruction and using video to analyze professional practices, to assess developmentally appropriate instruction, and to address special needs of students.

5993 DEVELOPING CONTENT KNOWLEDGE AND PEDAGOGY: NATIONAL BOARD CERTIFICATION IV (3)

Prerequisite: Admission to Chicago Public Schools' National Board Certification Support Program (Approval of NBRC Director).

Developing knowledge and skills on research methods, content driven research, application of content knowledge to curricular goals and instruction, teaching standards, reflective practice and writing, teacher leadership, and student advocacy.

5994 NATIONAL BOARD CERTIFIED TEACHERS LEADERSHIP MENTORING I COURSE: NATIONAL BOARD CERTIFICATION V (3)

Prerequisite: Admission to Chicago Public Schools' National Board Certification Support Program (Approval of NBRC Director).

Introduction to the study of effective strategies for mentoring MBPTS candidates, including the analysis of entries according to National Board rubrics, standards, and portfolio requirements; facilitation and design of learning-centered professional development experiences; cognitive coaching; nature and structure of teaching and learning; NBPTS in school-wide context; aligning professional development to school improvement plan learning goals through the National Board for Professional Teaching Standards.

5995 NATIONAL BOARD CERTIFIED TEACHERS LEADERSHIP MENTORING II COURSE: NATIONAL BOARD CERTIFICATION VI (3)

Prerequisite: Admission to Chicago Public Schools' National Board Certification Support Program (Approval of NBRC Director).

Advanced study of effective strategies for mentoring NBTS candidates, including the analysis of entries according to National Board rubrics, Standards, and portfolio requirements; facilitation and design of learning-centered professional development experiences; cognitive coaching; nature and structure of teaching and learning; NBPTS in school-wide context; aligning professional development to school improvement plan learning goals through the National Board for Professional Teaching Standards.

Early Childhood Education

Department: Early Childhood and Bilingual Education

Chairperson: Patricia Steinhaus

Faculty: Jamilah Jor'dan and Sureshrani Paintal

Degree(s)/Certification(s)

MS Ed in Early Childhood Education

MAT in Early Childhood Education

+ State of Illinois Type 04 Certificate (Birth to Grade 3)

Content Designations

ECH

The Early Childhood Education program offers a degree in Curriculum and Instruction with an emphasis on Early Childhood Education. The program provides the experienced teacher an opportunity to gain new knowledge and skills in teaching and thereby improve his or her effectiveness in the classroom. The option in Early Childhood Education meets the guidelines of the National Association for the Education of Young Children (NAEYC). Completion of the Master of Science in Education degree in Curriculum and Instruction with an option in Early Childhood Education does not lead to teacher certification by entitlement.

The department offers two options for a Master of Arts in Teaching Degree in Early Childhood Education. Option one provides individuals with a bachelor's degree in an area other than education the opportunity to earn a master's degree and an initial teacher certificate. Completion of the Master of

Arts in Teaching degree in Early Childhood Education qualifies students for the (Type 04) State of Illinois Initial Early Childhood Certificate; certification requires successful completion of the Illinois Certification Tests of Basic Skills, Early Childhood, and Assessment of Professional Teaching (Early Childhood, Birth to Grade 3). Option two is also available to previously certified teachers who wish to earn a subsequent certificate.

General Requirements

- Admission to the program is contingent upon good academic standing and acceptance by the department.
- Graduation requirements include a minimum of half the student's course work completed at the 5000 level, successful completion of written and oral examinations, and successful completion of a professional portfolio and thesis.
- Admission to the College of Education, which includes successful completion of the Illinois Certification Test of Basic Skills, is required prior to registration in any professional education courses other than ED 2000/5000; ED 5312; PSYC 5830; PE 2040; BIL 5150, 5100; and S ED 5301.
- All master's degree requirements must be completed within six years.

NOTE: Candidates must abide by all College policies stated in this catalog, unless exceptions or adherence to higher expectations are noted in program documentation.

The Master of Science in Education in Curriculum and Instruction

Admission Requirements

Applicants intending to apply to the early childhood-primary education program must:

1. submit proof of successful completion of Illinois Certification Test of Basic Skills;
2. provide transcript(s) as evidence of a baccalaureate degree from an accredited college or university and as evidence that the final 60 credit hours of undergraduate and/or graduate courses demonstrate a minimum GPA of 3.0;
3. present written recommendations from two school administrators and /or supervisors familiar with the applicant's work.

NOTE: All candidates in the MEd/Early Childhood Education degree must present evidence of completion the following courses by the end of the first year of their program: ECH 5001, 5020, 5150, 5170.

Early Childhood-Primary Education Generalist Option (33 credit hours)

Specific Requirements

REQUIRED CORE COURSES (9 CREDIT HOURS)

ECH 5270, 5320, 5970.

REQUIRED PROFESSIONAL EARLY CHILDHOOD COURSES (18 CREDIT HOURS)

ECH 5250, 5280, 5440, ECEE 5462; READ 5230; ECSE 4850.

ELECTIVE COURSE (9 CREDIT HOURS)

ECSE 5150, 5309, and 5319.

THESIS (3 CREDIT HOURS)

ECEE 5466, to be completed in an Early Childhood Special Education Classroom.

The Master of Arts in Teaching in Early Childhood Education

Admission Requirements

Applicants intending to apply to the Master's of Arts in Teaching in Early Childhood Education program must:

1. submit proof of successful completion of Illinois Certification Test of Basic Skills;
2. provide transcript(s) as evidence of a baccalaureate degree from an accredited college or university;
3. prove that the final 60 credit hours of undergraduate and/or graduate courses demonstrate a minimum GPA of 2.75;
4. demonstrate completion of 18 credit hours of course work beyond the introductory level and at the 2000 level or above in an approved undergraduate major with a minimum GPA of 3.0 and a minimum grade of C.
5. submit proof that undergraduate course work meets a minimum grade of C threshold in the following general education requirements:
 - a. Three credit hours in each of composition II, speech, college-level mathematics, biological science, physical science (at least one science course must include a laboratory).
 - b. Nine credit hours from at least two disciplines in the humanities: fine arts (art, music, theater), foreign language, literature, philosophy.
 - c. Nine credit hours in the following social sciences: US history or American national government; child and adolescent psychology; and one course from history, geography, economics, political science, anthropology, psychology, or sociology.
 - d. One course incorporating multicultural or global perspectives.

6. present written recommendations from two school administrators and/or supervisors familiar with the applicant's work.

Specific Requirements

REQUIRED COURSES (57 CREDIT HOURS)

ECH 3920, 5001, 5008*, 5009*, 4150*, 4170, 4180*, 5319*, 5020, 5120* 5270**, 5320, 5650, 5970; ED 5312, 5485*; READ 5230*; SED 4301 and 4303*.

* Restricted to students admitted to the College of Education.

** Certification in Early Childhood Education can be obtained before completing ECH 5970.

ADDITIONAL REQUIREMENTS

Passing score on Illinois Certification Content Area Test (107). Students must submit proof of passing the certification test to the department office and to the Community Outreach and Field Placement Services Office before they will be allowed to student teach. In addition, all candidates must pass the Assessment of Professional Teaching (APT) Certification Test (101) before completing student teaching.

Subsequent Certificate Option

Admissions Requirements

1. Initial, Standard, or Master Illinois Teacher Certificate;
2. Passing score report on Illinois Certification Test of Basic Skills;
3. Three months of teaching experience as a certified teacher;
4. GPA of 2.75 in the last 60 hours towards the bachelor's degree at time of admission to Master's Degree Program;
5. Secondary and K-12 Programs only – equivalent of a major in the teaching area.

PREREQUISITE

Course work equivalent to S ED 4301; S ED 4303 and ED 5312 or passing score on the APT.

REQUIRED COURSES FOR CERTIFICATION AND MAT(32-35 SEMESTER HOURS)

ECH 5001, 5009, 5150, 5170, 5180, 5319, 5020, 5120, 5320 or their equivalents at the graduate or undergraduate level.

CLINICAL EXPERIENCES

70 required field hours in courses or ECEE 5462 (summer field experience course).

ADDITIONAL REQUIREMENTS FOR MASTER'S DEGREE

ECH 5970 or ED 5960; ECEE 5466 and the program comprehensive examinations.

Early Childhood Education (ECH) Course Offerings

NOTE: All graduate students are eligible to enroll in 5000 level classes, except those designed as restricted to master's degree students or requiring departmental permission. Prior consultation with the department is recommended.

5000 FOUNDATIONS FOR INSTRUCTION IN EARLY CHILDHOOD EDUCATION (3)

Prerequisite: Successful completion of the English Qualifying Examination.

Instructional strategies and styles formulation of instructional objectives, lesson planning, unit development, and assessment techniques in early childhood. (A writing emphasis course.)

5001 HISTORY AND PHILOSOPHY OF EARLY CHILDHOOD EDUCATION (3)

Prerequisite: ED 1520.

Historical and philosophical foundations underlying the development and organization of early childhood education in the United States. Contemporary influences on early childhood education programs.

5008 CREATIVE EXPERIENCES IN EARLY CHILDHOOD EDUCATION /FIELD (3)

Prerequisite: ART 4400, MUS 1134; ECH 5002 and admission to the College of Education.

Methods and techniques for providing creative experiences in the classroom and integrating literature, music, and art activities in programs for young children. Fifteen hours of field experience per term.

5009 SPEECH AND LANGUAGE DEVELOPMENT IN EARLY CHILDHOOD (3)

Prerequisite: ECH 5002 and admission to the College of Education.

Understanding of language acquisition and development. Emphasis on methods used to facilitate language development.

5020 THE YOUNG CHILD/FIELD (3)

Prerequisite: Graduate status or consent of department.

Principles and concepts of development and learning in children ages 0-8, including integration of physical, cognitive, and social-emotional development. Emphasis on theories of and current issues in child development and on an understanding and involvement in professional development activities. Fifteen hours of field observation are required. Credit not given for both ECH 402 and ECH 302G.

5120 READING AND LANGUAGE ARTS FOR THE YOUNG CHILD /4/ FIELD (3)

Prerequisite: Admission to the College of Education or consent of the department.

Theories, methods, and materials for facilitating and supporting reading and language arts, writing, and spelling in primary classrooms. Fifteen hours of tutoring required. Credit not given for one ECH 412, or ECH 312 G or ECH 5120.

5150 CHILD, FAMILY, AND COMMUNITY RELATIONSHIP (3)

Prerequisite: ECH 5020 and admission to the College of Education or admission to MEd program in early childhood.

Family patterns and their influences on the child. Parent-school relationship and parent education. Community influences and resources.

5170 NUTRITION, HEALTH AND SAFETY OF THE YOUNG CHILD (3)

Health and safety concerns of young children in an institutional setting with emphasis on providing nutrition, health, and safety education to young children. Cannot receive credit for both ECH 316 and ECH 5170.

5180 METHODS OF INSTRUCTION AT THE PRE-PRIMARY LEVEL/FIELD (4)

Prerequisite: ECH 5002 or consent of the department and admission to the College of Education.

Methods and materials for teaching mathematics, science, and social studies at the preprimary level. Twenty clock hours of tutoring per term.

5220 ADMINISTRATION AND SUPERVISION OF CHILD CARE SERVICES (3)

Prerequisite: Consent of the department.

For teachers and administrators of programs for young children. Models of programs for young children, scheduling, staffing, record-keeping, standards, licensing practices, building and budget needs. Parent-teacher (home-school) relationship and cooperation.

5240 CHILDHOOD EDUCATION (3)

Prerequisite: Consent of the department.

Developmental theories of early childhood and their implications for school practice in prekindergarten and in primary programs. Observations in a variety of settings.

5250 CONTEMPORARY INFLUENCES IN EARLY CHILDHOOD EDUCATION (3)

Prerequisite: Restricted to master's degree candidates, ECH 5020 or equivalent.

The nature of early learning, current controversies and research. Montessori and Piagetian theories and practices.

5270 COGNITIVE DEVELOPMENTAL THEORIES AND THEIR IMPLICATIONS (3)

Prerequisite: Restricted to master's degree candidates.

Consideration of Piaget's theory of cognitive development as well as other theories of the development of intelligence in the young child. Consideration of the implications of these theories for curricular materials and practices in school settings from prekindergarten through the early elementary years.

5280 SEMINAR: A MULTIDISCIPLINARY APPROACH IN EARLY CHILDHOOD EDUCATION (3)

Prerequisite: Restricted to master's degree candidates.

Child development as seen by other fields and other professionals: nutritionists, psychologists, sociologists, geneticists, etc. Concepts such as behavior modification, operant conditioning, sex, role behavior, aggression, modeling and identification; diagnosing, prescribing and evaluating teaching and learning in early childhood.

5304 INFANT/TODDLER DEVELOPMENT AND PROGRAMMING (3)

Prerequisite: PSYC 2040 or consent of the department.

Development from conception through toddlerhood to age three. Emphasis on study of developmental domains in cultural context: perceptual, motor, cognitive (including brain), language, mental health, temperament, and social-emotional. Examination of systems that influence the continuum of healthy growth and development that impact programming. Integration of age-appropriate curricula and assessment.

5310 LITERATURE FOR YOUNG CHILDREN (3)

Prerequisite: Consent of the department.

Designed to acquaint the teacher of young children with the wide variety of available literature and its many uses in the prekindergarten and primary years.

5319 METHODS OF INSTRUCTION AT THE PRIMARY LEVEL FIELD/ (4)

Prerequisite: ECH 5002 or consent of the department and admission to the College of Education.

Methods and materials for teaching mathematics, science, and social studies in primary grades. Twenty clock hours of tutoring per term.

5320 CURRICULUM FOR PRESCHOOL PRIMARY CHILDREN (3)

Prerequisite: Restricted to masters degree candidates.

Consideration of curriculum for early childhood education. Methods of curriculum planning as well as consideration of current research in planning for language, reading, social studies, science, mathematics, art, music, and play and movement areas within the curriculum.

5340 MONTESSORI METHOD (3)

Prerequisite: Consent of the department.

Overview of Montessori philosophy, materials, methods, and curriculum.

5398 SPECIALTOPICS IN EARLY CHILDHOOD EDUCATION (1-3)

Educational topics and/or problems that have a high degree of contemporary significance in the field of Early Childhood Education.

5440 DEVELOPMENT IN INFANCY (3)

Prerequisite: Restricted to master's degree candidates.

Consideration of development in infancy to include perceptual, motor, cognitive and language development. Fostering growth and development in infancy. Programmatic considerations for infant care in home and institutional settings. Introduction to ordinal scales for assessment in infancy.

5587 DEVELOPMENTAL ROLE OF PLAY IN EARLY CHILDHOOD (3)

Prerequisite: Consent of the department.

In-depth consideration of the developmental role of play in early childhood education. Methods and materials for fostering creative and developmental play activities.

5740 FIELD PRACTICUM IN EARLY CHILDHOOD EDUCATION /FIELD (3)

Prerequisite: Admission to the College of Education; Completion of a minimum of two of the following courses: ECH 5008, 5120, 5180, 5319, and concurrent enrollment in the remaining; consent of the department.

Supervised hands-on experience in an early childhood classroom designed for students to apply teaching and learning strategies acquired in methods courses. Classroom management, planning, school policies and procedures, teaching strategies, and technology. One hundred clock hours of field experience. To be taken the long semester prior to student teaching.

5750 STUDENT TEACHING IN EARLY CHILDHOOD EDUCATION/FIELD (6)

Prerequisite: Admission to the College of Education; completion of all other course work in the approved program; a 2.5 grade point average in the concentration, in professional education, and in all course work required in the approved program; and a passing score on the subject matter/content area certification test within the last five years.

Off-campus placement in a preschool setting (pre-K) and primary grade (K-3) classroom. University and cooperating school supervision. Five full days including seminar for 16 weeks. No other courses may be taken during the semester of student teaching. Credit will not be given for both ECH 285 and ECH 5750.

5850 SCREENING, ASSESSMENT, AND EVALUATION OF YOUNG CHILDREN (3)

Prerequisite: ECH 5002 or equivalent and consent of the department.

General introductory course in screening, assessment, and evaluation of young children in early childhood education. Course presents all major tests for screening young children. Tests to assess the development of intelligence, fine and gross motor development, social-emotional development, physical development, and language are presented. Extensive testing outside of class is required.

5970 RESEARCH ON EARLY CHILDHOOD EDUCATION (3)

Prerequisite: Restricted to master's degree candidates or consent of the department.

The study of research methods and topics in early childhood education. Writing a research paper on a topic in early childhood education.

5980 SPECIAL TOPICS IN EARLY CHILDHOOD EDUCATION (1-3)

Educational problems that have a high degree of contemporary significance in the field of early childhood education.

Early Childhood and Elementary Education (ECEE) Course Offerings

5000 INDEPENDENT STUDY AND RESEARCH (3)

Prerequisite: Restricted to master's degree candidates.

Provides the student an opportunity to pursue an investigation in a specific area of concern that is conducted in close consultation with a member of the faculty.

5462 FIELD PRACTICUM/FIELD (3)

Prerequisite: Restricted to master's degree candidates.

Supervised experience in fieldwork with children. Periods to be arranged.

5466 MASTER'S PROJECT/THESIS (3)

Prerequisite: Normally taken after the completion of 24 credit hours in the program.

Research and writing of thesis or project for master's degree. Student must register for the first thesis credit concurrently with ECH 5970 or ED 5960 and complete Chapters 1 and 2 of their thesis project in collaboration with ECH faculty. In order to complete the thesis project, the two remaining credits should be registered for subsequent to completing ECH 5970 or ED 5960.

Early Childhood Special Education Letter of Approval

The Early Childhood Program is entitled by the Illinois State Board of Education (ISBE) for the Early Childhood Special Education (ECSE) Letter of Approval. Type 04 certified teachers can earn the Early Childhood Special Education Letter of Approval (Early Childhood Special Education Letter of approval

according to the Illinois Administrative Transition Rules: Section 226.810 (f) Special Education Teacher Approval.)

The Early Childhood Special Education Letter of Approval can also be added to an LBS I certificate, which qualifies the teacher to teach special education below kindergarten level. (It cannot be added to any other certificate).

The following four courses must be completed at CSU to earn the Early Childhood Special Education Letter of Approval:

ECSE 5150 FAMILY, SCHOOLS AND COMMUNITIES IN EARLY CHILDHOOD SPECIAL EDUCATION (3)

Prerequisite: Admission to the College of Education or Type 04 certificate.

Provide strategies in developing positive and supportive relationships with families of young children with special needs, including the legal and philosophical basis for family participation; family-centered services; and strategies for working with socially, culturally, and linguistically diverse families. Strategies and models for promoting effective consultation and collaboration with other professionals and agencies within the community.

ECSE 5309 ATYPICAL AND TYPICAL LANGUAGE DEVELOPMENT IN YOUNG CHILDREN (3)

Prerequisite: Admission to the College of Education or Type 04 certificate.

Address typical and atypical language development in young children; specific language disabilities; the relationship between communication delays and other areas of early learning and development; and alternative communication systems for young children with disabilities.

ECSE 5319 EARLY CHILDHOOD SPECIAL EDUCATION METHODS /FIELD (3)

Prerequisite: Admission to the College of Education or Type 04 certificate.

Provide developmentally and individually appropriate methods for fostering the social, emotional, cognitive, communication, adaptive, and motor development and learning of young children with special needs in various settings such as the home, the school, and the community. Thirty field hours.

ECSE 5850 EARLY CHILDHOOD SCREENING AND ASSESSMENT (3)

Prerequisite: Admission to the College of Education or Type 04 certificate.

Provide strategies, procedures, and formal and informal instruments for assessing young children's social, emotional, cognitive, communication, and motor skills; family concerns, priorities, and resources; and school, home, and community learning environments; and methods for conducting formative and summative individual and program evaluation.

Educational Administration

Department: Graduate Programs in Education

Chairperson: Cathryn Busch

Faculty: Jane Crossley, Athanase Gahungu, and Deborah Lynch

Degree(s)/Certification(s)

MA in Educational Leadership and Administration

+ State of Illinois Type 75 Certificate (Building Level)

Content Designations

EDLG

EDLH

The Educational Administration program consists of two options: 1) General Administration and 2) Higher Education Administration. The General Administration program provides the background necessary for employment as an elementary or secondary school principal, assistant principal, assistant or associate superintendent, superintendent, supervisor, curriculum consultant, or department chairperson. The Higher Education Administration program provides the background and skills necessary for employment as an assistant dean, research assistant program director, student service director, or curriculum coordinator.

Students who complete the General Administration Option qualify for the Type 75 State of Illinois Certificate with a Principals endorsement. The department also offers a program that qualifies individuals who have a graduate degree for the Type 75 State of Illinois Certificate with a Principals endorsement. Certification requires the successful completion of the Illinois Certification Test of Basic Skills and Content Area Test for Principals. The General Administration program has been nationally accredited since 1954.

In addition, an individual who holds a graduate degree from an institution recognized for teacher preparation and who is seeking a recommendation for the Administrative Certificate from Chicago State University may choose to work towards an administrative certificate without a degree. All admission and graduation requirements for the Master of Arts degree in Educational Administration program in general administration must be met. A maximum of six hours of equivalent course work may be transferred into the program.

Admission Requirements

Applicants intending to apply to the general administration option program must

- present written recommendations from two school administrators and /or supervisors familiar with the applicant's work;
- provide documentation of completion of a minimum of two years full-time teaching experience accrued while the individual held a valid early childhood, elementary, secondary, special K-12, or special preschool-age 21 certificate.
- choose the certification only or non-degree route.
- provide documentation of two years of full-time school service personnel experience accrued while the individual held a valid school services personnel certificate.

Applicants intending to apply to the higher education administration option program must

- present written recommendations from two school administrators and /or supervisors familiar with the applicant's work;
- provide written verification of completion of a minimum of two years two full years of educational work related experience from a school district or higher education personnel officer.

General Requirements

- Students are responsible for meeting the program and College requirements in effect at the time they officially register in a program leading to advanced certification at Chicago State University, regardless of when they were admitted to the university.
- Admission to the program is contingent upon good academic standing and acceptance by the department.
- Admission to the College of Education is required prior to registration in any professional education courses.
- A full academic schedule of courses for graduate students is nine semester credit hours. Exceptions to this policy may be made only with the approval of the department.
- All master's degree requirements must be completed within six years.
- A master's thesis/project is required for program completion.

NOTE: Candidates must abide by all College policies stated in this catalog, unless exceptions or adherence to higher expectations are noted in program documentation.

Specific Requirements (36 credit hours)

REQUIRED CORE COURSES (9 CREDIT HOURS)

ED 5960; ELCF 5010, 5130.

GENERAL ADMINISTRATION

Required Designation Courses/ 27 credit hours: ED 5312 and 5660; ELCF 5210, 5230, 5310, 5330, 5340, 5350, 5370 and 5660.

OTHER REQUIREMENTS

Students are required to provide proof of passing the Illinois Certification Content Area Test for Principals prior to enrollment in ELCF 5350.

HIGHER EDUCATION ADMINISTRATION

Required Designation Courses /24 credit hours: ED 5440, ED 5660; ELCF 5380, 5410, 5600, 5780, 5790, 5920, 5930.

Educational Leadership, Curriculum and Foundations (ELCF) Course Offerings

5100 POLITICS OF EDUCATION (3)

An examination of the various political forces in educational institutions, the community, government, and society that influence and shape education. Designed to enable educators to become more effective and responsible actors within the complex web of political relationships that impact public education. Research and theory in education, social science, and public policy, with applications through case-study analyses and student projects.

5130 HUMAN RELATIONS AND LEADERSHIP (3)

Study of basic concepts and principles of interpersonal relationships, dynamics of groups, and organizational leadership. Emphasis on theory and application. Student will learn to observe and assess interpersonal, group and organizational dynamics in multicultural settings, and learn effective interactions and problem solving skills. Designed for teachers, trainers, supervisors, administrators, school service personnel and community leaders.

5210 FOUNDATIONS OF SCHOOL ADMINISTRATION AND ORGANIZATION (3)

Prerequisite: Twelve hours of professional education.

Introduction to the study of educational administration with emphasis upon the nature of the administrative process, administrative theory, and long-range planning and personnel management; overview of structure, governance, policy of public education, and school reforms at the local, state, and federal levels, including legal, business, financial and the political, social and cultural context of schools in society. Administration of schools and programs, including multicultural student populations and exceptional children.

5230 ADMINISTRATION AND SUPERVISION IN K-12 SCHOOLS/FIELD (3)

Prerequisite: ELCF 5210 or consent of the department.

An examination of elementary and secondary schools with an emphasis upon the administrative and supervisory role of the principal. Analysis of supervisory behavior and its influence upon the participants, school climate, academic excellence, staff development, curriculum development, fiscal and human resources. Students will engage in action research and have opportunities to solve problems with simulated materials that include emphasis on program and personnel evaluation. Social and cultural factors and special education programs will be analyzed. Twenty clock hours of practicum experience in schools.

5240 SCHOOL SUPERVISION/FIELD (3)

Prerequisite: ELCF 5210 or consent of the department.

An analysis of the components of supervisory behavior in education and their influence upon the participants in the process of supervision; human and technical skills in personnel management; organizational factors affecting the performance of the supervisor; problematic areas within educational institutions and their influence upon supervisory behavior. Practical aspects of program and personnel evaluation; improvement of school learning climate and academic achievement will be emphasized as they relate to school reform and both multicultural and exceptional populations. Twenty clock hours of practicum experience in schools.

5310 COMMUNITY RELATIONS /FIELD (3)

Prerequisite: ELCF 5210 or consent of the department.

An analysis of the role of educational policy in the modern community, community power structure and resources, the social and political context, and the principles of community relations in the context of social change, including group processes, multicultural and multiethnic understanding, the needs of exceptional students, interagency cooperation, funding, and evaluation. Students are provided opportunities to develop materials for use in their institutions. Twenty clock hours of practicum experience in schools.

5330 SCHOOL LAW (3)

Prerequisite: ELCF 5210 or consent of the department.

Practical application of educational law. Key content areas related to the legal system; role of the federal, state and local government; the legislative process; school/higher institutions of learning governance; school/higher institutions of learning policies, rules and regulations; church and state; civil rights; student and parent rights and responsibilities; teachers, faculty and administrators rights and responsibilities; collective negotiations; torts and contracts; and legal research are covered. Selected legal principles, statutes, cases and law agencies, which affect all levels of Illinois public learning institutions, are also analyzed.

5340 PRACTICUM IN INSTRUCTIONAL LEADERSHIP AND SCHOOL MANAGEMENT I (3)

Prerequisite: ELCF 5010, 5130, 5210, 5240, 5310, 5330, 5370, 5980 and consent of department.

The major purpose of the practicum is to provide the student with a supervised experience in the functions and duties associated with instructional leadership and school management. Each student will participate in administrative activities related to instructional leadership one term and school management the other term. Examples of tasks include staff and curriculum development, pupil personnel services, establishing and maintaining effective learning environments, implementation of policy, business and facilities management, and community relations.

5350 PRACTICUM IN INSTRUCTIONAL LEADERSHIP AND SCHOOL MANAGEMENT II (3)

Prerequisite: ELCF 5340; Successful completion of the ICTS examination in General Administration/Principles and consent of the department.

The major purpose of the practicum is to provide the student with a supervised experience in the functions and duties associated with instructional leadership and school management. Each student will participate in administrative activities related to instructional leadership one term and school management the other term. Examples of tasks include staff and curriculum development, pupil personnel services, establishing and maintaining effective learning environments, implementation of policy, business and facilities management, and community relations.

5360 ADMINISTRATION OF SCHOOL PERSONNEL (3)

Prerequisite: ELCF 5210 or consent of the department.

Provides a general understanding of the personnel functions in education. Decision making and problem solving involving school personnel and supervision will be emphasized. Functions of recruitment, assignment, development, coordination, compensation, appraisal, negotiations, in-service education, motivation, and dismissal are included.

5370 SCHOOL FINANCE/FIELD (3)

Prerequisite: ELCF 5210 or consent of the department.

Primary focus on the financing of Illinois public schools. The theoretical background and legal bases of public school finance and the application of those theories to various school finance models. Budget analysis, state aid mechanisms, taxing and auditing processes, and legal foundations in relation to salary, transportation, contracts, liability, and managing facilities will be emphasized. Practicing consultants and school business managers case studies, and simulated materials will be used to highlight practical applications.

5380 COLLECTIVE NEGOTIATIONS (3)

Prerequisite: ELCF 5210, 5330, or consent of the department.

Explores the historical, sociological and legal elements that have influenced the development of collective bargaining. Concepts associated with the current process of collective negotiations relevant to elementary/secondary school districts and higher institutions of learning are examined. The role of school districts/higher institutions of learning personnel, public sector and media are stressed. Simulated bargaining exercises, which include the use of table tactics/strategies and impasse resolutions, are also offered.

5400 HIGHER EDUCATION ADMINISTRATIVE LAW (3)

Prerequisite: Consent of department.

Application of higher education administrative law. Federal, state, and local legislation, regulating, policies pertinent to contractual agreements, including collective bargaining, tort law, and discriminatory practices. Cases law and related research topics affecting the governance of higher education institutions.

5510 INDEPENDENT STUDY (3)

Prerequisite: Consent of the department.

To avoid repetition of instruction, a student who has taken in another institution the courses in education given at Chicago State University, may with the consent of the Graduate Committee enroll with a designated instructor for the independent study of certain educational problems of mutual interest. Plans for such investigation are made in written form or in such a manner as the instructor may specify.

5530 SECONDARY SCHOOL CURRICULUM (3)

Current secondary school curricular practices and alternatives explored and analyzed. Examination of factors influencing curriculum development, organization, and content of the curriculum in various secondary field subjects and in core.

5600 SEMINAR IN FINANCING AND BUDGETING OF HIGHER EDUCATION (3)

Prerequisite: ELCF 5380 or consent of the department.

A theoretical study of the legislative process for financing higher education, including state aid, taxation/grants, and private funding. Budget analysis and auditing processes will be explored as they relate to contracts, salaries, and school facilities.

5710 ADMINISTRATIVE USES OF MICROCOMPUTERS (3)

Prerequisite: ELCF 5210 or consent of the department.

An overview of administrative uses of microcomputers in educational settings. Emphasis will be on data management functions. Focus on hardware and software for use with budgets, schedules, record keeping, data processing, and word processing. Also includes some programming and review of educational hardware systems and software packages.

5780 PRACTICUM IN HIGHER EDUCATION ADMINISTRATION I /106 HOURS IN FIELD (3)

Prerequisite: Twenty-four credit hours of core requirements and consent of the department.

A supervised internship to provide students with fieldwork experience at the community college level. Each student will participate in duties relative to the responsibilities of entry-level and mid-level community college administrators. Examples of tasks include faculty/staff development, student personnel services, policy implementation, business and facilities management, and community relations.

5790 PRACTICUM IN HIGHER EDUCATION ADMINISTRATION II /FIELD (3)

Prerequisite: ELCF 5780 and consent of the department.

A supervised internship to provide students with fieldwork experience (106 clock hours) at the senior college or university level. Each student will participate in duties relative to the responsibilities of entry-level, mid-level, senior college, or university administrators. Examples of tasks include faculty/staff development, student personnel services, policy implementation, business and facilities management, and community relations.

5820 ETHICS IN EDUCATION (3)

Applications of ethical principles to education. Critical examination and analysis of long-established systems of ethics. Systems may include, but are not limited to, idealism, utilitarianism, relativism, and perspectivism. Every student will also be expected to develop, explain, and defend a personal ethic of educational practice.

5900 THE ADULT LEARNER (3)

Prerequisite: Consent of the department.

An examination of demographic changes fostering attention on adult and young adult learners, as well as stages and phases of adult life and characteristics as a framework for effective planning, programming, and marketing of adult education.

5920 ORGANIZATION AND GOVERNANCE OF HIGHER EDUCATION (3)

Prerequisite: Consent of the department.

Examination of the historical and philosophical elements relative to the governance of higher education. Provides students with theoretical and practical knowledge about organizational structure, student services, and related faculty/staff functions. Current trends relevant to higher education issues will be emphasized.

5930 HIGHER EDUCATION ADMINISTRATION AND EVALUATION (3)

Prerequisite: ELCF 5130, 5330, 5380, 5920.

In-depth analysis of administrative behavior as it applies to the decision-making process. Functions associated with recruitment, student policy, the community, and program/ institutional evaluation are included.

5950 PRACTICUM IN CURRICULUM AND INSTRUCTION /FIELD (3)

Prerequisite: Twenty-four hours of core requirements and departmental approval.

Supervised experience in performing the functions and duties associated with curriculum and instructional leadership in the area of concentration. Each student will participate in activities related to curriculum development and instructional improvement. Examples of tasks include staff development, curriculum development, unit and program development, creating effective learning environments, technology integration, and instructional improvement. Thirty hours per week.

5980 ELEMENTARY AND SECONDARY SCHOOL ADMINISTRATION AND SUPERVISION /FIELD (3)

Prerequisite: ELCF 5010, 5210, 5240.

An examination of elementary and secondary schools with emphasis upon the role of the principal and his or her relationship with personnel; administrative behavior analyzed in terms of tasks and processes that aid in improving educational programs. School climate and quality learning environment and academic excellence, staff development, curriculum development, finance, and action research; opportunity to solve problems with simulated materials that include an emphasis on program and

personnel evaluation. Social and cultural factors and special education programs will be analyzed. Twenty clock hours of practicum experience in schools.

Additional ELCF courses related to Curriculum and Instruction / Instructional Foundations are listed in Curriculum and Instruction program pages in this catalog.

Educational Leadership

Department: Doctoral Studies in Education

Department Chair: Charlesetta Ellis

Faculty: Byung-In Seo, Crystal Laura, Chandra Cabraal

Degree(s)/Certification(s)

EdD in Educational Leadership

+ State of Illinois Superintendent Endorsement

Content Designations

EDDL

The EdD Educational Leadership program seeks to develop excellent educational leaders who are well grounded in research and theory in the organizational, sociological, legal, economic, political, philosophical, and historical foundations of education. To learn to apply theory and research to practice, doctoral students in educational leadership are trained in the design and implementation of sound research principles, including qualitative and quantitative research. Finally, as scholars engaged in the generation, dissemination, and promulgation of ideas, doctoral students are expected to successfully complete a dissertation in which they apply sound research principles in the examination of a topic in applied educational leadership.

The program goal is to prepare students for educational and administrative positions at all levels of management and for professional opportunities associated with higher education entry-level and mid-level administrative or research positions. The program emphasizes the preparation of urban practitioners in research and leadership while linking supply and demand for diversified school leaders in Illinois.

Admission Requirements

To be considered for admission into the program, applicants must submit all of the following:

1. A completed application form;
2. A nonrefundable application fee;
3. Two official transcripts of all undergraduate and graduate work. Applicants must have completed a master's degree in educational administration or a related educational field with a grade point average of at least 3.5 on a 4.0 scale. The applicant must have successfully completed at least one 3-semester-hour graduate-level course with a grade of B or better, from an accredited institution in each of the following areas: Educational Law, Curriculum

Development and learning Theories, Foundations of Finance, and Organizational Dynamics or Administration;

4. Three letters of recommendation from professors and/or administrators addressing the applicant's potential for success in a doctoral program;
5. Official score report—general test/verbal and quantitative components of the Graduate Records Examination (GRE)—is required. The test must have been taken within the past five years of admission date. GRE information can be accessed at www.GRE.com;
6. A typed double-spaced goal statement, which describes the applicant's reasons for pursuing an advanced degree in educational leadership.

General Requirements

- Admission to the program is contingent upon good academic standing and acceptance by the department.
- Students are responsible for meeting the program and College requirements in effect at the time they officially register in program leading to advanced certification at Chicago State University, regardless of when they were admitted to the university.

NOTE: Candidates must abide by all College policies stated in this catalog, unless exceptions or adherence to higher expectations are noted in program documentation.

Ed D Educational Requirements

SEMESTER ONE

EDDL 6010 Organizational Theory and Educational Leadership (3)

EDDL 6050 Research and Statistics I (3)

SEMESTER TWO

EDDL 6100 Curriculum and Instructional Leadership (3)

EDDL 6250 Research and Statistics II (3)

SEMESTER THREE

EDDL 6200 Administrative Law (3)

EDDL 6350 Qualitative Research (3)

SEMESTER FOUR

EDDL 6150 Philosophical and Ethical Foundations of Education (3)

EDDL 6300 Public Policy and Politics of Education (3)

SEMESTER FIVE

EDDL 6400 Personnel Administration (3)

EDDL 6450 Financial Administration (3)

SEMESTER SIX

EDDL 6500 Educational Change and School Improvement (3)
EDDL 6550 Educational Assessment and Evaluation (3)

SEMESTER SEVEN

EDDL 6600 Critical Issues in Urban Educational Leadership (3)
EDDL 6650 Seminar in Research and Dissertation Development (3)
Qualifying Examination

SEMESTER EIGHT

EDDL 6700 Clinical Experience I (3-100)
EDDL 6990 Dissertation* (3)

SEMESTER NINE

EDDL 6710 Clinical Experience II (3-100)
EDDL 6990 Dissertation (3)

SEMESTER TEN

EDDL 6990 Dissertation (3)

SEMESTER ELEVEN

EDDL 6990 Dissertation (3)

*NOTE: Candidates are required to complete 12 hours of dissertation. Although four semesters of dissertation have been scheduled, some candidates may be able to complete the twelve required hours of dissertation in three semesters. All degree requirements must be complete within seven years.

Educational Leadership (EDDL) Course Offerings

6010 ORGANIZATIONAL THEORY AND EDUCATIONAL LEADERSHIP (3)

Prerequisite: Admission to doctoral program in Educational Leadership.

The study of conceptual frameworks to understand and improve the organizational dynamics of educational institutions. Critical examination of theoretical assertions and empirical knowledge. Implications of institutionalized organizational actions on long-term quality improvement.

6050 RESEARCH AND STATISTICS I (3)

Prerequisite: Admission to doctoral program in Educational Leadership.

Examination of the different approaches of educational inquiry and the associated methods. Emphasis is on both descriptive and inferential statistics as related to quantitative and qualitative research. Acquisition of critical thinking and analytical skills used in the field of educational research.

6100 CURRICULUM AND INSTRUCTIONAL LEADERSHIP (3)

Prerequisite: Admission to doctoral program in Educational Leadership.

Exploration and analysis of the basic determinants of curriculum. Social factors that influence curriculum design, current trends and movements, and school reform efforts. Curriculum as a field of study through a historical perspective.

6150 PHILOSOPHICAL FOUNDATIONS OF EDUCATION (3)

Prerequisite: Admission to doctoral program in Educational Leadership.

Examination of long-established philosophical traditions, such as idealism, perennialism, essentialism, romanticism, pragmatism, etc. and the ethical ramifications in the field of education. Particular emphasis will be given to the application of philosophical and ethical theories to educational issues, including but not limited to, educational leadership.

6200 ADMINISTRATIVE LAW (3)

Prerequisite: Admission to doctoral program in Educational Leadership.

In-depth critical examination of current legal issues and their educational implications. Cases germane to Illinois school boards, including torts/liabilities, contracts, and collective negotiations, are emphasized. Additional issues include personnel administration (hiring and firing of staff), grievances, contract administration, and more.

6250 RESEARCH AND STATISTICS II (3)

Prerequisite: Admission to doctoral program in Educational Leadership.

Examination of practical implications of research in the field of educational leadership. Study in intermediate statistical methods normally found in research and work applications. Introduction to regression and factor analysis.

6300 PUBLIC POLICY AND POLITICS OF EDUCATION (3)

Prerequisite: Admission to doctoral program in Educational Leadership.

Macro-level and micro-level policy-formation processes and the models of policy analysis in urban education. Analysis of the institutional and environmental factors influencing policy formation, implementation, and evaluation. Examination of conceptual, philosophical, and ethical issues related to educational policymaking at the national, regional, state, local, and institutional levels.

6350 QUALITATIVE RESEARCH (3)

Prerequisite: Admission to doctoral program in Educational Leadership.

Review of theories, methodologies, and findings of qualitative research. Design and implementation of fieldwork in various research settings; community, institutional, classroom, and life history studies. Examination of issues in qualitative research.

6400 PERSONNEL ADMINISTRATION (3)

Prerequisite: Admission to doctoral program in Educational Leadership.

Exploration and analysis of the history, philosophy, psychological, and sociological factors affecting human resource management. An examination of employee satisfaction, academic freedom, facilitation and management of teamwork, hiring and assignment of staff, staff discipline, management of noncertified and nonteaching personnel, compensation and payroll, and staff development.

6450 FINANCIAL ADMINISTRATION (3)

Prerequisite: Admission to doctoral program in Educational Leadership.

In-depth study of the sources of funding for schools in Illinois with a focus on local (real estate) revenues, state funding formulae, and federal funds that are available to elementary and secondary

schools, colleges, and universities. Exploration of issues in school finance law from the Illinois School Code and the Illinois and US Constitutions.

6500 EDUCATIONAL CHANGE AND SCHOOL IMPROVEMENT (3)

Prerequisite: Admission to doctoral program in Educational Leadership.

In-depth examination of change process, change strategies, institutionalization of change, school self-renewal, reform programs for changing the organization of school systems, instructional programs, and the roles of educators to improve learning. Exploration of the pivotal role of educational leaders (boards of education, superintendents, college presidents) in educational improvement and building a community of learners.

6550 EDUCATIONAL ASSESSMENT AND EVALUATION (3)

Prerequisite: Admission to doctoral program in Educational Leadership.

Exploration of various models of evaluation and assessment. Identification of issues that impact upon district-wide assessment, such as school organization, instructional practices, or student achievement, and discussion relative to program effectiveness.

6600 CRITICAL ISSUES IN URBAN EDUCATIONAL LEADERSHIP (3)

Prerequisite: Admission to doctoral program in Educational Leadership.

Overview of critical issues in educational leadership: organization of urban schools, school violence, vouchers, gender, equity in school finance, reading, integration, affirmative action, critical thinking, multicultural education, national curriculum, values, business, testing, teacher empowerment, mainstreaming, academic freedom, unions, and private schooling.

6650 SEMINAR IN RESEARCH AND DISSERTATION DEVELOPMENT (3)

Prerequisite: Admission to doctoral program in Educational Leadership.

Development of a dissertation topic. Review and summary of relevant literature. The dissertation proposal thus developed will be for practice purposes only.

6700 CLINICAL EXPERIENCE I (3)

Prerequisite: Admission to candidacy in the doctoral program in Educational Leadership, successful completion of Illinois Certification Test of Basic Skills, and successful completion of the Illinois Certification Test in Educational Administration.

Clinical experience for students with Type 75 certificates wishing to have a superintendent endorsement. One hundred clock hours in an educational institution at the regional or district level.

6710 CLINICAL EXPERIENCE II (3)

Prerequisite: Admission to candidacy in the doctoral program in Educational Leadership, EDDL 6700, and successful completion of the Illinois Certification Test of Superintendency in Education.

Clinical experience for students with Type 75 certificates wishing to have a superintendent endorsement. One hundred clock hours in an educational institution at the district or state level.

6990 DISSERTATION (3 OR 6)

Prerequisite: Admission to candidacy in the doctoral program in Educational Leadership.

Production of a scholarly dissertation that significantly contributes to the body of knowledge in the field. Following admission to candidacy, a doctoral student must enroll for 3 dissertation hours every fall and spring for a minimum of 12 semester hours until completion of the dissertation. Candidates have 7 years

from the date of admission to complete the program. Grades of A, B, C, D or F will be assigned for the course.

Elementary and Middle Level Education

Department: Elementary and Middle Level Education

Chairperson: Timothy Harrington

Faculty: Dennis Federico, Karen Freeman Sherelene Harris, Margaret Kelly, Douglas Lia and Chyrese Wolf

Degree(s)/Certification(s)

MAT in Elementary Education

+ State of Illinois Type 03 Certificate (Grades K-9)

Content Designations

ELED

MIDS

The Elementary Education program leads to a Master of Arts in Teaching degree in Elementary Education. The purpose of this program is to provide individuals with a bachelor's degree in an area other than education the opportunity to earn a master's degree and an initial teacher certificate. Completion of the Master of Arts in Teaching degree in Elementary Education qualifies students for the (K-9, Type 03) State of Illinois Initial Elementary Certificate; certification requires successful completion of the Illinois Certification Tests of Basic Skills, Elementary/Middle Grades, and Assessment of Professional Teaching (Elementary K-9). A second option, the Focus Program, is available for those who have already earned an initial certificate and are seeking a subsequent certificate.

Our Mission

The mission of the Elementary and Middle Level programs is to develop certified teaching professionals who are pedagogically prepared with the content knowledge and skills to teach diverse populations. This mission aligns with and supports the missions of the university and College of Education.

Our Vision

We will provide rich and relevant experiences that will result in professionals who positively affect the lives of children and contribute to the profession through research and practice.

Our Values

We value:

- the dignity and unique talents of all children;
- personal, professional, and academic integrity;
- a global perspective; and

- a commitment to service.

Admission Requirements for the Master of Arts in Teaching in Elementary Education

- Students are responsible for meeting the program and College requirements in effect at the time they officially register in a teacher education program leading to certification at Chicago State University, regardless of when they were admitted to the university.
- Admission to the program is contingent upon good academic standing and acceptance by the department.
- A bachelor's degree from an accredited college or university;
- Successful completion of the Illinois Certification Test of Basic Skills prior to submission of application:
- A minimum grade point average of 2.75 (on a 4.0 point scale) in the final 60 credit hours of bachelor's degree course work. Upper division and graduate-level course work in fields other than education that was completed after the bachelor's degree will be considered for applicants whose GPA in their last 60 credit hours of the bachelor's degree is not high enough to be considered for conditional admission.
- A minimum grade of C and a minimum grade point average of 3.0 in the following undergraduate course work satisfying general education requirements:
 - a. Three credit hours in each of composition II, speech, college-level mathematics, biological science, physical science (at least one science course must include a laboratory).
 - b. Nine credit hours from at least two disciplines in the humanities: fine arts (art, music, theater), foreign language, literature, philosophy.
 - c. Nine credit hours in the following: social sciences (US history or American national government); child and adolescent psychology (minimum grade of B); and one course from history, geography, economics, political science, anthropology, psychology, or sociology.
 - d. One course incorporating multicultural or global perspectives.
- A minimum grade of B in all transfer courses.
- Successful completion of the Illinois Certification Test of Basic Skills.
- Two letters of recommendation.

Specific Requirements

All student teachers will demonstrate they have met the Illinois Professional Teaching Standards, including mastery of the content knowledge as evidenced by a passing score on the Illinois Certification Content Area Test in Elementary/ Middle Grades (K-9). Students must submit proof of passing the certification test before they will be allowed to apply for the internship (student teaching). In addition, all candidates must pass the Assessment of Professional Teaching (APT) certification test (Elementary K-9) before completing the internship.

Students will complete 34 semester hours towards the master's degree and 23 semester hours not satisfying the master's degree requirements, which may be undergraduate or graduate credit.

NOTE: Candidates must abide by all College policies stated in this catalog, unless exceptions or adherence to higher expectations are noted in program documentation.

REQUIRED COURSES

ED 5000, 5100*, 5312, 5460*; ELED 5140*, 5150*, 5170*, 5190*, 5200*, 5520, 5521*; READ 3700, 5280*, 5160*; PE 2040; PSYC 5830; S ED 5301, 5303*.

*Restricted to students admitted to the College of Education.

SUPPORTIVE COURSE

ELED 3092 (Does not count toward degree credit).

ADDITIONAL REQUIREMENTS

Comprehensive examination

Thesis

Completion of elementary education program assessment requirements, including an approved student portfolio

Subsequent Certification Option – Focus Program

Admission Requirements

1. Initial, Standard, or Master Illinois Teacher Certificate;
2. Passing score report on the Illinois Certification Test of Basic Skills;
3. Three months of teaching experience as a certified teacher;
4. GPA of 3.0 in last 60 hours (2.75 for conditional admission) at time of admission to master's degree program;
5. Secondary and K-12 Programs only – equivalent of a major in the teaching area.

PREREQUISITES

Course work equivalent to S ED 5301; S ED 5303; and ED 4312/5312; or passing score on APT.

CERTIFICATE ONLY (25-28 SEMESTER HOURS)

MAT (32 CREDIT HOURS)

CERTIFICATION AND MASTER'S DEGREE (40-43 CREDIT HOURS)

REQUIRED COURSES

ELED 5520, 5140, 5150, 5170, 5190; READ 3700, 5280, 5160 or their equivalents at graduate or undergraduate level.

CLINICAL EXPERIENCES

85 required field hours in courses or ECEE 5462 - summer field experience course.

Additional requirements for Master's Degree

ELED 5521, ECEE 5466 and 9 hours of electives at the 5000 level, comprehensive examination.

Elementary Education (ELED) Course Offerings

5010 TEACHING WRITING IN THE PRIMARY GRADES (3)

Prerequisite: Successful completion of the English Qualifying Examination.

Exploration of literacy processes in emergent writers; influence of writing on reading processes; instructional strategies and approaches for teaching writing in the primary grades.

5020 TEACHING WRITING IN THE MIDDLE SCHOOLS (3)

Prerequisite: Successful completion of the English Qualifying Examination.

Exploration of literacy process in emergent writers; influence of writing on reading processes; instructional strategies and approaches for teaching writing to middle school students.

5150 TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL /4/ FIELD (3)

Prerequisite: Admission to the College of Education; ELED 3010/201 or BIL 2000/200.

Materials and methods for the development of social studies concepts in the elementary school and middle school grades. Cultural pluralism. Five hours of tutoring for undergraduate and nondegree-seeking certification candidates and for master's degree candidates admitted to the Elementary Education program Fall 2009 and thereafter. Twenty hours of tutoring for master's degree candidates admitted to the Elementary Education program prior to Fall 2009. Credit will be given for only one of the following: ELED 215, ELED 5150/305, or MIDS 5240/325.

5170 TEACHING MATHEMATICS IN ELEMENTARY SCHOOL /4/ FIELD (3)

Prerequisite: Admission to the College of Education; MATH 1010, 1020; ELED 3010 or BIL 2000.

Teaching mathematics in the elementary and middle school grades. Basic methods and materials for normal and exceptional children. Five hours of tutoring for undergraduate and non-degree-seeking certification candidates and for master's degree candidates admitted to the Elementary Education program Fall 2009 and thereafter. Credit will be given for only one of the following: ELED 207, ELED 5170/307, and MIDS 5220.

5190 TEACHING THE FINE ARTS HUMANITIES AND CHILDREN'S LITERATURE IN THE ELEMENTARY SCHOOL /4/ (3)

Prerequisite: ELED 3010 or BIL 2000; ART 1100, ART 2600 or MUS 1134. Admission to the College of Education.

An integrated approach to teaching music, crafts, arts, rhythms, and literature in the elementary school and middle school grades. Multicultural orientation; lecture and laboratory. Credit will be given for only one of the following: ELED 220, ELED 5190/320 or MIDS 5160.

5200/374 STUDENT TEACHING IN MIDDLE SCHOOL EDUCATION, SEMESTER I /FIELD/ (3)

Prerequisite: Admission to the College of Education; completion of methods course(s) appropriate to concentration(s); passing score on the Illinois Content Area Certification Test within the last 10 years; and consent of department.

Supervised hands-on experience in middle-level classroom(s) designed for students to apply teaching and learning strategies acquired in methods courses. Course content includes classroom management; school policies, rules, and laws; teaching strategies; dispositions; and technology. One hundred clock hours in field. To be taken the semester prior to student teaching. Credit will be given for only one of the following: MIDS 5200 or ELED 5200.

5210/375 STUDENT TEACHING IN MIDDLE SCHOOL EDUCATION, SEMESTER II /FIELD (6)

Prerequisite: Admission to the College of Education; MIDS 5200; completion of all required professional education courses; consent of department.

Placement in middle level classroom(s). University and cooperating school supervision will occur for the five full days over 16 weeks in the classroom plus one weekly seminar held on-site or on-campus. Up to 6 credit hours may be taken with student teaching but may not include required professional education courses. Credit will be given for only one of the following: MIDS 5210, ELED 5210 or ELED 285.

5220/310 TEACHING MATHEMATICS IN THE MIDDLE SCHOOL LABORATORY/4/ (3)

Prerequisite: Admission to the College of Education; completion of the mathematics general education requirement (6 hours); MIDS 3010; completion of one of the following: ED 5440; ELED 3010; or BIL 2000.

Techniques, methods, materials, and content for teaching of mathematics in intermediate and middle school settings. Five hours of tutoring for undergraduate and non-degree-seeking certification candidates and for master's degree candidates admitted to the Elementary Education program Fall 2009 and thereafter. Credit will be given for only one of the following: MIDS 5220, ELED 5170, or ELED 207.

5230 TEACHING SCIENCE IN THE MIDDLE SCHOOL/LABORATORY/4/ (3)

Prerequisite: Admission to the College of Education; completion of the natural science general education requirement (12 hours); completion of one of the following: ED 5440; ELED 3010; or BIL 2000.

Techniques, methods, materials, and content for teaching science in intermediate and middle school settings. Five hours of tutoring for undergraduate and non-degree-seeking certification candidates and for master's degree candidates admitted to the Elementary Education program Fall 2009 and thereafter. Credit will be given for only one of the following: MIDS 5230, ELED 5140, or ELED 214.

5240 /325 TEACHING SOCIAL STUDIES IN THE MIDDLE SCHOOL /LABORATORY/4/ (3)

Prerequisite: Admission to the College of Education; Completion of the social studies general education requirement (12 hours); MIDS 3020; completion of one of the following: ED 5440; ELED 3010; or BIL 2000.

Techniques, methods, materials, and content for teaching social studies in intermediate and middle school settings. Additional emphasis will be placed on integrating technology into teaching the following content areas: branches of government (federal, state, local), balance of power, economics, geography, and the US Constitution. Five hours of tutoring for undergraduate and non-degree-seeking certification candidates and for master's degree candidates admitted to the Elementary Education program Fall 2009 and thereafter. Credit will be given for only one of the following: MIDS 4240, ELED 4150, or ELED 215.

5300 TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL FOR EXPERIENCED TEACHERS (3)

Prerequisite: Twelve credit hours in college-level biological and physical science; admission to the College of Education; admission to the graduate degree sequence in Elementary Education; must have written approval of the EDEE graduate advisor.

Teaching mathematics in the elementary grades. Basic methods and materials for normal and exceptional children. Includes laboratory experiences at either the primary or intermediate upper-grade levels. For experienced teachers. Three semester hours of credit plus fifteen hours of tutoring.

5310 TEACHING SCIENCE IN THE ELEMENTARY SCHOOL FOR EXPERIENCED TEACHERS (3)

Prerequisite: Twelve credit hours in college level biological and physical science; admission to the College of Education; admission to the graduate degree sequence in Elementary Education: must have written approval of the ELED graduate advisor.

Techniques, methods, and materials for teaching science in the elementary school for experienced teachers. Three semester hours of credit plus laboratory.

5320 IMPROVING THE TEACHING OF ELEMENTARY MATHEMATICS (3)

Prerequisite: Bachelor's degree, experience in teaching elementary school children, and consent of the department.

Review of research on current teaching practices in elementary mathematics. Topics such as the importance of mathematics in contemporary society, the role of calculators and computers in mathematics instruction, and individualization of instruction will be emphasized. Not to be taken for teacher certification purposes.

5330 IMPROVING THE TEACHING OF ELEMENTARY SCIENCE (3)

Prerequisite: Bachelor's degree, experience in teaching elementary school children and consent of the department.

Review of research on current teaching practices in elementary science. Topics such as the role of science in a technological society, ecology, energy conservation, and the natural resources crisis will be emphasized. Not to be taken for teacher certification purposes.

5340 IMPROVING THE TEACHING OF ELEMENTARY SOCIAL STUDIES (3)

Prerequisite: Bachelor's degree, experience in teaching elementary school children and consent of the department.

Review of research on current teaching practices in elementary social studies. Topics such as an environmental studies, multicultural and global education, values clarification, and career education will be emphasized. Not to be taken for teacher certification purposes.

5350 IMPROVING THE TEACHING OF WRITING IN THE ELEMENTARY CLASSROOM (3)

Prerequisite: Experience in teaching elementary school children and consent of the department.

Review of research and theory on composition, and exploration of different strategies to teach writing in the elementary schools. Not to be taken for teacher certification credit.

5360 CLASSROOM MANAGEMENT PRINCIPLES (3)

Prerequisite: Experience in teaching elementary school children and consent of the department.

Identification of the dimensions of management and practice that combine to make a teacher an effective manager and disciplinarian.

5520 ELEMENTARY SCHOOL CURRICULUM /FIELD /5/ (3)

Prerequisite: Restricted to master's degree candidates.

Selection and organization of learning experiences at the elementary school level. The teacher's role in implementing the curriculum. Topics such as contemporary types of curriculum organization, factors affecting the curriculum, pertinent research, and the actual development to portions of a curriculum will be emphasized. Five clock hours of observation per term.

5521 RESEARCH ON THE MIDDLE SCHOOL (3)

Prerequisite: Restricted to master's degree candidates or consent of the department.

The study of research methods and topics pertaining to middle schools. Development of a research proposal up to the Internal Review Board (IRB) process on a topic pertaining to middle school education.

Middle Level Education

Degree(s)/Certification(s)

Department: Elementary and Middle Level

Chairperson: Timothy Harrington

Faculty: Karen Freeman, Angela Kelly, and Chyrese Wolf

MAT in Middle School Elementary Education

+ State of Illinois Type 04 Certificate

(Grades K-9 + Highly Qualified Middle School Endorsement)

Content Designations

MIDS

The Middle School Education Option program in Elementary Education leads to a Master of Arts in Teaching degree in Middle School Education. The purpose of this program is to provide individuals with a bachelor's degree in an area other than education the opportunity to earn a master's degree and an initial teacher certificate. Completion of the Master of Arts in Teaching degree in Middle School Education qualifies students for an Initial Type 03 (K-9) Illinois Elementary certificate with middle grade endorsement in language arts. Concentration course work may lead to other middle grade endorsements such as reading, science, mathematics, or social studies. Certification requires the successful completion of the Illinois Certification Tests of Basic Skills, Content Area (Elementary/Middle Grades) and Assessment of Profession Teaching (K-9). The Middle School Education program is aligned with the Association for Middle Level Education standards, the National Council for the Accreditation of Teacher Education standards, and the Illinois State Board of Education Middle Level Standards.

General Requirements

Applicants must meet all general requirements for admission to Chicago State University graduate programs as well as the following additional requirements:

- A bachelor's degree from an accredited college or university.

- Successful completion of the Illinois Certification of Basic Skills prior to submission of application.
- A minimum grade point average of 2.75 (on a 4.0 scale) in the final 60 credit hours of bachelor's degree course work. (Upper division and graduate level course work in fields other than education that was completed after the bachelor's degree will be considered for applicants whose GPA in their last 60 credit hours of bachelor's degree work is not high enough to be considered for conditional admission).
- A minimum grade of C in undergraduate course work satisfying general education requirements; 3 credit hours in each of the following: composition II, speech, college level mathematics, biological science, physical science (at least one science course must include a laboratory); 9 credit hours in at least two of the following humanities: the arts (music, art, theater), literature, philosophy, foreign language; 9 credit hours in at least two of the following social sciences: history, geography, economics, political science, anthropology, psychology, sociology, and US history or American national government; one course incorporating multicultural or global perspectives.
- A minimum grade of C and a grade point average of 3.0 in 18 credit hours of course work beyond the introductory level and at the 3000 level or above in one area from an approved undergraduate major.
- A one-credit-hour review course for the Illinois Teacher Certification Test in Elementary/Middle Grades (K-9) is strongly encouraged before student teaching.
- Two letters of recommendation.

Specific Requirements

REQUIRED COURSES

Literacy/Reading Core (9 credit hours): READ 5170*; LIMS 5002; and one of the following: READ 5150 or BIL 5150.

Professional Education Core (59 credit hours): ED 5000, 5440*, 5480*, 5650; PE 5040; PSYC 5210, 5840; S ED 5301, 5303*; READ 3700, 5291*, 5160, 5100; MIDS 5160*, 5000, 5200; ELED 5521; one technology course approved by the department; and one of the following: MIDS 5220*, 5230*, 5240*, or 5250*.

*Restricted to students admitted to the College of Education.

SUPPORTIVE COURSE / 1 CREDIT HOUR

ELED 3092 (May not be counted for degree credit.)

*If student has not successfully completed Illinois Certification Content Area Test in Elementary/Middle Grades (K-9) he/she must take and pass ELED 3920.

Middle Level Education (MIDS) Course Offerings

5000 THE MIDDLE MATTERS: STANDARDS-BASED EXPLORATION OF MIDDLE LEVEL INTEGRATED TOPICS (3)

Prerequisite: Restricted to master's degree candidates or consent of the department.

Integrating content, skills, and pedagogical content knowledge of standards and current middle-level research to apply problem-solving skills to real world problems that encompass national, state, and local standards at the intermediate and middle school level. Twenty clock hours in the field.

5020 TEACHING WRITING IN THE MIDDLE SCHOOL (3)

Prerequisite: Successful completion of the English Qualifying Examination.

Exploration of literacy processes in emergent writers, influence of writing on reading processes, instructional strategies and approaches for teaching writing to intermediate and middle school students. Credit will be given for only one of the following: MIDS 5020 or ELED 5020.

5160 TEACHING CREATIVE ARTS IN THE MIDDLE SCHOOL /LABORATORY/4/ (3)

Prerequisite: Admission to the College of Education; completion of ENG 1260, ART 1100 or MUS 1134; completion of one of the following: ELCF 5440; ELED 3010; or BIL 2000.

Techniques, methods, materials, and content for teaching creative arts in intermediate and middle school settings. Emphasis will be placed on integrating the following into content areas: literature, music, crafts, arts, and rhythms. Credit will be given for only one of the following: MIDS 5160/320, ELED 5190/320, or ELED 220.

5200 STUDENT TEACHING IN THE MIDDLE SCHOOL SEMESTER I (3)

Prerequisite: Admission to the College of Education; completion of methods course(s) appropriate to concentration(s); passing score on the Illinois Content Area Certification Test; consent of the department.

Supervised hands-on experience in an elementary classroom with intermediate and middle school emphasis designed for students to apply teaching and learning strategies acquired in methods courses. Course content includes classroom management; school policies, rules, and laws; teaching strategies; dispositions; and technology. One hundred clock hours in field. To be taken the long semester prior to student teaching. Credit will be given for only one of the following: MIDS 5200 or ELED 5200.

5210 STUDENT TEACHING IN MIDDLE SCHOOL EDUCATION/FIELD (6)

Prerequisite: Admission to the College of Education; Completion of all other course work in the approved program; a 2.5 grade point average in the concentration, professional education courses, and all course work in the approved program; ED 0920; and/or consent of the department; and a passing score on the subject matter/content area certification test within the last five years.

Placement in an elementary field-based classroom with an emphasis in intermediate and middle school settings. University and cooperating school supervision will occur for the five full days over 16 weeks in the classroom plus one weekly seminar held on-site or on-campus. Credit will be given for only one of the following: MIDS 5210, ELED 5210 or ELED 285.

5220 TEACHING MATHEMATICS IN THE MIDDLE SCHOOL LABORATORY/4/ (3)

Prerequisite: Admission to the College of Education; completion of mathematics general education requirement (6 hours); MIDS 3010; completion of one of the following: ED 5440; ELED 3010; or BIL 2000.

Techniques, methods, materials, and content for teaching of mathematics in intermediate and middle school settings. Credit will be given for only one of the following: MIDS 5220, ELED 5170, or ELED 207.

5230 TEACHING SCIENCE IN THE MIDDLE SCHOOL/LABORATORY/4/ (3)

Prerequisite: Admission to the College of Education; completion of natural science general education requirement (12 hours); completion of one of the following: ED 5440; ELED 3010; or BIL 2000.

Techniques, methods, materials, and content for teaching science in intermediate and middle school settings. Credit will be given for only one of the following: MIDS 5230, ELED 5140, or ELED 214.

5240 TEACHING SOCIAL STUDIES IN THE MIDDLE SCHOOL /LABORATORY/4/ (3)

Prerequisite: Admission to the College of Education; completion of social studies general education requirement (12 hours); MIDS 3020; completion of one of the following: ED 5440; ELED 3010; or BIL 2000.

Techniques, methods, materials, and content for teaching of social studies in intermediate and middle school settings. Additional emphasis will be placed on integrating technology into teaching the following content areas: branches of government (federal, state, local), balance of power, economics, geography, and the US Constitution. Credit will be given for only one of the following: MIDS 4240, ELED 4150, or ELED 215.

5250 WORKSHOP METHODS OF READING AND LANGUAGE ARTS IN THE MIDDLE SCHOOL LABORATORY/4/ (3)

Prerequisite: Admission to the College of Education; READ 5160; completion of one of the following: ED 5440; ELED 3010; or BIL 2000.

Provides pre-service and in-service teachers with knowledge of methods of reading instruction in three areas: (1) word recognition, (2) vocabulary, and (3) comprehension. Credit will only be given for one of the following: MIDS 5250 or READ 5300.

Library, Information, and Media Studies

Department: Library, Information, and Media Studies

Director: John Agada

Faculty: Gabriel Gomez and Kimberly Black

Degree(s)/Certification(s)

MS in Library Science

+ State of Illinois Type 10 Certificate

Content Designations

LIMS

M S

This program offers a Master of Science degree in Library Science that prepares first-level professionals to design and manage library and information services in school, public, academic, and special library settings. The program provides a coherent sequence of foundation and application courses, followed by specialization courses. The program is designed to reflect an urban and metropolitan focus with the following specializations: 1) school library information specialist (Type 10 Library Information Specialist), 2) archives and record management, and 3) urban informatics and telecommunications management.

The most developed specialization, the school library concentration, requires the State of Illinois Initial or Standards Teacher Certificate, admission to the College of Education and completion of the professional education and general education sequence necessary for initial teacher certification.

Completion of the master's degree program with the school library concentration will qualify certified teachers and those seeking initial teacher certification for the State of Illinois or Standard Library Information Specialist Certificate (K-12, Type 10).

Program completion for certified teachers and those seeking initial certification requires passing the State of Illinois Certification Tests in Basic Skills, Library Information Specialist and Assessment of Professional Teaching (Special K-12). The school library Information Specialist concentration meets the standards of the Illinois State Board of Education (ISBE).

A twenty-four-hour sequence of courses leading to a Library Information Specialist endorsement is also offered to students with a current State of Illinois Initial or Standard Elementary or High School Certificate. This sequence satisfies Illinois State Board of Education requirements for the School Library Media Professional and Public Schools specialty area in library science. A Library Information Specialist media endorsement for the middle grades requires six additional hours in middle school education.

Prerequisites for Admission to LIMS Graduate Programs

Basic writing and technology competencies will be required of students seeking admission to LIMS post-baccalaureate and graduate programs.

Technology—Each candidate will be required to complete the Readiness for Education at a Distance Indicator (READ) student assessment. To be admitted, the candidate must score at or above 70 percent in each area; otherwise, ED 3212 will be required in the candidate's first semester.

Writing—A writing sample will be required as part of the admission application materials. The admission committee will review each sample and determine its adequacy in content and style for graduate-level work.

Interview—Brief interviews will be conducted with each candidate to assess his or her communication skills, dispositions, and motivations for seeking to become information professionals. The committee will assess appropriateness of the candidate's attitudes and dispositions for the LIS profession. Although face-to-face interviews are preferred, phone interviews will be conducted in the former is not feasible.

General Requirements

- Students are responsible for meeting the program and College requirements in effect at the time they officially register in a program leading to advanced certification at Chicago State University, regardless of when they were admitted to the university.
- Admission to the program is contingent upon good academic standing and acceptance by the department.
- Admission to the College of Education is required prior to registration in any professional education courses.
- A full academic schedule of courses for graduate students is nine semester credit hours. Exceptions to this policy may be made only with the approval of the department.
- All master's degree requirements must be completed within six years.
- Students seeking a Type 10 certificate are required to complete LIMS 5005.
- Proof of passing the Content Area Test in Library Information and Assessment of Professional Teaching Test (Special: K-12).

- All master's degree requirements must be completed within six years.

NOTE: Candidates must abide by all College policies stated in this catalog, unless exceptions or adherence to higher expectations are noted in program documentation.

Specific Requirements (36 credit hours)

REQUIRED COURSES 23 CREDIT HOURS

LIMS 5340, LIMS 5360 LIMS 5320, LIMS 5310, LIMS 5060, LIMS 5025 OR LIMS 5350

CONCENTRATION COURSES 15-18 CREDIT HOURS

Library Information Specialist area: 5240, 5300; LIMS 5140, LIMS 5330, LIMS 5230.

Archives and Records Management area: LIMS 5023, LIMS 5024, LIMS 5029, LIMS 5030.

Urban Informatics and Telecommunications Management: LIMS 5350, LIMS 5233, IT 5333, LIMS 5347.

Electives for the three specializations to be chosen under the guidance of an advisor: LIMS 5031, LIMS 5032, LIMS 5230, LIMS 5330, LIMS 5280, LIMS 5347, LIMS 5350

CULMINATING EXPERIENCES: 5-6 CREDIT HOURS

Thesis Project: LIMS 5035; Practicum: LIMS 5005, LIMS 5024, IT 5334 OR IT 5344; Capstone Class: LIMS 5033

General Requirements for Non-Certification Candidates

Noncertified candidates seeking initial certification are required to complete courses in general education and professional education as follows:

GENERAL EDUCATION

- Three credit hours in each of composition II, speech, college level mathematics, biological science, physical science (at least one science course must include a laboratory).
- Nine credit hours from at least two disciplines in the humanities: fine arts (art, music, theater), foreign language, literature, philosophy.
- Nine credit hours in the following social sciences: US history or American national government; child and adolescent psychology; and one course from history, geography, economics, political science, anthropology, psychology, or sociology.
- One course incorporating multicultural or global perspectives.

PROFESSIONAL EDUCATION

ED 1520, 2000, 5500*; PSYC 2020; S ED 5301 and 5303*; READ 5290*; LIMS 5004*.

*Restricted to students admitted to the College of Education.

Non-Degree Endorsement in Media for Certified Teachers

Specific Requirements

24 CREDIT HOURS IN LIBRARY SCIENCE COURSE WORK

LIMS 5020, 5190, 5240, 5280, and 5300, and 6 credit hours of electives.

*Students who will work in a building that includes grades 5, 6, 7, and 8 and who do not already have a middle school endorsement must complete 24 credit hours of library science course work and two additional middle school endorsement courses, ELCF 5440 and PSYC 4210.

Online Certificate in Corporate Safety Management

REQUIRED COURSES

UNIV 510 (Illinois IDEA Alliance Course); T&ED 5850;; IT 5350; EM 461 (Illinois IDEA Alliance Course).

DIRECTED ELECTIVES

IT 5385, 5377; T&ED 5388.

Certificate in Information Technology

This certificate is designed to prepare students to test for at least three of the highly respected industrial certification exams, A+, CCNA, Network+, and Wireless. Students are required to complete 18 credit hours in six courses. The study plan includes five required courses and one directed elective.

REQUIRED COURSES (15 HOURS)

IT 5220, 5233, 5333, 5334, 5344.

DIRECTED ELECTIVES (3 HOURS)

IT 5350, 5445.

Library, Information, and Media Studies (LIMS) Course Offerings

4000 WORKSHOP ON LIBRARY MEDIA PROBLEMS (1-3)

Prerequisite: Consent of the department.

In-service course for teachers, librarians, media specialists, and administrators, which includes recent trends and practices in library media centers. Not applicable for master's degree sequence. May be repeated for a maximum of nine credit hours.

4001 MULTICULTURAL MATERIALS (3)

A literature-based approach to multicultural education using children's materials to depict experiences that are common to all, relating the things that make each group special and exploring the effects of racism on individuals.

4002 LIBRARY MATERIALS AND READING GUIDANCE FOR ELEMENTARY/ SECONDARY TEACHERS (3)

Focuses on children's and young adult's materials, stories, poems, nonfiction, films, recordings, and their use in classrooms. Includes an examination of multicultural materials. Not applicable for the master's degree sequence.

5003 HISTORY OF LITERATURE FOR CHILDREN AND YOUNG ADULTS (3)

In-depth examination of the history of literature for children and young adults from the fifteenth to the twentieth century. Research the origin of nursery rhymes, fables, fairy tales, folktales, myths, legends, and tall tales from various countries.

5004 STUDENT TEACHING AND SEMINAR (6)

Prerequisite: Admission to the College of Education; completion of all course work in the approved program; and a passing score on the subject matter/content area certification test within the last five years.

Off-campus placement in both an elementary and secondary school in the library media center with both university and cooperating school supervision. Five full days for eight weeks at each level of instruction. Includes a seminar for the sixteen weeks.

5005 CLINICAL EXPERIENCES IN SCHOOL LIBRARY MEDIA CENTERS (1-2)

Appropriate clinical experience in elementary and secondary library media centers. Forty-five to one hundred clock hours of field experience per term.

NOTE: All graduates students are eligible to enroll in 5000-level classes, except those designated as restricted to master's degree students or requiring departmental permission. Prior consultation with the department is recommended.

5010 READING OF YOUNG ADULTS (3)

Implications for library service of reading characteristics, patterns, and problems of young adults.

5020 CATALOGING AND CLASSIFICATION (3)

Introduction to principles and methods of descriptive cataloging, subject headings determination and classification. Practical applications of Anglo-American Cataloging Rules 11, Dewey Decimal Classification Scheme, Sears Subject Headings List II, and On Line Cataloging (OCLC). Ten clock hours of field experience per term.

5021 ARCHIVES AND RECORDS ADMINISTRATION (3)

Prerequisite: LIMS 5340.

Evolution of the record-keeping professions and development of theories, principles, and methods for identifying and administering records and record-keeping systems. Emphasizes the history and changing concept of a record and record-keeping systems, due to changing technology and standards for intellectual asset management and organizational effectiveness. Outlines responsibilities of archivists and records managers in libraries, archives, museums, and special collections in private, public, and non-profit environments.

5022 HISTORY OF ARCHIVES, LIBRARIES AND MUSEUMS (3)

Prerequisite: LIMS 5340 or consent of the department.

Research seminar on the history of recorded information and technologies (primarily in the West but with some global context): writing, manuscripts, books, printing, multi-media, communications, electronic media, systems and networks, from the alphabet to the Web. An historical survey is provided, with opportunity for in-depth research using primary sources. The focus is on information resources, cultural artifacts, media, publishing and transmission, and historic and modern communications from the physical to the electronic and virtual, while a companion course focuses on

their organizational and institutional counterparts, archives, libraries, museums and information centers.

5023 HISTORY OF RECORDED INFORMATION AND TECHNOLOGIES (3)

Prerequisite: LIMS 5340 or consent of the department.

Research seminar on the history of recorded information and technologies (primarily in the West but with some global context): writing, manuscripts, books, printing, multi-media, communications, electronic media, systems and networks, from the alphabet to the Web. A historical survey is provided, with opportunity for in-depth research using primary sources. The focus is on information resources, cultural artifacts, media, publishing and transmission, and historic and modern communications from the physical to the electronic and virtual.

5024 ARCHIVES AND RECORDS PRACTICUM (3)

Prerequisite: LIMS 5340 or consent of the department.

Supervised projects for experience with records and the basic functions of archives: field assessment, inventories, and records scheduling; records accessioning and transfer; documentation, metadata, creation, and use of manual and automated (Eloquent) archival information systems; records arrangement and description; rudimentary preservation for storage, use and exhibition; reference and public service; and records management program assessment.

5025 INFORMATION TECHNOLOGY FOR LIBRARY AND INFORMATION AGENCIES (3)

Prerequisite: LIMS 5340 or consent of the department.

Introduction to key concepts of information technology as they pertain to instruction and information processing and management in library and information agencies. Emerging technologies such as mobile, social, and digital media and their applications in formal and informal education and information services. Practice exercises will included planning, implementation, and evaluation of diverse service models.

5027 MULTIMEDIA PRODUCTION (3)

Prerequisite: LIMS 5340 or consent of the department.

Introduction to the design, production, and use of multimedia instructional resources for school library media centers and libraries. Applications of communication theory and development of techniques and skills for selection, production, and use of media. Hands-on training in the use of computers, desktop publishing, and audio-visual recording technology will be undertaken within a cooperative learning environment.

5028 LIBRARY AUTOMATION (3)

Prerequisite: LIMS 5340 or consent of the department.

Theoretical overview of library automation with a focus on major library automation systems such as Integrated Library Management System (ILS) and Online Public Access Cataloging (OPAC). Hands-on practical working exercises on client software, which illustrate how information technology is applied to automate library operations such as library materials acquisition, circulation, cataloging, reference services, and information literacy instruction. Also covers planning, implementing, and evaluating library automation projects.

5029 ELECTRONICS RECORDS MANAGEMENT (3)

Prerequisite: LIMS 5340 or consent of the department.

Introduction to electronic record keeping and preservation for purposes of organizational effectiveness, documentation and memory, and institutional accountability. Provides a holistic approach from records definitions and formats to computerized information systems (hardware and software), and long-term preservation, with special attention to socio-technical solutions, as well as behavioral, organizational and professional implications for best practices in creating credible management operations with sustainable information bases.

5030 DIGITIZATION AND DIGITAL REPOSITORIES/4 (3)

Prerequisite: LIMS 5340 or consent of the department.

Introduction to the design and management of a digital repository system for archives, material preservation, and repository management. Commonly used hardware and software and the transition from paper to electronic records and conversion processes such as scanning, digitizing, filing, data warehousing, and metadata.

5031 CURATORSHIP OF HISTORICAL COLLECTIONS (3)

Prerequisite: LIMS 5340 or consent of the department.

Administration course applied to curatorship of historical collections in archives, museums, libraries, and other cultural and information environments. Focuses on acquisitions in the antiquarian market, management of collections, readers services, and public events, especially exhibits. Includes a laboratory component of planning, designing, mounting, and evaluating an exhibit as a class project.

5032 BIBLIO-FORENSICS (3)

Prerequisite: LIMS 5340 or consent of the department.

Introduction to diplomatics (form criticism in formal communications and information conveyance), codicology (Manuscript Codex format analytics, including the basics of paleography), and analytical bibliography (printed books, including typography). Covers techniques in textual criticism and editing, historical research in primary sources, manuscript curatorship and rare book librarianship, advanced cataloging, preservation and documentation, and formal communication studies. Includes documentary forensics for authentication and appraisal, forgery detection in criminal science, and foundations for conservation and preservation.

5033 MSLS CAPSTONE CLASS (1)

Prerequisite: LIMS 5340 or consent of the department.

Provides opportunities for students to reflect on and showcase their portfolio, the outcome of the knowledge, skills, professional values, and dispositions learned during their MSLS program. Students use this opportunity to demonstrate mastery of all MSLS Program objectives and learning outcomes.

5050 LIBRARY LITERATURE AND RESEARCH (3)

Evaluation of recent literature and research in librarianship and media. Identification of needed research.

5060 SEMINAR IN RESEARCH (3)

Prerequisite: LIMS 5050 and consent of department.

Guidance in researching and writing theses and special reports related to librarianship. Hours arranged.

5100 LIBRARY INFORMATION RETRIEVAL SYSTEMS (3)

Prerequisite: Consent of the department.

A study of automation applications to library functions, including information storage and retrieval.

5110 THE PUBLIC LIBRARY (3)

The public library and librarian in society. Topics to be considered include structure and government, personnel, resources building, extension services, and public library systems.

5120 THE ACADEMIC LIBRARY (3)

Principles and practices of academic libraries.

5130 SEMINAR IN TRENDS AND PROBLEMS IN LIBRARIANSHIP (3)

Problems, issues, and trends (historical and current) in libraries and librarianship. Topics vary according to interests and needs of students.

5140 THE CURRICULUM AND THE MEDIA CENTER (3)

Study and evaluation of the media center and the media specialist's role in meeting curricular needs.

5170 INTRODUCTION TO THE USE OF COMPUTERS IN LIBRARIES (3)

Practical application of the fundamentals of information science, abstracting, indexing, and data processing.

5190 COLLECTION, DEVELOPMENT, AND USAGE OF REFERENCE MATERIALS (4)

An introduction to basic principles, practices, problems, and resources needed for selection and acquisition of library information materials. A systematic review of commonly used reference aids and resources. Ten field clock hours per term.

5220 SEMINAR IN INTERNATIONAL AND COMPARATIVE LIBRARIANSHIP (3)

Aspects of librarianship through comparisons of the United States with other selected countries.

5230 SEMINAR IN MULTICULTURAL MATERIALS (3)

Collection development and use of multicultural materials. Types of multicultural materials, general and specific reference sources for children and adults.

5233 NETWORKING FUNDAMENTALS FOR INFORMATION SPECIALISTS (3)

Course introduces information specialists to fundamental networking concepts and technologies. It is a laboratory and theory course that covers networking technologies and their implementation. The focus of this course is on learning the fundamentals of networking. Key topics include OSI Model, TCP/IP Model, Networking Media (copper, fiber, wireless, etc.). Networking devices (types and basic configuration), networking protocols overview, and common networking tools (Packet Tracer, Wireshark, etc.). Course is the first course to be taken in preparation to the CCNA exam.

5240 LITERATURE AND RELATED MEDIA FOR CHILDREN AND YOUNG ADULTS (4)

Emphasis on guiding children and young adult reading. Study of children's and young adults' literature, traditional and modern, and other related materials for use by and with individuals ages 3-18. Emphasis is on selection and evaluation of materials appropriate for school library resource centers and public libraries. Ten clock hours of field experience per term.

5280 MANAGEMENT AND ORGANIZATION OF LIBRARIES (3)

The organization and management of libraries with emphasis on planning, evaluation, and current problems on personnel and financial management.

5290 HUMAN INFORMATION BEHAVIOR

Prerequisite: LIMS 5340 or consent of the department.

Examines human behavior as evidence of needs that require the seeking, searching, using, and valuing of information for decision making, planning and problem solving. Seeks to describe and understand a variety of information processes drawing on relevant theories and models of cognitive and social psychology.

5300 ADMINISTRATION OF MEDIA CENTERS / (3)

Survey of the problems in the management of media programs, including formal methods of planning for resource-based teaching. Methods of management and administration with emphasis on organizing, staffing, financing, and use of evaluation standards. Designed to assist the student in developing an understanding of the application of management and administrative philosophies in all kinds of libraries, including those for patrons with special needs. Fifteen clock hours of field experience per term.

5310 RESEARCH METHODS IN LIBRARY AND INFORMATION SCIENCE

Prerequisite: LIMS 5340, 5290, 5320, 5280 or consent of the department.

Research methods and their applications in library and information science. Theoretical principles and practical procedures for planning, designing, conducting, analyzing, and evaluating research using qualitative, quantitative, and mixed methods are introduced. Students also learn to be better consumers and critics of published LIS research.

5320 ORGANIZATION OF INFORMATION

Prerequisite: LIMS 5340, 5240, 5290, or consent of the department.

The concepts and methods of describing and organizing information and documents of all types and formats for identification and retrieval. Includes an examination of and practice with standard organizational tools such as classification systems, subject headings, MARC records, metadata, and others.

5330 INFORMATION LITERACY INSTRUCTION

Prerequisite: LIMS 5340, 5290, 5320, 5280 or consent of the department.

Application of instructional design theories and models to the challenges of teaching in the information professions. Covers case studies of a variety of instructional situations in face-to-face and online distance learning, one-on-one reference instruction, staff development workshops, information literacy tutorials, and online workbook formats.

5340 FOUNDATIONS OF THE INFORMATION PROFESSIONS

Creation, dissemination, and diffusion of knowledge in society and related roles and functions of information professionals. Provides a historical review of the organizational contexts of libraries, archives and museums, among others, and the philosophical and ethical values and problems that define LIS as a field of study.

5347 INTERNET PUBLISHING FOR INFORMATION SPECIALISTS (3)

Internet publishing is vital for today's information and communications-related careers. This course introduces information specialists to Web publishing, HTML, XHTML, and the latest Web development tools. Students will become proficient in the key aspects of the cyberspace publishing process. The course is foundational to move towards advanced Web development courses. Students will design, develop, and release their own Web sites.

5350 INFOMATICS ESSENTIALS (3)

Introduction to essential knowledge of computer hardware and software for information professionals. The modules comprise computer assembly, basics of computer troubleshooting, fundamental operating system, portable computing, printers and scanners, network, security, safety procedures in computing, working in the informatics sector, and introduction to industrial certifications. Lecture and laboratory.

5360 INTRODUCTION TO REFERENCE SERVICE

Prerequisite: LIMS 5340, 5290, 5320, 5280 or consent of the department.

Print and electronic information sources and services used to connect library users to the information they seek. Current principles and practices of reference service among different types of libraries and information centers.

5520 THE LIBRARY IN SOCIETY (3)

Principal types, development, and functions of libraries. Foundations of library and information sciences.

5560 STORYTELLING AND FOLK LITERATURE (3)

Prerequisite: LIMS 5610 or consent of the department.

Materials, techniques, and practices in adapting folk and fairy tales, myths, legends, epics, picture books, and realist literature to storytelling and school curricula.

5590 INDEPENDENT STUDY (1-3)

Prerequisite: Consent of the department.

Independent study of an aspect of media or librarianship of interest to the student. May be repeated with different content.

5600 FIELD PRACTICUM (3)

Prerequisite: Completion of 28 credit hours in master's degree program and consent of the department. Supervised experience in library media centers with appropriate written reports. Nine clock hours of field experience per term. May be repeated in a different setting.

5610 REFERENCE SOURCES AND METHODS (3)

Prerequisite: LIMS 5190 or consent of the department.

Examination of reference sources and problems. Applications to the social studies, humanities, and sciences.

Media Studies (M S) Course Offerings

5000 FUNDAMENTALS OF INSTRUCTIONAL DESIGN (3)

An introduction to contemporary processes and procedures in the design, validation, and management of instruction.

5010 INSTRUCTIONAL TELEVISION (3)

Utilization and production of television materials for instruction. Laboratory practice in design and production.

5020/316 MEDIA EQUIPMENT MAINTENANCE (3)

Consideration and development of equipment specifications for selection and purchase. Diagnosis and analysis of common equipment malfunctions.

5030/350 MEDIA RESOURCES FOR TEACHERS (2)

Audiovisual production and equipment operation; materials utilization for classroom teachers.

5040/361 AUDIOVISUAL MATERIALS PRODUCTION (3)

Prerequisite: M S 5050 or consent of the department.

Production of a variety of projected and nonprojected visual materials. Laboratory practice in production techniques.

NOTE: All graduate students are eligible to enroll in 5000-level classes, except those designated as restricted to master's degree students or requiring departmental permission. Prior consultation with the department is recommended.

5050 SURVEY OF TECHNOLOGY FOR LIBRARIES (3)

An introduction to the use and production of different media materials for the library/media center, including new technologies. Ten clock hours of field experience per semester.

5060 PROBLEMS IN MEDIA SELECTION (3)

Prerequisite: M S 5050 or consent of the department.

Evaluation, acquisition, and utilization of films, filmstrips, recordings, and other nonbook materials.

5070 PROBLEMS IN MEDIA PRODUCTION (3)

Prerequisite: M S 5050 or consent of the department.

Analysis of instructional problems to develop appropriate instructional media. Laboratory practice in design, production, and presentation.

5080 SEMINAR IN EDUCATIONAL MEDIA (3)

Prerequisite: M S 5050 or consent of the department.

Role of media in the dynamics of social change and its effects on educational processes.

5090 COMMUNICATIONS AND MEDIA CENTERS (3)

History, theories, and processes of communication and mass media as related to media centers.

5100 ADVANCED MEDIA PRODUCTION (3)

Prerequisite: M S 5050 or consent of the department.

Advanced media production for library and classroom professionals, including Web page design and distance learning utilizing traditional and cyberspace techniques.

5999 SPECIAL TOPICS IN EDUCATION (1-3)

Prerequisite: Consent of the department.

Educational problems that have a high degree of contemporary significance.

NOTE: All graduate students are eligible to enroll in 4000-level classes, except those designated as restricted to master's degree students or requiring departmental permission. Prior consultation with the department is recommended.

Additional ELCF courses related to Education Administration (General Administration and Higher Education Administration) are listed in Educational Administration program pages in this catalog.

Physical Education

Department: Secondary Education, Professional Studies, and Recreation

Chairperson: Mark Kutame

Faculty: Sarah Buck, Robert Szyman, and Edward Reed

Degree(s)/Certification(s)

MS Ed in Physical Education (Grades K-12)

Content Designations

PE

The Department of Graduate Programs in Education offers a Master of Science in Education degree in Physical Education. Completion of the master's degree program does not lead to teacher certification.

The program affords an opportunity for continuing education in physical education beyond the bachelor's degree, particularly for teachers and others in the fields of health and safety education, physical education, and recreation. The physical education program is accredited by the National Association of Sports and Physical Education (NASPE).

General Requirements

- Students are responsible for meeting the program and College requirements in effect at the time they officially register in a program leading to advanced certification at Chicago State University, regardless of when they were admitted to the university.
- Admission to the program is contingent upon good academic standing and acceptance by the department.
- Completion of an undergraduate major, minor or the equivalent of at least twenty-four credits in physical education or a related field.
- Completion of courses or their equivalents in kinesiology, measurement and evaluation, physiology of exercise, and adapted physical education, as prerequisites for the program.
- No more than six semester hours from other universities are accepted as transfer credits.
- Completion of a minimum of thirty-four credit hours at the graduate level.
- Completion of all degree requirements within six years.
- Completion of an electronic portfolio and a thesis project.
- A full academic schedule of courses for graduate students is nine semester credit hours. Exceptions to this policy may be made only with the approval of the department.

- All master's degree requirements must be completed within six years.

NOTE: Candidates must abide by all College policies stated in this catalog, unless exceptions or adherence to higher expectations are noted in program documentation.

Specific Requirements

THESIS OPTION (34 CREDIT HOURS)

Required Courses /12 credit hours: PE 5000, 5230, and 5910 (a thesis is required with PE 5910).

Elective Courses /22 credit hours: Courses to be determined with an advisor.

TEACHER EDUCATION OPTION —NON-THESIS (34 CREDIT HOURS)

Required Courses /24 credit hours: PE 5000, 5406, 5090, 5110, 5270, 5160, 5230, 5030.

Elective Courses / 10 credit hours: Courses to be determined with an advisor.

Health and Safety (HS) Course Offerings

5010 INTRODUCTION TO MOOD-MODIFYING SUBSTANCES (3)

A broad historical and cultural overview of attitudes towards drug abuse; an investigation into the disease concept of chemical dependency; early intervention and prevention methodology are studied.

5020 HIV/AIDS AND OTHER STD ISSUES (3)

Current issues in HIV/AIDS and other STDs will be explored and discussed. Focus will be teaching young adults the facts of these diseases, and promoting healthy relationships and responsible sexual behavior. Discussion will also be introduced on the implications of these diseases in the world today and the future for young adults.

5030 CONTEMPORARY METHODS AND MATERIALS IN HEALTH EDUCATION (3)

Contemporary principles, methods, objectives and functions of health sciences. Teaching techniques and curriculum design for school health programs.

5040 PRINCIPLES OF PUBLIC HEALTH (3)

To serve as an orientation course for those interested in public health work and to update the student to the most recent public health techniques in vital statistics; epidemiological studies, environmental information, public health as an instrument for social change. The course also examines the future of public health.

5050 CONTEMPORARY ISSUES IN HEALTH EDUCATION (3)

A focus on sport as a social phenomenon and on the social and cultural structures, patterns, and organizations or groups engaged in sport.

5060 CURRENT INTERNATIONAL HEALTH ISSUES (3)

Critical analysis and in-depth investigation of ongoing and controversial national and international health issues.

5070 CURRENT HEALTH PROBLEMS OF SCHOOL CHILDREN (3)

A course designed to acquaint students with the recognition of the health problems of school children and their needs. Referral procedures for treatment and follow-up.

5080 METHODS OF TEACHING SEX EDUCATION (3)

Acquaint students and teachers with current principles and methods of teaching human sexuality. Credit not given for both PE 5080 and HS 5080.

5400 NUTRITION AND HEALTH FOR SCHOOL AGE CHILDREN K-12 (3)

This course is designed to examine the principles of nutrition and their effects on the health of children grades K-12. Analyze current developments, trends, and controversies in nutrition. Discuss how nutrition issues affect the health educator and student in various areas including diet, exercise, and disease.

5420 DRUGS: PROMOTING RESPONSIBLE AND HEALTHY BEHAVIOR (3)

An investigation into the disease concept of chemical dependency, early intervention, and prevention methods in the areas of drugs, alcohol, and tobacco. History of drugs, disease concept of drugs, effects of drugs on health, and drugs' relationship to violence will be discussed through practice teaching methods for grades K-12.

5440 PERSONAL HEALTH AND WELLNESS FOR CHILDREN K-12 (3)

Covers the social, emotional and physical components of wellness with a focus on personal assessment and tools to design a wellness plan for life. Students explore methods for promoting health in the elementary, junior high, and high school classroom.

5500 DRIVER EDUCATION LECTURE AND FIELD /4 (3)

Prerequisite: Driver's license and consent of the instructor.

Highway rules and regulations. Materials, methods, and procedures. Emphasis on behavioral changes. Use of dual control cars in traffic. Cannot be used as an elective in the graduate physical education program. Additional course fee.

5560 ADVANCED TRAFFIC SAFETY AND INSTRUCTIONAL METHODS (3)

Prerequisite: Valid driver's license and admission to the College of Education.

Methods and techniques of range instruction for secondary school students. Instruction for multiple car programs. Practice and use of dual control car emphasizing updated defensive driving techniques. Credit cannot be given for HS 5560 and HS 4560 or 410. This course cannot be used as an elective in the graduate physical education program.

5570 ADVANCED SAFETY EDUCATION (3)

Prerequisite: Valid driver's license and consent of the department.

Investigation and research of the major areas of safety to include home safety, fire safety, personal protection and firearm safety, motor vehicle and pedestrian safety, natural/man-made disasters, recreational safety, occupational safety and school safety. Credit cannot be given for H S 5570 and H S 4570 or 411. This course cannot be used as an elective in the graduate physical education program.

5600 CONSUMER HEALTH EDUCATION (3)

In-depth analysis of why health consumers behave as they do and the economic costs of the health care system.

5610 TEACHING METHODS IN ALCOHOL, TOBACCO AND DRUG EDUCATION (3)

Overview of the alcohol, tobacco and drug problem in society. Special emphasis will be placed on classroom methods in drug use and abuse education.

5620 CURRICULUM IN HEALTH EDUCATION (3)

Analyzes the significance of current trends in curriculum theory and design; develops objectives, content, learning approaches, resource teaching-learning materials and evaluation as components of a curriculum guide.

5630 COMMUNITY HEALTH (3)

Foundations for community health. Strategies for community health programs and health care delivery systems.

5990 INDEPENDENT STUDY (1-3)

Independent research on special projects; offered with special consideration for those holding the baccalaureate degree and seeking health certification.

NOTE: All graduates students are eligible to enroll in 400-level classes, except those designated as restricted to master's degree students or requiring departmental permission. Prior consultation with the department is recommended.

5980 SPECIAL TOPICS IN HEALTH AND SAFETY (1-3)

Issues and problems that have a high degree of contemporary significance in a specific area of health and/or safety.

Physical Education (PE) Course Offerings

NOTE: All graduate students are eligible to enroll in 5000-level classes, except those designated as restricted to master's degree students or requiring departmental permission. Prior consultation with the department is recommended.

5000 RESEARCH METHODS IN PHYSICALEDUCATION AND SPORT (3)

Survey of research methods. Techniques of research, research design, statistical analysis theory and research ethics in physical education and sport. Identification and critique of research design; developing a research proposal. May not be taken concurrently with PE 5230.

5010 WORKSHOP IN OUTDOOR EDUCATION: WILDERNESS CANOE CAMPING /FIELD (3)

A six-day wilderness experience in the Boundary Water Canoe Area of the United States and Canada. Emphasis will be placed on canoeing skills, campsite organization, wilderness survival skills, and ecology.

5011 APPLIED BIOMECHANICS /4/ (3)

Prerequisite: ZOOL 2050 or consent of the department.

Structure and function of body muscles. Relationship to physical activity and performance.

5020 INTRODUCTION TO OUTDOOR EDUCATION /FIELD (3)

Methods of organizing and acquiring basic knowledge and skills of various forms of outdoor education activities. Thirty clock hours of field experience per term.

5022 MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION LECTURE AND LABORATORY /4 (3)

Prerequisite: Consent of the department.

Study, interpretation, and practices in evaluative techniques.

5030 MOTOR LEARNING (3)

Selected gross motor experiences for the child with learning disabilities.

5033 PHYSIOLOGY OF EXERCISE LECTURE AND LABORATORY/4/ (3)

Prerequisite: PSLY 2040; consent of the department.

Physiology of muscular movement relating to changes in the organism during and following exercise with emphasis upon the significance of such changes at various age levels.

5034 PSYCHOLOGY OF EXERCISE (3)

Introduce students to health, leisure, and exercise behavior change strategies and provide knowledge and skills necessary to improve the initiation and adherence of lifetime health and physical activity behaviors among individuals and groups. This course offers a comprehensive inquiry into individual behaviors and lifestyles that affect physical and mental health from a health promotion, exercise science, and psychological perspective. A secondary purpose of this course is to explore the relationship between exercise and mental health.

5040 ANALYSIS OF HUMAN MOTION (3)

Advanced kinesiological study with application to teaching methods and problems in sports, body mechanics, and conditioning.

5050 SOCIOLOGY OF SPORT (3)

The impact of physical education and athletics programs in current society. Comparison of curricula.

5055 TECHNIQUES OF OFFICIATING ACTIVITY /15/ (2)

Interpretation and application of the principles, rules, and techniques of officiating team sports and individual and dual activities. Fifteen clock hours of field observation and aiding.

5060 PHYSIOLOGY AND MECHANICAL ASPECTS OF COACHING (3)

Prerequisite: PE 5010, 5030 or consent of the department.

A study of the human body as related to the heart, lungs, conditioning, stress, and mechanics of movement and anatomy as a benefit to coaching.

5070 SUPERVISION OF PHYSICAL EDUCATION (3)

The relationship between supervision and the development of effective teachers. Content focus includes generic supervision models, inquiry in regards to the meaning of effective teaching and effective supervision, and failures to traditional supervisory practices.

5077 CHILDREN AND YOUTH IN SPORT AND RECREATION (3)

The consequences of participation in organized sport for children and youth will be examined from historical, developmental, philosophical, psychological, physiological, and sociological perspectives. The

course will focus on the ethics, problems, and controversies of children's participation in sport. Credit not given for both PE 307 and REC 307.

5080 METHODS OF TEACHING SEX EDUCATION (3)

Designed to acquaint students or teachers of physical education with current principles and methods of teaching human sexuality.

5090 PSYCHOLOGY OF SPORT (3)

Practical problems associated with coaching and training a competitive athlete through high school and college years. Physical, intellectual, and psychological phases of an athlete's life as being relative to the contingency of high performance.

5099 HISTORY, PRINCIPLES, AND PHILOSOPHY OF PHYSICAL EDUCATION (3)

Biological, social, and psychological interpretations of physical education. Philosophical concepts from ancient Roman and Greek cultures to the present.

5100 METHODS OF TEACHING ADAPTED PHYSICAL EDUCATION (3)

Materials and techniques for designing and implementing a program of adapted physical education for handicapped children and adolescents.

5110 ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION (3)

Facilities, equipment, space, time, costs, staff, faculty, administration, budget, buildings, grounds, etc. involved in the promotion of a physical education program.

5150 CURRENT ISSUES IN PHYSICAL EDUCATION AND ATHLETICS (3)

The study of current issues as they relate to the fields of physical education and athletics.

5160 PHYSICAL EDUCATION CURRICULUM (3)

Curriculum construction; content, analysis and evaluation. An examination and comparative study of existing curricula.

5170 PROGRESSIVE RHYTHMIC ACTIVITIES (3)

Progressive rhythmic activities for all grades, including singing games and folk and square dances.

5180 SEMINAR IN INTERNATIONAL PHYSICAL EDUCATION PROGRAMS (3)

An analysis of the effect of various social, political, geographical, cultural, and historical factors on the physical education programs in schools and other institutions or agencies, or selected countries of the world.

5200 WINTER OUTDOOR EDUCATION / FIELD (3)

Methods of organizing outdoor cold-weather activities and acquiring the basic knowledge and skills for active participation in these activities. Thirty clock hours of field experience per term.

5210 INTRAMURALS, CLUB SPORTS AND CAMPUS RECREATION (3)

Organization and administration of intramurals, club sports, campus recreation, extramural sports in junior high, senior high schools and universities; practical aspects of programming for groups and individuals.

5220 ADVENTURE EDUCATION IN THE SCHOOLS (3)

An analysis of various types of nontraditional, yet physically challenging, physical activities with emphasis on cooperation, problem solving, and noncompetitive techniques.

5230 RESEARCH STATISTICS AND REPORTING IN PHYSICAL EDUCATION AND SPORT (3)

Prerequisite: PE 5000.

An overview of statistical analysis and reporting of data. Overview and use of computers to analyze data. Development of results and discussion sections of a research report. May not be taken concurrently with PE 5000, 5240, 5250, and 5260. Credit not given for both PE 412 and 5230.

5240 DEVELOPING A RESEARCH PROBLEM (1)

Prerequisite: PE 5000/400; PE 5230/423.

Independent study under the direction of a department faculty member. Development of a research problem. Writing of an introduction/literature review, statement of the problem, and research question or hypothesis. Development of a method section. May be taken concurrently with PE 5250 and/or 5260. Credit not given for both PE 5240 and 414.

5250 DATA COLLECTION AND ANALYSIS (1)

Prerequisite: PE 5000, 5230, 5240 (or concurrent enrollment).

Independent study under the direction of a department faculty member. Development of a research problem. Data collection, analysis, and writing of the results section of a research project.

5255 THEORIES AND PRINCIPLES OF COACHING (3)

Introduction to principles of coaching youth and interscholastic athletes applicable across all sports. Focus on the American Sport Education Program's (ASEP) philosophy of "athletes first, winning second" and how to put that approach into action. Course is one part of the ASEP coaching certification program. (See PE or Recreation program descriptions for more information.)

5260/426 RESEARCH CONCLUSIONS (1)

Prerequisite: PE 5000, 5230, 5240 and 5250 (or concurrent enrollment).

Independent study under the direction of a department faculty member. Development of a research problem. Drawing conclusions from data analysis. Writing of the discussion sections and completion of the research report.

5270 EPIDIOLOGY OF PHYSICAL ACTIVITY (3)

Prerequisite: PE 5000, 5230.

Survey of health-related aspects of exercise and physical activity from the perspective of the science of epidemiology, including biological mechanisms for healthy adaptations to physical activity and exercise, prevalence rates of leading risk factors of illness and death in the United States, and determinants of physical activity participation.

5300 INTEGRATION OF PHYSICAL EDUCATION THEORY AND APPLICATION TO GOLF (3)

Integrates the subdisciplines of physical education (anatomy, exercise physiology, biomechanics, motor learning, and sports psychology) with application to golf.

5310 CRITICAL STUDY OF SPORT IN CINEMA (3)

Prerequisite: Graduate student status.

To critically watch sport movies in order to identify important societal issues rather than watch sport movies solely for entertainment.

5311 PERSONAL TRAINER PRACTICUM/ FIELD 6 (3)

Prerequisite: Consent of the department.

Practical experience in personal training. Establishing, initiating, and conducting a trainer-client supervised relationship. Assessment, programming, record keeping, nutritional analysis, workout supervision and motivation.

5340 THEORY AND PRINCIPLES OF PHYSICAL FITNESS (3)

This course is a lecture/laboratory class designed to provide an understanding of the theory and principles behind fitness training, its effects on the body and its place in a healthy lifestyle.

5410 PERSONAL TRAINING CERTIFICATION (3)

Prerequisite: CPR Certification.

Lecture, discussion, and activity sessions in areas required for working with apparently healthy adults. Topics include screening and evaluating, exercise program designs, exercise techniques, nutrition, and motivational and leadership skills.

5420 AEROBIC INSTRUCTOR CERTIFICATION (2)

Prerequisite: Cardiopulmonary resuscitation certification.

Lecture, discussion, and activity sessions in areas required for the proper and safe teaching of exercise class. Lecture sessions include exercise programming, teaching methods, exercise physiology, applied anatomy, and fitness assessment. Activity sessions include stretching, conditioning, aerobic exercise, and fitness assessment.

5480 PRINCIPLES OF SPORTS MANAGEMENT (3)

Concepts of developing, implementing, and managing sports programs in high schools and colleges.

5490 LAW AND LIABILITY IN ATHLETICS, PHYSICAL EDUCATION AND RECREATION (3)

Provides an overview of important sports injury litigation; presents a chronological summary of athletic injury litigation involving males and females; provides discussion on rights of students and teachers; provides information on reduction of potential for liability.

5500 COMPARATIVE ATHLETIC PROGRAMS (3)

An analysis and comparison of philosophy, structure, and implementation of competitive sports and athletic programs in the United States and selected countries and cultures of the world.

5510 PLANNING PHYSICAL EDUCATION FACILITIES (3)

Developing sequential steps with regard to identifying the educational specifications for detailed qualitative and quantitative requirements involved in planning or constructing athletic and physical educational facilities.

5520 INTERNSHIP IN PHYSICAL EDUCATION(3)

Prerequisite: Admission to the College of Education and completion of either PE 4530/5530 or 4540/5540 and either 5450 or 5510.

Supervised internship experience totaling one hundred clock hours in the field. Fifty hours must be completed at both the elementary/middle school and high school student teaching site. To be taken the long semester before student teaching.

5530 METHODS AND PRACTICUM IN PHYSICAL EDUCATION IN THE ELEMENTARY/ MIDDLE SCHOOL (3)

Prerequisite: Admission to the College of Education

Exploration of the teaching skills required for effectively teaching physical education at the elementary/middle school. Determining skill-proficiency levels; planning, and organizing, establishing an environment for learning; strategies for maintaining appropriate behavior; assessing student learning; and teaching children with disabilities and from various cultural backgrounds are emphasized. Preparation for state certification is a component of the course. (A writing emphasis course.) Course offered in spring only.

5540 METHODS AND PRACTICUM IN PHYSICAL EDUCATION IN THE SECONDARY SCHOOL/FIELD (3)

Prerequisite: Admission to the College of Education, ELCF 5500 and READ 5100, or concurrent registration with ELCF 5500 and READ 5100.

Examination of the instructional, managerial, and social task systems that comprise the ecology of the classroom for the effective teaching of physical education at the secondary level. Teaching special populations and teaching students of various cultural backgrounds are emphasized. (A writing emphasis course.)

5750 STUDENT TEACHING IN K-12 PHYSICAL EDUCATION/FIELD (6)

Prerequisite: Admission to the College of Education; completion of all other course work in the approved program; a 2.5 grade point average in the area of specialization, in professional education, and in all course work required in the approved program; and a passing score on the subject matter/content area certification test within the last five years.

Off-campus placement in elementary, middle, or high schools in two or more grade levels: eight weeks teaching in an elementary school (grades K-8) or middle school (grades 5-8); eight weeks teaching in a high school (grades 9-12). University and cooperating school supervision. Five full days including seminar for 16 weeks. No other courses may be taken during the semester of student teaching. Credit will not be given for both PE 292 or 293 and PE 5750.

5800 INSTRUCTOR CANDIDATE TRAINING (1)

Successful completion of this course is a prerequisite to all instructor-level American Red Cross certifications. Content includes the organization's role of an instructor and methodology generic to all ARC instructor certification classes.

5810 FIRST AID AND CPR INSTRUCTOR CERTIFICATION (1-2)

Prerequisite: ICT Certification, certification in specific basic class(es).

Successful completion of this course will qualify the student to instruct ARC certification classes in first aid and CPR.

5820 WATER SAFETY INSTRUCTOR CERTIFICATION (2)

Prerequisite: Demonstrate quality strokes, 50 yards front and back crawl, breast, side, elementary back and 10 yard butterfly; community lifesaving certification; instructor candidate training certification.

Successful completion of the course will qualify the student to teach and certify in: the Learn to Swim Program (I-VII); and, Infant and Preschool Aquatic Program (PAP).

5830 LIFEGUARDING INSTRUCTOR CERTIFICATION (3)

Prerequisite: Lifeguard Training certification, CPR for the Professional Rescuer certification, and Basic First Aid certification (may be part of class), and ICT certification.

Successful completion of the course will qualify the student to teach and certify in Basic lifeguarding; Lifeguard Training; modules (in waterfront, water park); CPR for the Professional Rescuer.

5840 INSTRUCTOR TRAINER CERTIFICATION (3)

Prerequisite: Currently authorized to teach in desired specialty area, pre-interview questions, letter of recommendation, observation of teaching, 30-40 minute interview, acceptance as Instructor Trainer Candidate.

Instructor Trainer Candidate course, full specialty class observations, full specialty class co-teaching (cadre), observed solo teaching (cadre). Successful completion qualifies the student to teach and certify instructor-level ARC certification classes in the specialty area.

5850 ADVENTURE CHALLENGE EDUCATION IN RECREATION AND PHYSICAL EDUCATION (3)

Use of a variety of leisure education environments for teaching and leading group activities in physical education and recreation, emphasizing trust, cooperation, problem solving, and physically challenging experiences. This course is the same as REC 385.

5860 WORKSHOP IN AMERICAN RED CROSS INSTRUCTOR CERTIFICATION/2 - 6/ (1-3)

Certification in an American Red Cross specialty area(s) (i.e., lifeguarding, WSI, instructor trainer, first aid, and CPR). May be repeated for credit up to three credit hours.

5910 THESIS (1-6)

Prerequisite: PE 5000, 5230 and consent of the department.

Independent study in research and the writing of a thesis related to physical education.

5940 HIGH ADVENTURE ACTIVITIES AND RISK RECREATION (3)

Exposure to various forms of high adventure outdoor recreation (e.g., cross-country and downhill skiing, orienteering, rappelling, horseback riding, canoeing, backpacking). Emphasis on learning and teaching the basic skills of outdoor activities through classroom discussion and active participation.

5950 CONTINUING PROFESSIONAL DEVELOPMENT (1-3)

Attendance and participation at a prescribed number of research, technology, or methodology sessions at professional conventions. May be repeated for credit, but a maximum of three credit hours can be applied toward the degree.

5960 AQUATIC CERTIFICATION AND SWIMMING POOL MANAGEMENT (3)

Prerequisite: Student must have graduate status and pass a preliminary swimming test which may be waived provided adequate verification of swimming skills can be demonstrated.

Course will take student through the entire Red Cross swimming certification from beginning to advanced safety skills, including advanced lifesaving. Course will also include proper management of waterfront/swimming pool facilities from pool maintenance to personnel considerations.

5970 WORKSHOP IN ATHLETIC EXCELLENCE (1-3)

Devoted to the objective of assisting athletic coaches at all competitive levels in conducting a successful program in their specific sport. The workshop may be general in nature, applicable to all sports or designed for a specific sport. May be repeated, but a maximum of three credit hours may be applied towards the degree.

5980 WORKSHOP IN PHYSICAL EDUCATION (1-3)

This course accommodates the many and varied experiences either too specific, too timely, or too intense to be covered in the traditional course format. Topics may vary from term to term based upon relevance and need. Additional fees may be required. May be repeated, but a maximum of three credit hours may be applied toward the degree.

5988 PROFESSIONAL PORTFOLIO AND EFFECTIVE PRACTICES (3-6)

Prerequisite: Admission to the College of Education.

Exploration of effective teaching, learning, and research practices in an educational setting. Application and documentation of effective practices including impact on student learning/learning environment, classroom management, and dispositions through development of a digital professional portfolio. Course may be take with student teaching/internship. Course may be repeated and may not be counted toward degree credits.

5990 SEMINAR IN PHYSICAL EDUCATION (1-3)

This course is devoted to a study of a pertinent issue or topic in an area of physical education. Topics may vary from term to term based upon relevance and need. Additional fees may be required. May be repeated if topics are different, but a maximum of three credit hours may be applied toward the degree.

5999 INDEPENDENT STUDY(1-3)

Prerequisite: Undergraduate junior, senior, or graduate status; permission of instructor and consent of the department.

Investigate individual student-related problems in physical education and related areas.

Reading

Department: Elementary and Middle Level Education

Chairperson: Timothy Harrington

Faculty: Sherelene Harris and Chyrese Wolf

Degree(s)/Certification(s)

MS Ed

Content Designations

READ

The Master of Science in Education degree in the Teaching of Reading program requires possession of, or eligibility for, a current State of Illinois Initial or Standard Teacher Certificate. Evidence of passing the Illinois Certification Test of Basic Skills any time since 1987 is also required for admission.

Completion of the master's degree program in the Teaching of Reading qualifies students for the (K-12, Type 10) State of Illinois Special Certificate in Reading. Certification requires the successful completion of the Illinois Certification Tests of Basic Skills, Reading Specialist, and Assessment of Professional Teaching (Special K-12). The program in the Teaching of Reading is accredited by the International Reading Association (IRA).

Completion of the master's program also qualifies students for an endorsement in reading if the certificate they hold when entering the program is a (K-9) elementary or (6-12) high school certificate. A reading endorsement for the middle grades may require six additional hours in middle school education, ED 5440, and PSYC 5210.

Included in the program requirements are graduate level methodology and clinical courses, a research project, and/or a thesis. Guidelines for the degree program are drawn from the International Reading Association and the Illinois State Board of Education.

With the degree in reading education, a graduate can 1) identify students needing diagnosis and/or remediation, 2) plan and implement a program of remediation, 3) evaluate student progress, 4) interpret student needs and progress in remediation to the classroom teacher and parents, 5) plan and implement a developmental or advanced program of reading instruction for grades K-12, and 6) provide support and professional development for the classroom teacher.

A 24-hour sequence of courses leading to an endorsement in reading is also offered to students with a current State of Illinois Initial or Standard Elementary or High School Certificate. This sequence satisfies Illinois State Board of Education requirements for the Reading Teacher and Chicago Public Schools specialty area requirements in reading. A reading endorsement for the middle grades may require six additional hours in middle school education, ELCF 5440, and PSYC 5210.

Admission Requirements

Applicants intending to apply to the reading program must

1. fulfill the general requirements for admission to a graduate program;
2. have a minimum GPA of 3.0 or higher in their undergraduate degree (minimum GPA of 2.75 for conditional admission);
3. possess a current State of Illinois Initial or Standard Teacher Certificate or eligibility for an Initial or Standard Teacher Certificate;
4. provide evidence of a passing score report on the Illinois Certification Test of Basic Skills passed anytime since 1987;
5. have completed courses in the teaching of reading and children's/adolescent's literature as pre-requisites for the program.

General Requirements

- Students are responsible for meeting the program and College requirements in effect at the time they officially register in a program leading to advanced certification at Chicago State University, regardless of when they were admitted to the university.
- Admission to the program is contingent upon good academic standing and acceptance by the department.

- Graduation requirements include a minimum cumulative GPA of 3.0 in all required and elective courses, successful completion of written and oral examinations, successful completion of a professional portfolio, proof of passing the Illinois Certification Test for the Reading Specialist as one of the assessments in READ 5260, and proof of passing the Illinois Certification Test of Assessment of Professional Teaching (Special K-12) as one of the assessments in READ 5250.
- A full academic schedule of courses for graduate students is nine semester credit hours. Exceptions to this policy may be made only with the approval of the department.
- The Graduate Reading Program requires candidates to maintain a 3.0 GPA. If the candidate receives a grade of C in any course, that course may be retaken for a higher grade. If the candidate receives a grade of D or F, that course must be retaken. According to the university policy, a graduate course may only be retaken one time. In the graduate reading program, only one course may be repeated for a better grade. Only one C may appear on the candidate's final transcript. The candidate will be dismissed from the program after earning a second C or lower grade.
- All master's degree requirements must be completed within six years.
- A master's thesis/project is required for program completion.

NOTE: Candidates must abide by all College policies stated in this catalog, unless exceptions or adherence to higher expectations are noted in program documentation.

Specific Requirement (34 credit hours)

REQUIRED COURSES (26 CREDIT HOURS)

READ 5200, 5210, 5220, 5230, 5240, 5250, 5260, 5270, 5440, 5530, 5560.

Reading Teacher Endorsement

REQUIREMENTS (24 CREDIT HOURS)

Select from each of the six required areas:

Area 1: Foundations of Reading

READ 5280**, READ 5530*.

Area 2: Content Area Reading

READ 5100, READ 5240*.

Area 3: Assessment and Diagnosis of Reading Problems

READ 5140, READ 5160, 5250*.

Area 4: Developmental and Remedial Reading Instruction and Support

READ 5170, READ 5260*.

Area 5: Developmental and Remedial Materials and Resources

READ 5180, READ 5270*.

Area 6: Literature Appropriate to Students across All Grade Ranges

LIB 5002**, LIB 5240**.

*denotes required course in CSU's approved Reading Specialist Program.

**denotes pre-requisite course in CSU's approved Reading Specialist Program.

CERTIFICATION TESTING

Reading Specialist Certification Test #176 for the Master's Degree or Reading Teacher Certification Test #177 for the Reading Teacher Endorsement.

ADDITIONAL COURSES REQUIRED FOR MIDDLE GRADE ENDORSEMENT IF FIRST MIDDLE GRADE ENDORSEMENT

ELCF 5440, PSYC 5210

Reading (READ) Course Offerings

NOTE: Graduate students-at-large who wish to enroll in professional methods courses to satisfy requirements for initial teacher certification must meet College of Education requirements and have the approval of the department advisor.

5000 TEACHING BEGINNING READING (3)

Prerequisite: Admission to the College of Education.

Study of the concept of reading readiness and the methods, materials, and skills employed in the teaching of beginning reading.

5092/0920 READING CERTIFICATION REVIEW/3HRS/WK/5WKS (1)

Prerequisite: Admission to the masters degree program in the Teaching of Reading or Reading Endorsement programs, successful completion or application pending to take the Illinois Certification Test of Basic Skills and application pending for the Reading Test. A candidate must also have successfully completed a minimum of 30 hours in Reading for Field 176: Reading Specialist. Endorsement candidates must show proof of a valid teaching certificate and must have successfully completed a minimum of 24 hours in Reading for Field 177: Reading Teacher.

A review of best practices of reading strategies, assessment techniques, theoretical concepts of reading comprehension and writing processes, and pedagogical issues in literacy/reading instructional practices. Also, a review of linguistic and cognitive theories and current research in the field of reading and curriculum development for all grade levels. May not be counted for degree credit.

5100 CONTENT READING FOR MIDDLE AND SECONDARY SCHOOL TEACHERS /3/(2)

Prerequisite: Admission to the College of Education.

Strategies for teaching content-area reading, exploring instruction with a focus on middle and secondary grade learners. Practice incorporating content knowledge with principles of effective lesson planning and instruction.

5140 READING DIAGNOSIS AND REMEDIATION FOR THE CLASSROOM TEACHER (3)

Provides an overview of reading and reading problems. Examines factors associated with reading disability. Candidates give both formal and informal assessments. Assessment linked to instructional and

intervention strategies. Clinical practices adapted for classroom use. Credit will be given for only one of the following: READ 5140 or READ 5160.

5150 FOUNDATIONS OF TEACHING READING TO DIVERSE POPULATIONS (3)

Examination of the special linguistic and other cultural factors that affect the teaching of reading to diverse populations. Research-based methods, strategies, and materials will be compared and contrasted. Assessment practices will be evaluated as to their appropriateness for this specialized group of readers. Literature that reflects the language and culture of diverse populations and nonfiction works that celebrate the accomplishments of persons of similar backgrounds will be examined.

5160 READING ASSESSMENT FOR CLASSROOM TEACHERS (3)

Prerequisite: READ 3700 or BIL 5150; READ 5280 or READ 5291; and admission to the College of Education.

Outcomes-based assessment, reading assessments, and instructional implications of assessments are studied. Administration and interpretation of selected assessment instruments. (A writing intensive course.) Credit will not be given for both READ 300 and READ 5160.

5170 CLINICAL PRACTICE: READING INSTRUCTION (3)

Prerequisite: READ 5160.

A clinical practicum in which students assess reading deficiencies and implement appropriate remediation activities in a school setting. Six weeks of individual tutoring required.

5180 MATERIALS IN READING (3)

Published reading and digital materials analyzed and developed for use in teaching reading.

5200 LANGUAGE AND READING (3)

Includes the study of the linguistic and cognitive theories and research that are bases for current directions in reading instruction and material design.

5210 ESSENTIAL READINGS IN LITERACY (3)

Prerequisite: Admission to program; consent of the department.

Course examines current theory and research of literacy as they relate to the development and implementation of integrated literacy curricula; sociocultural and sociopolitical issues of literacy learning, and the history of literacy practices and instruction.

5220 COMPREHENDING WRITTEN LANGUAGE: THEORY AND RESEARCH (3)

Prerequisite: Admission to program; consent of the department.

Course examines connection between theoretical concepts of reading comprehension and writing processes. Strategies of comprehending and composing text are explored. Credit not given for both READ 5220 and 410.

5230 BEST PRACTICES IN EMERGENT LITERACY (3)

Prerequisite: Admission to program; consent of the department.

Examines theoretical, research, and pedagogical issues of emergent literacy-learning practices. Draws parallels between reading and writing development; explores effects of home and cultural environments on literacy development and the relationship between socio-cognitive development and literacy learning. A variety of literature genres will be explored.

5240 BEST PRACTICES IN CONTENT AREA READING/FIELD (3)

Prerequisite: Admission to program; consent of the department.

This course examines the theory behind successful strategies for dealing with content-area texts. The course focuses on how readers/learners process content materials. Credit not given for READ 408 and 5240. Twenty clock hours of tutoring required for students who are not certified teachers.

5250 CLINICAL PRACTICES I: ASSESSMENT OF READING DISABILITIES /6/ FIELD (4)

Prerequisite: Consent of the department

A comprehensive study and practice of formal and informal assessment techniques, theory, research and teaching strategies relative to reading disabilities. Thirty-five clock hours of testing per term. Credit not given for READ 401 and READ 5250.

5260 CLINICAL PRACTICES II: REMEDIATION STRATEGIES/6/ FIELD (4)

Prerequisite: Reading 5250 and consent of the department

Design and implementation of individual remedial programs for elementary and high school students based on assessment results. Sixty-five clock hours of teaching and testing per term. Credit not given for both READ 402 and READ 5260.

5270 CURRICULUM AND SUPERVISION IN READING (3)

Problems of supervision in school organization, reading curriculum development, and reading objectives at all grade levels.

5280 TEACHING READING IN THE ELEMENTARY SCHOOL/5/FIELD (4)

Prerequisite: Admission to the College of Education; ELED 3010 or BIL 2000, and READ 3700 or BIL 5150.

Research-based practices in teaching reading in the elementary classroom (K-8). Examination of a variety of methods and materials for teaching reading and developing literacy. Emphasis placed on theoretical foundations for reading strategies, differentiated instruction, classroom setup, and management of the literacy block. Five hours of tutoring for non-degree-seeking certification candidates and for master's degree candidates admitted to the Elementary Education program Fall 2009 and thereafter. Twenty hours of tutoring for master's degree candidates admitted to the Elementary Education program prior to Fall 2009. Credit will be given for only one of the following: READ 5280, ELED 308, or READ 5291.

5290 READING INSTRUCTION IN THE ELEMENTARY SCHOOL (3)

Prerequisite: Admission to the College of Education.

Knowledge of reading and language acquisition and processes; current instructional practices and materials (grades 1 through 8).

5291 TEACHING READING IN THE MIDDLE SCHOOL/5/FIELD (4)

Prerequisite: Admission to the College of Education: READ 3700 or BIL 5150; completion of one of the following: ELCF 5440; ELED 3010 or BIL 2000.

Techniques, methods, and content for teaching reading in middle school settings. Emphasis will be placed in integrating reading into content areas. Five hours of tutoring for undergraduate and non-degree-seeking certification candidates and for master's degree candidates admitted to the Elementary Education program Fall 2009 and thereafter. Credit will be given for only one of the following: READ 5291, ELED 308.

5300 WORKSHOP IN READING INSTRUCTION (1-3)

Prerequisite: Admission to the College of Education.

Provides pre-service and in-service teachers with knowledge of methods of reading instruction in three areas: word recognition, vocabulary, and comprehension. Each area is one credit hour. Students may register for one, two, or three credit hours.

5310 BEST PRACTICES IN MIDDLE SCHOOL READING (3)

Prerequisite: Valid State of Illinois Teaching Certificate.

Middle school philosophy and specific reading practices geared to the middle school learner. Emphasis is on best practices in instructional planning and preparation, interactive learning strategies, and assessment.

5440 PRE-THESIS SEMINAR (2)

Prerequisite: Restricted to master's degree candidates; Read 5530.

Explore areas of research such as the relationship of reading to culture, cognition, language, psychology, sociology and method of instruction. Students will identify a problem and design a research project to examine the problem as it relates to reading.

5530 THEORIES AND FOUNDATIONS OF READING INSTRUCTION RESEARCH (3)

Prerequisite: Restricted to master's degree candidates with 15 hours of course work in the Reading Master's Degree program or consent of the department.

Theoretical course dealing with principles of educational research. The course examines seminal research in areas of reading instruction, including models of reading acquisition.

5550 SEMINAR IN READING (3)

Prerequisite: Completion of all required courses for the Master's degree in the Teaching of Reading.

Problems in reading based on research in areas of culture, cognition, learning, language, physiology, and sociology. The designing of a research project for the Master's degree. Credit not given for READ 454 and READ 5550.

5560 MASTER'S THESIS/PROJECT (3)

Prerequisite: Completion of READ 5440 and all required courses for the master's degree in the Teaching of Reading.

Writing of thesis or project for the master's degree in the Teaching of Reading.

Secondary Education

Department: Secondary Professional Studies and Recreation Education (K-12 and 6-12)

Chairperson: Mark Kutame

Faculty: Affiliate faculty in the College of Arts and Sciences (CAS) provide content courses, College of Education Faculty provide pedagogy courses, Council on Teacher Education and CAS Liaison oversee governance.

Degree(s)/Certification(s)

DEGREES AWARDED THROUGH THE COLLEGE OF ARTS AND SCIENCES

BA Secondary Teaching Option
BS Secondary Teaching Option
BS in Music Education

CERTIFICATIONS ENTITLED THROUGH THE COLLEGE OF EDUCATION

Type 9 (Secondary 6-12)

Type 10 (K-12)

Content Designations

K-12 Visual Arts – ART

Secondary Science (Biology) – BIO

Secondary Business Education – BE

Secondary Science (Chemistry) – CHEM

Secondary English – ENG

K-12 Foreign Language and Literature (Spanish) – FLL

Secondary Social Studies (Geography) – GEOG

Secondary Social Studies (History) – HIST

Secondary Mathematics – MATH

K-12 Music – MUS

K-12 Physical Education – PE

Secondary Science (Physics) – PHYS

Secondary Education – SECD

Secondary Technology Education – T&ED

The Secondary Education program leads to a Master of Arts in Teaching degree in Secondary Education. The purpose of the program is to provide individuals with a bachelor's degree in an area other than education the opportunity to earn a master's degree and an initial teacher certificate. Completion of the Master of Arts in Teaching degree in Secondary Education qualifies students for either the (Type 09) State of Illinois Initial High School (6-12) certificate in science, with a biology, chemistry, or physics designation, business, English, social science (with a geography or history designation), technology education, or mathematics; or Special K-12 certificate in visual arts, music, physical education, physics or Spanish. The area of concentration is dependent on the student's undergraduate major. Certification requires successful completion of the Illinois Certification Test of Basic Skills, Content Area, and Assessment of Professional Teaching.

Admission Requirements

Applicants intending to apply to the Master's of Arts in Teaching in Secondary Education program must

1. submit proof of successful completion of Illinois Certification Test of Basic Skills;

2. provide transcript(s) as evidence of a baccalaureate degree from an accredited college or university;
3. demonstrate that the final 60 credit hours of undergraduate and/or graduate courses demonstrate a minimum GPA of 3.0;
4. demonstrate completion of 18 credit hours of course work beyond the introductory level and at the 2000 level or above in an approved undergraduate major with a minimum GPA of 3.0 and a minimum grade of C.
5. submit proof that undergraduate course work meets a minimum grade of C threshold in the following general education requirements:
 - a. Three credit hours in each of composition II, speech, college level mathematics, biological science, physical science (at least one science course must include a laboratory.)
 - b. Nine credit hours from at least two disciplines in the humanities: fine arts (art, music, theater), foreign language, literature, philosophy.
 - c. Nine credit hours in the following social sciences: US history or American national government; child and adolescent psychology; and one course from history, geography, economics, political science, anthropology, psychology, or sociology.
 - d. One course incorporating multicultural or global perspectives.

General Requirements

- Students are responsible for meeting the program and College requirements in effect at the time they officially register in a program leading to advanced certification at Chicago State University, regardless of when they were admitted to the university.
- Admission to the program is contingent upon good academic standing and acceptance by the department.
- Admission to the College of Education, which includes successful completion of the Illinois Certification Test of Basic Skills, is required prior to registration in any professional education courses other than ED 5000; ED 5312; PSYC 5830; PE 2040; and S ED 5301.
- Graduation requirements include a minimum cumulative GPA of 3.0 in all required and elective courses, successful completion of written and oral examinations, successful completion of a professional portfolio, proof of passing the Illinois Certification Test and proof of passing the Illinois Certification Test of Assessment of Professional Teaching (Special K-12).
- A full academic schedule of courses for graduate students is nine semester credit hours. Exceptions to this policy may be made only with the approval of the department.
- A minimum of one-half of the student's course work must be selected at the 5000-level.
- Completion of a master's thesis.
- All master's degree requirements must be completed within six years.

NOTE: Candidates must abide by all College policies stated in this catalog, unless exceptions or adherence to higher expectations are noted in program documentation.

Specific Requirements

The master's degree requires 37-49 semester hours toward the master's degree and up to 9 semester hours not satisfying the master's degree requirements, which may be undergraduate or graduate credit; minimum grade of B required in transfer courses.

6-12 CERTIFICATION—MASTER'S THESIS OR PROJECT OPTION (46 CREDIT HOURS)

ED 5213, ED 5400*, ED 5490*; ED 5500*, ELCF 5530; S ED 5301, S ED 5303; PSYC 5830; READ 5240*; ED 5450*, ED 5470*, ED 5999 and 6 hours of directed electives in content area.

Subsequent Certificate for Certified Teachers (6-12) 17-(20 credit hours)

PREREQUISITES

Course work equivalent to 1) S ED 5301, 2) S ED 5303 and ED 5312, or passing score on the APT.

REQUIRED COURSES

ELCF 5530, 5500; READ 5240; ED 5440; PSYC 5210; ED 5450 or their equivalents at graduate or undergraduate level.

CLINICAL EXPERIENCES

A minimum of 100 required field hours in courses.

Requirements for Master's Degree

ED 5490*, ED 5999 or 6 hours electives (at least 3 of the 6 elective hours at the 5000 level).

K-12 CERTIFICATION MASTER'S THESIS/PROJECT OPTION (49 CREDIT HOURS)

ED 5312; ED 5400*; ED 5500*; ED 5000; ELCF 5530; PE 5160 (for PE majors); S ED 5301; S ED 5303*; PSYC 5830; READ 5240*; ED 5450*; ED 5510*; ED 5750*; ED 5490*; ED 5999 and 3 credit hours of directed electives in content area.

K-12 CERTIFICATION – MASTER'S THESIS/PROJECT (49 CREDIT HOURS)

ED 5312; ED 5400*; ED 5500*; ED 5400; ELCF 5530 or PE 5160; S ED 5301; S ED 5303*; PSYC 5830; READ 5340*; ED 5450*; ED 5510*; ED 5750*; ED 5490*; and 9 credit hours of directed electives in content area.

ADDITIONAL REQUIREMENTS

Proof of a passing score on the Illinois Certification Content Area Test. In addition, all candidates must pass the Assessment of Professional Teaching (APT) certification test before completing the program. All candidates must successfully complete the thesis or research paper prior to program completion.

Secondary Education (SECD) Course Offerings

Program information and course descriptions for specific content designation areas are listed in the College of Arts and Science or College of Education program sections of this catalog. The referenced education course descriptions are in the College of Education section of this catalog.

Reading (READ) Course Offerings

Course descriptions are listed in Graduate Reading program section.

5160 READING ASSESSMENT FOR CLASSROOM TEACHERS (3)

5100 CONTENT READING FOR MIDDLE AND SECONDARY SCHOOL TEACHERS /3/ (2)

5280 TEACHING READING IN THE ELEMENTARY SCHOOL/5/FIELD (4)

5291 TEACHING READING IN THE MIDDLE SCHOOL/5/FIELD (4)

Recreation (REC) Course Offerings

5000 FACILITY MANAGEMENT AND DESIGN (3)

Introduction to the basic concepts of leisure facility planning and design and examination of the relationship between facility design and operational management. Examination of issues pertaining to the design and management of public and private open spaces and facilities.

5070 CHILDREN AND YOUTH IN SPORT AND RECREATION (3)

The consequences of participation in organized sport for children and youth will be examined from historical, developmental, philosophical, psychological, physiological, and sociological perspectives. The course will focus on the ethics, problems, and controversies of children's participation in sport. Credit not given for both PE 5070 and REC 5070.

5100 COMMERCIAL RECREATION (3)

An introduction of business requirements for viability in market-sector provisions, discussion of the scope and administrative function of for-profit leisure and recreation enterprises, including an analysis of planning, controlling, and developing such enterprises.

5200 INTRODUCTION TO TRAVEL AND TOURISM (3)

Acquaints the student with all aspects of travel and tourism as they relate to the leisure service industry with special focus on concepts, terminology, significance, and trends. Specifically, students will gain insight into the interdependence among tourism-related firms, the socioeconomic factors that contribute to travel, the significance of geography, and the political, cultural, and economic implications of travel and tourism.

5240 MANAGEMENT OF LEISURE SERVICE DELIVERY SYSTEMS (3)

Prerequisite: REC 1000, 2000, and 2200 or consent of department.

Strengthens the students' knowledge of the public administration of recreation programs and services provided by municipal, county, state and national departments and agencies as related to the general well-being of individuals, families, and communities.

5250 LEISURE IN A MULTI-CULTURAL SOCIETY (3)

Comparison of systems of recreation and leisure from different cultural settings and promotion of further understanding of the recreation discipline on a worldwide scale. The structure of this course will involve three dimensions of comparative analysis of recreation: historical, philosophical, and sociological.

5260 ORGANIZED CAMPING (3)

Acquaints prospective camp administrators and program directors with problems, procedures, and policies in the administration of the modern camp.

5270 LEISURE AND YOUTH AT RISK (3)

Exploration of what it means to be classified as "youth at risk" and the potential benefits and negatives of leisure for this group. Emphasis on understanding the benefits of leisure, means of facilitating a positive leisure lifestyle, analysis of leisure-related behavior problems, and recreation program development and implementation. Laboratory experience required.

5280 EDUCATION FOR LEISURE (3)

Theories, models, and techniques for leisure education. An overview of leisure and the rationale for leisure education. Course will address leisure education for a wide variety of populations in settings such as park districts, schools, human service agencies and clinical settings. Includes the design of leisure education materials and programs. Laboratory experience required.

5290 LEISURE COUNSELING (3)

Prerequisite: Consent of the department.

Exploration of services designed to assist individuals to develop leisure attitudes and utilization of resources.

5300 OVERVIEW OF THERAPEUTIC RECREATION SERVICES /FIELD (3)

Exploration of therapeutic recreation in community and clinical settings. An overview of the philosophical concepts of therapeutic recreation, pertinent legislation, and different disability groups. Awareness of the roles of the therapeutic recreation specialist, other leisure services providers, and human service providers in addressing the needs of persons with disabilities. Ten clock hours in field.

5310 PRINCIPLES AND CLINICAL PRACTICES IN THERAPEUTIC RECREATION /FIELD (3)

Prerequisite: REC 5300 or consent of the instructor.

Focus on therapeutic recreation content and process. Analysis of clinical intervention techniques and strategies, including treatment techniques, leisure education, and the role of recreation participation in the treatment process. Twenty clock hours in field. Credit cannot be given for both REC 241 and REC 5310/331.

5320 PROGRAM DESIGN AND EVALUATION IN THERAPEUTIC RECREATION (3)

Systematic approach to the development and design of therapeutic recreation programs from conceptualization to evaluation. This will equip the student with skills necessary to systematically design and evaluate programs using various systems techniques.

5400 COMMUNITY RECREATION (3)

A study of the contemporary and historical role and interrelationships of public, private, and nonprofit community-based recreation and park agencies. This includes park and recreation departments, youth-serving agencies, special recreation opportunities, and leisure businesses. Credit not given for both REC 340/G and REC 210.

5410 THERAPEUTIC RECREATION AND INCLUSION (3)

In depth look at inclusion. Exploration of the role of the therapeutic recreation specialist and the leisure professional in creating an inclusive environment. Course includes exploration of philosophy of inclusion, means and techniques for inclusion, review of pertinent legislation, facility and program accessibility, and introduction to assistive technology.

5430 ADMINISTRATION OF THERAPEUTIC RECREATION SERVICES (3)

Prerequisite: REC 5300 and consent of the department.

Emphasis on information that is specific to the administration of therapeutic recreation services. Topics including fiscal management, quality assurance, evaluation, and the marketing of therapeutic recreation, as well as general administration.

5440 ISSUES, TRENDS, AND CONTEMPORARY PROBLEMS IN THERAPEUTIC RECREATION (3)

Prerequisite: Consent of the department.

Critical issues and trends in therapeutic recreation. Contemporary problems will be discussed. Role of the leisure professional in the contemporary therapeutic recreation setting. Funding, ethics, and legal responsibilities in public and private leisure settings, as well as clinical agencies.

5500 PROGRAM EVALUATION AND RESEARCH IN LEISURE AND RECREATION (3)

Prerequisite: REC 1000, 2000 and math elective.

Overview of research concepts, approaches, methods, and techniques relevant to recreation and leisure services. Emphasis on program evaluation and needs assessment. Exploration of current research, development of a research proposal, and participation in the design and implementation of a class research project.

5540 SEMINAR AND METHODS FOR RECREATION /FIELD (3)

Prerequisite: REC 1000, 2000, 2200 and ENG 1240 or 1280 or consent of the department.

Introduction to field experience including techniques, methods, and practices used. Exposure to practical application issues and trends in various recreation setting via readings, site visits, fieldwork (fifty hours), guest speakers, and interaction with practitioners. Identification of potential fieldwork sites. Development of portfolio. Credit cannot be given for both REC 297 and 5540.

5750 FIELD EXPERIENCE AND COMMUNITY RECREATION/PROFESSIONAL INVOLVEMENT /FIELD (9)

Prerequisite: REC 5540 and consent of the department.

Supervised professional fieldwork experience plus additional requirements. Provides opportunity for practical application of classroom theory in professional fieldwork. Experience in recreation planning, leadership, supervision, and program evaluation. Five full days including seminar for 16 weeks. No other course may be taken during the semester this course is taken. Credit not given for both REC 298 and 5750.

5850 ADVENTURE CHALLENGE EDUCATION IN RECREATION AND PHYSICAL EDUCATION (3)

Use of a variety of leisure education environments for teaching and leading group activities in physical education and recreation, emphasizing trust, cooperation, problem solving, and physically challenging experiences.

5980 SPECIAL TOPICS IN LEISURE AND RECREATION (1-3)

Selected issues and problems that have contemporary significance in leisure and recreation. May be repeated for credit. A maximum of three hours may be applied to the master's degree.

5990 INDEPENDENT STUDY IN LEISURE AND RECREATION (3)

Prerequisite: Consent of the department.

In-depth study to develop greater competency in a specific learning area or specific topic. In cooperation with the instructor, students arrange the focus and direction of the arranged activities. This course may also serve to assist the student in improving areas of deficiency.

Secondary Education (SECD) Course Offerings

The College of Arts and Sciences (CAS) and the College of Education (COE) offer a number of courses for the secondary teaching options in each of the following content-area designations at the undergraduate level. Course descriptions and program information are available in the content majors sections of the catalog. The referenced Education (ED) courses are available above.

Special Education (S ED) Course Offerings

Course descriptions are listed in Graduate Special Education program section.

4092 ILLINOIS SPECIAL EDUCATION TEACHER CERTIFICATION REVIEW /15 (1)

5301 CHARACTERISTICS OF EXCEPTIONAL CHILDREN /FIELD (3)

5303 TEACHING STUDENTS WITH EXCEPTIONAL NEEDS /FIELD (2)

5304 SPEECH AND LANGUAGE DEVELOPMENT AND THE CLASSROOM TEACHER (3)

Special Education

Department: Graduate Programs in Education

Chairperson: Cathryn Busch

Faculty: Flora Luseno

Degree(s)/Certification(s)

MS Ed in Special Education

Content Designations

S ED

The Special Education program offers a Master's of Science in Education degree in Special Education. Candidates interested in this program can apply for admission into one of the following two program options:

1. The Special Education Learning Behavioral Specialist – I Master's Degree Program for Initial Certification: This program is designed for candidates who are new to the teaching profession and do not possess a teaching certificate; or
2. The Special Education Learning Behavioral Specialist – I Master's Degree Program for Certified Teachers: This program is designed for candidates who enter the program with valid teaching certificates, usually in the area of general education at the elementary or secondary level.

Completion of all the course work, field experiences, and degree requirements for each specific program option qualifies candidates for the K–12 Illinois Learning Behavioral Specialist – I teaching certificate. The master's degree program in special education is accredited by the Council for Exceptional Children (CEC); the National Council for the accreditation of Teacher Education (NCATE); the North Central Association of Colleges and Schools; and the Illinois State Board of Education.

Admission Requirements

Candidates interested in admission to the Special Education Learning Behavioral Specialist –I Master's Degree Program for 1) Initial Certification or 2) Certified Teachers respectively, are both required to

1. hold an initial or standard Illinois teaching certificate or a bachelor's degree from an accredited college or university;
2. have a grade point average of 3.0 or better in the last 60 hours of their bachelor's degree course work to be immediately eligible for an MSED certificate program in Special Education;
3. provide proof of a passing score on the Illinois Certification Test of Basic Skills, taken any time since 1987;
4. submit two official copies of their transcripts from every institution of higher education attended, along with two letters of recommendation, a one page essay explaining why they are interested in the program and what they expect to learn, and their resume; and
5. be admitted to the College of Education (a passing score on the Illinois Certification Test of Basic Skills is required for admission) and graduate studies program.

Those candidates who are applying for admission into the Initial Certification program are also expected to be within 6-12 credit hours of course work in general education, with grades no lower than C, to be admitted into the College of Education.

Applicants who completed their bachelor's degree program five or more years ago and do not have the required 3.0 GPA in the last 60 hours can qualify for a master's plus certification program by taking 9 hours of graduate-level program course work (which must be completed within one year) and earning a grade of B or better in each of these courses.

Grades of B or above in graduate course work completed prior to application to a CSU certification program can be used towards eligibility. Special Education Program applicants who do not qualify after taking 9 hours of course work are usually counseled by the Office of Teacher Certification to choose another teacher preparation program to pursue at the certification-only level.

General Requirements

- Candidates are responsible for meeting the program and College requirements in effect at the time they officially register in a program leading to advanced certification at Chicago State University, regardless of when they were admitted to the university.
- Admission to the program is contingent upon good academic standing and acceptance by the department.
- Admission into the College of Education and program is required prior to registration in any professional education courses. A passing score for the Illinois Basic Skills test is required for admission into the College of Education and program.
- A full academic schedule of courses for graduate students is nine semester credit hours. Exceptions to this policy may be made only with the approval of the department.
- Completion of 34 credit hours of course work at the graduate level. For candidates enrolled in the Initial Certification program, credit hours earned in S ED 5475 (student teaching experience) will not be counted toward the degree. Candidates enrolled in the Initial Certification program may also be required to complete additional general education and professional education courses as needed.
- A minimum GPA of 3.0 must be maintained in special education with no grades below a C.
- Comprehensive examinations near the completion of the degree. The LBS-1 Licensure exam is required prior to taking the comprehensive exam.
- Completion of a master's thesis/project in special education towards the end of the degree program.
- A minimum of half the courses applied to the satisfaction of master's degree requirements at the 5000-level.
- Proof of passing the APT (K-12) Licensure Exam (#104) prior to completion of S ED 5488. For candidates enrolled in the program option for
 - Initial Certification: A passing score required for the Illinois Special Education General Curriculum Certification test (# 163) by the time they take and successfully complete ELED 5140, 5150, 5170, and READ 5280.
 - Certified Teachers: A passing score required for the Illinois Special Education General Curriculum Certification test (# 163) by the time they take and successfully complete SED 5304, SED 5476, and SED 5477. Candidates who fail to pass this exam will be required to take and successfully complete ELED 5140, 5150, 5170, and READ 5280, and then, re-take and pass this exam before they take and successfully complete SED 5492.
- For candidates enrolled in the Initial Certification program, successful completion of student teaching experience (SED 5475) is required before program completion. Successful completion of all the general education, professional education, and program course work and requirements is needed before student teaching.

- Completion of a digital educational portfolio which must be uploaded into Live Text. Candidates enrolled in the Initial Certification program are required to submit this portfolio by the time they take and successfully complete SED 5475 (student teaching experience). Candidates enrolled in the Certified Teachers program are required to submit this portfolio by the time they take and successfully complete SED 5488 (internship experience).
- All master's degree requirements must be completed within six years.

NOTE: Candidates must abide by all College policies stated in this catalog, unless exceptions or adherence to higher expectations are noted in program documentation

Specific Requirements (34 credit hours)

PREREQUISITE

SED 5301 Characteristics of Exceptional Children*—15 hours of observation.

COURSE REQUIREMENTS AT THE MASTER'S LEVEL (34 HOURS)

ED 5960

SED 5304 Speech Language and the Classroom Teacher (3 hours)

SED 5476 Characteristics of Learners with Behavioral, Learning and Cognitive Disabilities (4 hours/field 15)

SED 5477 Characteristics and Instructional Adaptations for Learners with Physical and Health Disabilities (3 hours/ field 15)

SED 5481 Adaptive Skills for Learners with Special Needs (3 hours)

SED 5482 Curricular Adaptations for Learners with Special Needs (3 hours)

SED 5484 Classroom Management of Learners with Special Needs (3 hours)

SED 5487 Assessment, Measurement, and Evaluation of Learners with Special Needs (3hours)

SED 5488 Student Internship (3 hours / field -70 hrs internship experience)

SED 5492 Master's Thesis/Major Research Paper in Special Education (3 hours)

SED 5494 Special Education Law, Collaborative, and Professional Conduct (3 hours)

SED 5475 Student Teaching (6 hours) NOTE: this course is only completed by candidates enrolled in the Initial certification program. Credit hours earned in this course will not be counted toward the degree.

Initial Certification Program Option:

Candidates Enrolled in the Initial Certification Program Option who are new to the teaching profession and who do not possess a teaching certificate are required to complete the following courses in general education and professional education:

GENERAL EDUCATION (CREDIT HOURS)

Composition/ 3 hours: composition II (3)

Oral Communication/ 3 hours: speech (3)

Mathematics/ 3 hours: college level mathematics (3)

Natural Science/ 6 hours (at least one laboratory course): biological science (3), physical science (3)

Humanities/ 9 hours (in at least two areas): the arts (3), literature (3), philosophy (3), foreign language (3)

Social Sciences/ 9 hours: US history or American national government, child psychology

Social Science Elective/ 3 hours: history, political science, geography, economics, anthropology, psychology, sociology, social science

Multicultural/Global Perspectives/3 hours

Elective (if not satisfied in courses listed above)

NOTE: Students must also apply for admission to the College of Education with 12 hours or less to complete in the general education area. Admission to the College of Education requires the Basic Skills test and a minimum GPA of 2.75 in general education with no grades below a C. Application for admission to the Masters Degree Program in Special Education is also required.

PROFESSIONAL EDUCATION (37 CREDIT HOURS/FIELD 95 HOURS)

| | |
|----------------------------|--|
| ELCF 1520/5650 (2f10/3) | Introduction to Teaching/Urban Education |
| ED 5312/T&ED 5346 (3) | Education Computing/Presentations |
| ELCF 2000/5000 (3f10/3) | History/Philosophy of Education |
| PSYC 2020/5830 (3f10/3f10) | Educational Psychology |
| S ED 5301 (3f15) | Characteristics of Exceptional Children |
| ELED 3010/5520 (4/3) | Fundamentals/Curriculum in Elementary Education OR |
| ELCF 5500* (2f25) | Principles/Practices of Secondary Education |
| ELED 5140* (3f15) | Teaching Science in Elementary School |
| ELED 5150* (3f15) | Teaching Social Studies in Elementary School |
| ELED 5170* (3f10) | Teaching Math in Elementary School |
| ELED 5280 *(4f10) | Teaching Read/LA in Elementary School |
| SED 5475 (6 hours) | Cross Categorical Student Teaching |

Note:*Restricted to students admitted to the College of Education

Admission to the College of Education, which includes successful completion of the Illinois Certification Test of Basic Skills, is required prior to registration in any professional education courses other than ED 1520/5650, 2000/5000, 5312; PSYC 2020/5830; ELED 3010/5520; S ED 5301.

Furthermore, Illinois teaching certification requires that graduate students in the master's degree program leading to certification complete student teaching in special education unless they already hold an Initial or Standard Illinois teacher certificate and have teaching experience. Admission to the master's degree program cannot be approved for applicants who are either uncertified or not experienced teachers until they are admitted to the College of Education.

Special Education (S ED) Course Offerings

NOTE: All graduate students are eligible to enroll in 5000-level classes, except those designated as restricted to master's degree students or requiring departmental permission. Prior consultation with the department is recommended.

5092 ILLINOIS SPECIAL EDUCATION TEACHER CERTIFICATION REVIEW /15 (1)

Prerequisite: Course will be taken prior to student teaching. Course is restricted to students currently enrolled in the program and CSU program completers.

Review of special education theory and practice in preparation for the State Teacher Certification LBS1 Examination. May not be counted for degree credit.

5301 CHARACTERISTICS OF EXCEPTIONAL CHILDREN/Field (3)

Prerequisite: PSYC 2040.

This course is designed to focus on information pertaining to exceptional children. Emphasis is placed on psychological theories concerning exceptional children, the identification, etiology, and intellectual, physical, emotional, social, behavioral, and educational variance of students with disabling conditions, in addition to definitions, prevalence, causation, relevant laws and policies, legal issues, and special education interventions and techniques used to work with students with special needs. Fifteen hours of observation, reflection report, and research-based term paper are required in this course. These experiences focus on extensive observations conducted under the supervision of the classroom teacher in collaboration with the departmental faculty.

5303 TEACHING STUDENTS WITH EXCEPTIONAL NEEDS/FIELD (2)

NOTE: This course is not required for candidates enrolled in the Special Education Master's Degree Program.

Prerequisite: SED 5301; admission to the College of Education and completion of one methods course.

This course is designed to focus on classroom organization, curricular modification, and methods of teaching exceptional learners in the general education class. Focus emphases will be placed on strategies for working with students with learning disabilities, mild mental retardation, autism, and gifted abilities. Additional information covered will pertain to strategies teachers can use to measure their students' performance and work collaboratively with their colleagues, related service personnel, families of the students they work with, and community members. Fifteen hours of observation, reflection report, research-based term paper, and lesson plan are required in this course. These experiences focus on extensive observations conducted under the supervision of the classroom teacher in collaboration with the departmental faculty.

5304 SPEECH AND LANGUAGE DEVELOPMENT AND THE CLASSROOM TEACHER (3)

Prerequisite: S ED 5301.

This course is designed to focus on the developmental aspects of speech and language, including speech and language disorders. Emphasis will be placed on typical and atypical language development during the early childhood stage and ways in which exceptional conditions can interact with an individual's experience with and use of language. Additional information covered will pertain to individualized strategies and augmentative, alternative, and assistive technologies used to enhance speech and language development and teach communication skills to students with exceptional learning needs in the classroom setting. Course experiences focus on extensive data collection pertaining to a sample of a student's language development. A reflection report and ten page interview/language comparison research-based term paper required in this course.

5475 CROSS CATEGORICAL STUDENT TEACHING(6)

NOTE: Only completed by candidates in the Initial Certification Program

Prerequisite: Completion of the College of Education requirements for student teaching, including all the other course work required in the special education program, consent of the department, and a passing score on the Illinois Learning Behavioral Specialist – I Licensure Exam, the Assessment of Professional Teaching (K-12) exam, and the Special Education General Curriculum tests within the last five years.

This course is designed to provide candidates with student teaching experiences with elementary and high school students eligible for special education services. Emphasis will be placed on preparing prospective teachers for full-time classroom responsibilities in a setting that serves students who exhibit two of the following characteristics: emotional and behavioral disorders, mild mental retardation (EMH), and learning disabilities. The credit provided will be applicable to the professional education requirements.

5476 CHARACTERISTICS OF LEARNERS WITH BEHAVIORAL, LEARNING, AND COGNITIVE DISABILITIES /FIELD (4)

Prerequisite: SED 4301/5301 and 5304

This course is designed to focus on the historical foundations, characteristics, identification, and educational needs of learners with behavioral, learning, and cognitive disabilities. Current definitions and classification systems, prevalence, terminology, social and behavioral characteristics, diagnostic and remedial procedures, and controversial issues in the field of behavioral, learning, and cognitive disabilities are covered. Fifteen hours of field-based experiences, a reflection report, and a ten-page research-based term paper are required in this course. These field experiences focus on extensive observations conducted under the supervision of the classroom teacher in collaboration with the departmental faculty.

5477 CHARACTERISTICS AND INSTRUCTIONAL ADAPTATIONS FOR LEARNERS WITH PHYSICAL AND HEALTH DISABILITIES /FIELD (3)

Prerequisite: SED 5301.

This course is designed to focus on the history, characteristics, identification, etiology, and strategies for teaching learners with physical and health disabilities. Current definitions and classification systems, prevalence, terminology, behavioral characteristics, diagnostic and remedial procedures, social adjustments and controversial issues in the field of physical and health disabilities are discussed. Fifteen hours of field-based experiences, a reflection report, and a ten-page research-based term paper are required in this course. These field experiences focus on extensive observations conducted under the supervision of the classroom teacher in collaboration with the departmental faculty.

5481 ADAPTIVE SKILLS FOR LEARNERS WITH SPECIAL NEEDS (3)

Prerequisite: Graduate standing, SED 5301, 5304, 5476, 5477, and admission to the College of Education.

This course is designed to focus on methods and strategies for assisting learners with special needs in developing critical adaptive skills. Emphasis is placed on strategies for assessing and teaching functional academic and life skills needed by students to live independently in their home, school, and community settings. Class activities focus on lesson plan adaptations and implementations and case study development conducted under the supervision of the departmental faculty.

5482 CURRICULAR ADAPTATIONS FOR LEARNERS WITH SPECIAL NEEDS (3)

Prerequisite: Graduate standing, SED 5301, 5304, 5476, 5477, and admission to the College of Education.

This course is designed to focus on advanced teaching methods, materials, and intervention strategies for learners with disabilities in a variety of educational settings. Activities include case study and IEP development and lesson plan adaptations and development conducted under the supervision of the classroom teacher in collaboration with the departmental faculty.

5484 CLASSROOM MANAGEMENT OF LEARNERS WITH SPECIAL NEEDS (3)

Prerequisite: Graduate standing, SED 5301, 5304, 5476, 5477 and admission to the College of Education.

This course is designed to focus on essential skills in functional assessment, applied behavior analysis, and behavior management strategies appropriate for improving the academic and social skills of learners with special needs. Emphasis will be placed on designing learning environments that allow educators to teach academic and prosocial behaviors through the application of behavioral technology. Class experiences focus on extensive observations, conducting a functional behavioral assessment, and the development of behavioral intervention plans under the supervision of the classroom teacher in collaboration with the departmental faculty.

5487 ASSESSMENT MEASUREMENT AND EVALUATION OF LEARNERS WITH SPECIAL NEEDS (3)

Prerequisite: Graduate Standing, SED 5301, 5304, 5476, 5477 and admission to the College of Education.

An introduction to descriptive statistics, measurement theory, and tests used to assess intelligence, school achievement, aptitude, language development and social and emotional adjustment of exceptional children. Theoretical and practical aspects of assessing learners with special needs. Administration, interpretation and evaluation of a variety of formal assessment instruments, diagnosis and prescriptions.

5488 STUDENT TEACHING I: INTERNSHIP IN SPECIAL EDUCATION /FIELD (3)

Prerequisite: SED 5301, 5304, 5476, 5477, 5481, 5482, 5484 and admission to the College of Education. Candidates enrolled in the initial certification program must have also taken and completed ELED 5140, 5150 and 5170; READ 5180.

Applied practice in approved field settings (70 hours). Students will utilize knowledge and skills learned in characteristics and methods courses to successfully educate children and youth across a range of disability areas in academic subjects, functional life skills and social behavior.

5494 SPECIAL EDUCATION LAW, COLLABORATIVE AND PROFESSIONAL CONDUCT (3)

Prerequisite: Graduate standing, SED 5301, 5304, 5476, 5477 and admission to the college of Education.

This course is designed to focus on state and federal laws and regulations pertaining to educating learners with special needs, the implementation of special education services, the understanding of teaching as a profession, and leadership and professional roles of educators in special education. Additional information pertaining to strategies educators can use to work collaboratively, appropriate ethical principles and standards special educators have to abide by, and professional conduct, growth,

and development, including analysis of organizational and financial structures of special education programs at the federal and state level will also be covered. Class activities focusing on legal case reviews, a professional development plan, and a philosophy of education statement will be completed under the supervision of the departmental faculty.

OTHER COURSES OFFERED BY THE PROGRAM BASED ON NEED OR REQUEST

5315 OCCUPATIONAL PROBLEMS AND PROCEDURES FOR SPECIAL NEEDS STUDENTS (3)

Prerequisite: Consent of the department.

This course is designed to focus on employment opportunities, work experience, legal aspects, community agencies, and importance of academic areas to occupational adjustment for the mentally and physically disabled.

5317 TECHNOLOGY FOR SPECIAL EDUCATION TEACHERS (3)

Prerequisite: Consent of the department.

This course provides an overview of technological devices and applications in special education. Emphasis is placed on computer-assisted instruction (CAI) and the use of assistance devices for learning and daily living requirements for people with disabilities.

5490 WORKSHOP ON SELECTED TOPICS IN SPECIAL EDUCATION (1-3)

Prerequisite: Consent of the department.

This course is designed to focus on advanced study of selected topics pertaining to the field of special education with emphasis on topics having a high degree of contemporary relevance.

5493/493 SPECIAL STUDY IN SPECIAL EDUCATION (3)

Prerequisite: Consent of the instructor.

This course is designed to focus on independent study and directed field research in an urban setting with emphasis on cooperative research investigation.

Technology Education

Department: Library, Information, and Media Studies

Director: John Agada

Faculty: Moussa Ayyash, Elizabeth Osika

Degree(s)/Certification(s)

MS Technology Education (Non-Certification)

Content Designations

ITC

T&ED

The Department of Library, Information and Media Studies offers a Master of Science in Education degree in Technology and Education (MSTE). The MSTE program prepares technology-aware graduates who are prepared to work as technology trainers, instructional designers, and information specialists.

The core of the program focuses on research strategies, instructional design methodologies, information and telecommunications technologies, and the effective use of technology. The program provides a comprehensive, applied approach to the effective use and management of technology to support learning/training in business/industry, education, and/or research.

Completion of the departmental degree program at the graduate level does not lead to teacher certification.

General Requirements

- Fulfillment of the general requirements for admission to graduate programs;
- Completion of departmental admission requirements, including an interview and a writing and technology skill assessment.
- Completion of 33 credit hours at the graduate level to fulfill program requirements.
- Completion of all required courses with a minimum grade of B (3.0).
- Completion of the university research requirement, which culminates in the creation of a graduate thesis
- Submission of an electronic graduate professional portfolio.
- Completion of all degree requirements within six years.

NOTE: Candidates must abide by all College policies stated in this catalog, unless exceptions or adherence to higher expectations are noted in program documentation.

Specific Requirements

REQUIRED COURSES 33 CREDIT HOURS

- Foundation Classes /15 credit hours: LIMS 5350 or IT 5220, LIMS 5347, TED 5495, ELCF 5900, TED 5490 or an equivalent research methods course.
- Directed Electives/at least 12 credit hours (four classes): LIMS 5233, TED 5411, IT 5333, IT 5334, IT 5344, TED 5381, MS 5100, MS 5140, ELCF 5410, ED 5423, MS 5070, T&ED 5347, ELCF 5540, PSYC 5185 or PSYC 5190, T&ED 5390, IT 5350, IT 5385, T&ED 5392, T&ED 5490, TED 5492, or another course approved by the program coordinator.
- Thesis/ 6 credit hours: The student must register for at least 6 thesis credit hours (T&ED 5990 or equivalent) and to write a thesis according to CSU's thesis manual and guidelines. The student must defend his/her thesis with a "Pass" rating as a requirement for graduation.

Information Technology Certificate (ITC) / 18 hours

Students in the ITC certificate program can pursue the certificate separately or as a part of the degree program in Industrial Technology Education. Courses are offered so that those who pursue the certificate can complete it in one year. The certificate program consists of five required courses plus one elective course. The concentration of the certificate is on network computing courses. The certificate is

designed to prepare students to test for at least three of the highly respected industrial certification examinations. These certificates are A+, Cisco Certified Network Associate (CCNA), and either Network + or Wireless.

Certificate Requirements

1. Pass all five required courses.
2. Pass at least one elective course that can be chosen from two possible courses.
3. Register for the Cisco Certified Network Associate (CCNA) examination within two months after finishing all four CCNA courses.
4. Obtain the A+ Certificate within two months from finishing the A+ course.

The CSU Information Technology Certificate will be awarded upon the completion of all above items.

The curriculum of this certificate program is designed to provide seamless transition between 1) the undergraduate Industrial Technology program if the student starts/finishes the undergraduate certificate requirements*, 2) The master's program in Technology and Education program if the student starts/finishes the post-baccalaureate undergraduate certificate requirements**.

REQUIRED COURSES

IT 2220/5220, IT 2233, IT 4333/5333, IT 4334/5334, 4344/5344.

ELECTIVE COURSES

T&ED 4445/5445, IT 2350/5350

* All CSU undergraduate/graduate admission requirements apply whenever a student decides to join any other program at CSU.

** The 5000-level graduate level courses are used for the post-baccalaureate certificate.

Online Graduate Certificate in Corporate Safety Management

Students will be required to complete 18 credit hours in six courses that will be completed online. The study plan includes four required courses and two directed elective courses. All courses are part of the Illinois IDEA Alliance and are offered online.

REQUIRED COURSES (12 CREDIT HOURS)

UNIV 510 (IDEA Alliance Course) Foundations of Homeland Security and Disaster Preparedness; T&ED 5850 Supervision of Industrial Safety; IT 5350 Wireless Networks Security and Design; EM 461(IDEA Alliance Course) Business and Industry Emergency Management.

DIRECTED ELECTIVES (6 CREDIT HOURS)

IT 5385 Introduction to Quality Control; IT 5377 Special Topics:Corporate Safety; T&ED 5388 Technology, Pollution, and the Law or other course approved by program.

Certificate in Information Technology

This certificate is designed to prepare student to test for at least three of the highly respected industrial certification exams, A+, CCNA, Network+, and Wireless. Students are required to complete 18 credit hours in six courses. The study plan includes five required courses and one directed elective.

REQUIRED COURSES (15 CREDIT HOURS)

IT 5220, IT 5233, IT 5333, IT 5334, IT5344.

DIRECTED ELECTIVES(3 CREDIT HOURS)

IT 5350 or IT 5445.

Information Technology Certificate (IT) Course Offerings

2220 MANAGING AND MAINTAINING COMPUTERS (3)

Introduction to computer hardware and knowledge of computer hardware and software, various troubleshooting techniques and hands-on, real-world experience. Study of microprocessors as well as their architecture, hardware design, and hardware/software interrelations are used to solve case studies with practical applications. Obtain knowledge of computer operating systems and install, manage, maintain, and troubleshoot software problems through real-world, hand-on assignments with various operating systems. Credit will not be given for both IT 5220 and IT 2220. Additional course fee.

2233 NETWORK CONFIGURATION I FOR EDUCATORS LECTURE AND LABORATORY /6 (3)

Key concepts in building and configuring network devices. Course covers role played by each interconnected device. Course designed for those who deliver instruction.

4333 NETWORK CONFIGURATION II FOR EDUCATORS LECTURE AND LABORATORY /6 (3)

Prerequisite: IT 2333.

Techniques of managing, documenting, and configuring interconnected networks and securing information about various network devices. Course designed for those who deliver instruction.

4334 NETWORKING PRACTICUM I FOR EDUCATORS LECTURE AND LABORATORY /6 (3)

Prerequisite: IT 4333.

Practical applications in designing and configuring Local Area Networks (LAN); major project required. Course designed for those who deliver instruction.

4344 NETWORKING PRACTICUM II FOR EDUCATORS LECTURE AND LABORATORY /6 (3) 5

Practical applications in designing and configuring Wide Area Networks (WAN); major project required. Course designed for those who deliver instruction.

5334 NETWORK PRACTICUM I: CCNA III-LAN Switching and Wireless

Prerequisite: IT 5333.

The goal is to develop an understanding of how switches are interconnected and configured to provide network access to LAN users. This course also teaches how to integrate wireless devices into a LAN.

5344 NETWORK PRACTICUM II: CCNA – Accessing the WAN

Prerequisite: IT 5334.

Teaches how to select the appropriate WAN technology to meet different enterprise business requirements.

5350 WIRELESS NETWORKS SECURITY AND DESIGN

Prerequisite: IT 5334.

Teaches how to select the appropriate WAN technology to meet different enterprise business requirements.

Technology and Education (T ED) Course Offerings

5220 COMPUTER SYSTEMS TECHNOLOGIES (3)

This course focuses on providing students with necessary knowledge about the hardware and software of computers. For the hardware part, students will study microprocessors and their architecture, hardware design, and hardware/software interrelations are used to solve case studies with practical applications. This course introduces the student to the computer hardware and covers the various troubleshooting techniques with hands-on, real-world experience. For the software part, students will get thorough knowledge of computer operating systems, install, manage, and maintain systems, and troubleshoot software problems through real-world, hands-on assignments with various operating systems. Course content is enough to take the A+ Certificate Exam. Credit not given for IT 5220 and LIMS 5230.

5315 BUSINESS AND PROFESSIONAL COMMUNICATION (3)

Prerequisite: Consent of the department.

Application of the fundamental processes of communication in business and professional simulations, such as conferences, job applications, interviews, reports, and research papers. (A writing emphasis course.) Credit will not be given for both BE 315 and T&ED 5315 or ENG 2790.

5330 MICROCOMPUTER APPLICATIONS /LECTURE AND LABORATORY /4/ (3)

Prerequisite: Consent of the department.

Application and hands-on experience related to business software using operating systems and spreadsheet, database, word processing, and presentation applications. Credit will not be given for both B E 330 and T&ED 5330.

5346 PRESENTATIONS /LECTURE AND LABORATORY /4/ (3)

Prerequisite: Consent of the department.

Techniques, procedures, and applications for designing and delivering traditional, electronic, and Internet presentations. Emphasis in education, business, and industrial settings on developing presentations for delivery of instruction.

5347 CYBERSPACE PUBLISHING /LECTURE AND LABORATORY /4/ (3)

Fundamentals for developing Internet publications through the integration of text, graphics, photos, audio, video, and animation using publishing, design and authoring tools and markup languages. Credit will not be given for both T&ED 5347 and IT 347/G.

5348 ADVANCED WEB PAGE DESIGN /6/ (3)

Prerequisite: T&ED 5347 or IT 347.

Advanced techniques for designing, developing, redesigning and managing Web sites.

5354 SHOP MAINTENANCE /LECTURE AND LABORATORY /6/ (3)

Upkeep and care of school shop tools, equipment, and machinery.

5381 DISTANT LEARNING TECHNOLOGIES /4/ (3)

Prerequisite: T&ED 2120 or 5346 with a minimum grade of C.

Strategies, tools, and techniques for designing and delivering instruction using distance education technologies.

5384 ORGANIZATION AND ADMINISTRATION OF COOPERATIVE OCCUPATIONAL EDUCATION PROGRAMS (3)

Prerequisite: T ED 5398 or consent of the department.

Theoretical concepts, curricular development, and administrative techniques in the operation of work experience and career exploration programs. Used as a trade certification course.

5385 SUPERVISION OF INDUSTRIAL SAFETY (3)

History and growth of occupational safety; the Occupational Safety and Health Act of 1970; Workmen's Compensation Insurance; accident records; injury rate; accident investigation, analysis and cost; safety program organization; and specific industrial safety problems.

5388 TECHNOLOGY, POLLUTION AND THE LAW (3)

Prerequisite: Consent of the department.

A study of modern technology as related to methods used to control pollution in our industries. A major focus will be placed on the role played by federal, state, and local laws in controlling industrial pollution.

5389 SPECIAL TOPICS IN TECHNOLOGY EDUCATION (1-3)

Prerequisite: Consent of the department.

Techniques of teaching new technological concepts or application of technical education to new teaching situations.

5390 FIELD EXPERIENCE (1-9)

Prerequisite: Consent of the department.

Substantive study and activity planned by the student, university supervisor, and field consultant. Supervised experience, discussions, written reports. May be repeated for a maximum of nine credits.

5391 INTERNSHIP: TECHNOLOGY AND EDUCATION /FIELD (2)

Prerequisite: Admission to College of Education; T&ED 5630 (or concurrent enrollment).

Site-based experience in an educational setting. Credit given for only one of the following: T&ED 5391, T&ED 387/G, IT 387/G, or BE 340/G.

5392 DEVELOPMENT OF TEACHING AIDS / LECTURE AND LABORATORY /4/ (3)

Prerequisite: Consent of the department.

Design, construction, use, and evaluation of teaching aids.

5393 CONFERENCE LEADERSHIP (3)

Industrial conference methods, purpose, advantages, limitations, techniques. Practice in planning, leading, evaluating and summarizing.

5394 OPERATION OF COOPERATIVE OCCUPATIONAL EDUCATIONAL PROGRAMS (3)

Prerequisite: T ED 5384 or consent of the department.

Principles, problems and procedures of operating cooperative education programs in secondary and postsecondary educational settings. Focus on program operation in relation to implementing federal laws and state and local plans in Illinois. Used as a trade certification course.

5396 INDUSTRIAL SUPERVISION (3)

Problems, practices, and principles. Overview of organizational objectives through management of human resources. Communication, motivation, change initiating, discipline, and delegation skills.

5397 VOCATIONAL GUIDANCE (3)

Current concepts of vocational counseling stressing usable materials and practical guidance.

5398 FOUNDATIONS OF OCCUPATIONAL EDUCATION (3)

Prerequisite: Consent of the department.

History, objectives, educational principles, legislation, leadership, and practices of occupational education with emphasis on vocational education in the State of Illinois. Used as a trade certification course.

5399 MODERN INDUSTRIES (3)

Personnel and management organization. Industrial relations, production, and distribution procedures in basic industries. Implications of occupational education for industry. Field trips.

NOTE: All graduate students are eligible to enroll for 5400-level classes, except those designated as restricted to master's degree students or requiring departmental permission. Prior consultation with the department is recommended.

5410 LEGAL PROBLEMS IN TECHNOLOGY AND EDUCATION (3)

A survey and analysis of certain special areas of law such as contracts, torts, administrative law, and labor law with particular attention to the case as it relates to the field of occupational education.

5411 SURVEY RESEARCH METHODS (3)

Study of the effective creation, use, and analysis of surveys, including when survey research is appropriate, methods and ethics regarding the administration of surveys, and the appropriate analysis of results. This course will introduce basic statistical concepts.

5412 ETHICS FOR TECHNOLOGY EDUCATION TEACHERS (3)

Theoretical concepts and examination of ethics, morality, legal, social, and management issues involved in technology education.

5445 NETWORK ADMINISTRATION TECHNOLOGIES (3)

Purpose and types of communication that link people, products, and resources via electronic means; the benefits that each networking technology offers education, business, and government organizations; and administration and implementation issues.

5451 QUALITY METHODS FOR INSTRUCTIONAL TECHNOLOGY (3)

This course will review the foundational concepts of quality and systems theory in industry and education. Students will then take an applied approach to assessing and implementing quality of instructional and industrial technology systems. Change management, gap analysis, stakeholder issues, formative and summative evaluation, and feedback cycles are all concepts covered in the course. Students will conduct an independent quality assessment.

5452 PLANNING AND FINANCING TECHNOLOGY PROGRAMS (3)

An applied approach to issues of financial management and resource generation for technology programs. Focus on the development of proposals for funding of technology programs. Resource allocations and planning for the short- and long-term management of technology will also be discussed. Each student will develop a proposal for potential submission to a funding agency.

5482 VOCATIONAL AND TECHNICAL EDUCATION IN FOREIGN COUNTRIES (3)

Prerequisite: Consent of the department.

A review of the various vocational and technical programs found around the world and their impact on industrial growth and social progress. The major focus will be on the specific means by which people are trained for industry.

5485 METHODS OF TEACHING OCCUPATIONAL CLUSTERS (3)

Prerequisite: Consent of the department.

Methods and techniques for teaching subject matter in occupational education organized according to families of occupations or clusters, usually in a general- or multiple-activity school shop or a school production setting. An approach to career education exploration at the middle school level.

5486 ADVISORY COMMITTEES IN VOCATIONAL EDUCATION (3)

Perspective, understanding, and organization of advisory committees. Focus on the use of advisory committees in secondary and postsecondary educational settings in relation to implementing federal and state laws and local vocational plans in Illinois.

5488 CONTEMPORARY VOCATIONAL EDUCATION IN THE UNITED STATES (3)

Rudiments of vocational education as affected by current federal legislation and career education thrusts, formal school and delivery structures, and models for future vocational training in the United States.

5490 RESEARCH STUDIES IN TECHNOLOGY EDUCATION (3)

Prerequisite: Students must be accepted into the Masters of Science in Technology Education Program prior to enrolling in T&ED 5490.

Analysis and evaluation of theses, dissertations, and other formal research conducted by business, education, government, and industry.

5492 PROBLEMS AND TRENDS IN TECHNOLOGY AND EDUCATION (3)

Innovative curricular concepts, teaching techniques and technology for contemporary programs.

5494 PROBLEMS IN COOPERATIVE PROGRAMS (3)

Prerequisite: Consent of the department.

Workshop sessions covering specific instruction, supervision, and training for teachers seeking state approval as teacher coordinators. In-school vocational instructors of education and office occupations.

5495 CURRICULUM DEVELOPMENT IN TECHNOLOGY AND EDUCATION (3)

Relationship of community needs and curriculum development. Analysis of educational philosophy and performance objectives to identify learning activities resulting in desired behavior changes.

5496 ADMINISTRATION AND SUPERVISION OF TECHNOLOGY EDUCATION (3)

Prerequisite: Consent of the department.

Explores problems, practices, and principles entailed in the administration and supervision of modern technology training in secondary education and vocational settings.

5497 TESTS AND MEASUREMENTS IN OCCUPATIONAL EDUCATION (3)

Design and construction of evaluative exercises and objective tests.

5498 HISTORY AND CONCEPTS OF OCCUPATIONAL EDUCATION (3)

Basic concepts and practices of occupational education. History, leadership, and public policy.

5630 METHODS OF TEACHING VOCATIONAL/OCCUPATIONAL SUBJECTS /FIELD (3)

Prerequisite or co-requisite: ELCF 5500; admission to the College of Education

Methods and techniques for teaching vocational, occupational, and applied technical subjects, including agricultural education, business, management and marketing, health occupations, family and consumer science, and industrial technology education. Thirty clock hours in field. Credit not given for both T&ED 5630 and any of the following courses: BE 351, BE 352, and OE 395. Used as trade certification course. (A writing emphasis course.)

5750 STUDENT TEACHING IN TECHNOLOGY EDUCATION (3)

Prerequisite: Admission to the College of Education; completion of all other course work in the approved program; a 2.5 cumulative GPA in area of specialization, in professional education, and all required course work in the approved program; and a passing score on the subject matter/content area certification test within the last five years.

Off-campus placement in secondary schools in two or more grade levels. University and cooperating school supervision. Five full days including seminar for 16 weeks. No other courses may be taken during semester of student teaching. Credit given for only one of the following: OCE 273, IT 370/G, T&ED 370/G, T&ED 5750.

5899 ADVANCED MASTER'S RESEARCH (1-3)

Prerequisite: T&ED 5490 and consent of department. Restricted to Technology and Education Department masters degree students and/or consent of department.

Culminating research paper for students following the two-course option for the Master of Science Degree in Technology and Education.

5999 SEMINAR IN RESEARCH (1-6)

Prerequisite: Admission to the College of Education and the Masters of Science in Education degree in Technology and Education.

Individually supervised research as approved by the department. Course content varies and is designed around a departmentally approved thesis, project, or paper. This is a variable-credit course that will be repeated until research is accepted by the department.

Telecommunications Management Post-Baccalaureate Certificate

Required Courses

LIMS 52331 NETWORKING FUNDAMENTALS FOR INFORMATION SPECIALISTS

Course introduces information specialists to fundamental networking concepts and technologies. It is a laboratory and theory course that covers networking technologies and their implementation. The focus of this course is on learning the fundamentals of networking. Key topics include OSI Model, TCP/IP Model, Networking Media (copper, fiber, wireless, etc.), Networking Devices (Types and Basic Configuration), Networking Protocols Overview, Common Networking Tools (Packet Tracer, Wireshark, etc.). Course is the first course to be taken in preparation to the CCNA exam.

LIMS 5350 INFORMATICS ESSENTIALS OR IT 5220: COMPUTER SYSTEMS TECHNOLOGIES

Introduction to computer hardware and software for information professionals. The modules comprise computer assembly, basics of computer troubleshooting, fundamental operating system, portable computing, printers and scanners, networks, and security and safety procedures in the informatics sector. Provides an introduction to industrial certifications.

IT 5333 NETWORK CONFIGURATION II

Prerequisite: IT 2233 or LIMS 5233.

Routing Protocols and Concepts: This course is to develop an understanding of how a router learns about remote networks and determines the best path to those networks. This course includes both static routing and dynamic routing protocols.

IT 5334 NETWORK PRACTICUM I: CCNA III — LAN Switching and Wireless

Prerequisite: IT 5333.

The goal is to develop an understanding of how switches are interconnected and configured to provide network access to LAN users. This course also teaches how to integrate wireless devices into a LAN.

IT 5344 NETWORK PRACTICUM II: CCNA IV

PREREQUISITE: IT 5334

Accessing the WAN: This course describes key WAN technology concepts. Also, it teaches how to select the appropriate WAN technology to meet different enterprise business requirements.

Elective Courses

5445 NETWORK ADMINISTRATION TECHNOLOGIES (3)

Purpose and types of communication that link people, products and resources via electronic means; the benefits that each networking technology offers education, business and government organization; and administration and implementation issues.

IT 5350: WIRELESS NETWORKS SECURITY AND DESIGN:

See description in a previous section.

LIMS 5347INTERNET PUBLISHING FOR INFORMATION SPECIALISTS

Internet publishing is vital for today's information and communications-related careers. This course introduces Information specialists to Web publishing, HTML, XHTML, and the latest Web development tools. Students will become proficient in the key aspects of the cyberspace publishing process. The course is foundational to move towards advanced Web development courses. Students will design, develop, and release their own web sites.

The College of Health Sciences

Dean: Dr. Joseph A. Balogun

Interim Assistant Dean: Dr. Damon Arnold

Degree Programs

- Post-baccalaureate Certificate in Health Information Administration
- Master of Public Health (MPH)
- Master of Science in Nursing (MSN)
- Combined Bachelor of Health Sciences (BHS) and Master of Occupational Therapy (MOT)

The College of Health Sciences is the unit within the University responsible for developing, implementing, and administering programs related to the education of health care professionals. This unit consists of the Departments of Health Information Administration, Nursing, and Occupational Therapy. The Wellness/Health Center and the HIV/AIDS Research and Policy Institute are the service units of the College.

Students are educated in a caring climate which fosters a deep commitment to their personal and professional growth and instills within them an appreciation for the personal and professional growth of others. As a community of scholars, faculty and students work with communities to develop and implement collaborative teaching, research and educational opportunities that enhance health and wellness. Graduates are prepared to successfully pass their professional licensure/credentialing examinations and to deliver quality health care to all clients.

College Core Values, Mission and Vision Statements

The college accepts the central core values, mission and vision of the university and provides health sciences education opportunity for students without regard to race, age, gender, religion, ethnic origin, or disability.

CORE VALUES

Chicago State University's College of Health Sciences' faculty and staff value the following:

- Student Learning and Development
- Lifelong learning
- Diversity
- Accountability and Responsibility
- Community Service
- Critical Thinking
- Interdisciplinary Education
- Empowerment and Social Justice
- Transformative Leadership
- Professional Integrity

MISSION

The College of Health Sciences at Chicago State University educates a caring and competent, nontraditional student body, many of whom are underrepresented in the healthcare professions. Through innovative teaching strategies and interdisciplinary educational experiences, we empower our graduates to be critical thinkers, lifelong learners, advocates for reducing health disparities, and providers of quality health care services.

VISION

The College of Health Sciences at Chicago State University, strives to be recognized as a national leader in interdisciplinary healthcare education and excellence in teaching, research and service. We strive to inspire and prepare our students to seek and create innovative healthcare opportunities locally, nationally and globally.

Admission Process

Acceptance into the professional program will require a completed medical and dental examination, a recent PPD test or chest x-ray, and a current immunization record on file in the major department and also in the Wellness Center. Each professional program has separate and distinct application procedures; therefore, requirements and procedures for admission vary among each of the college programs. Persons intending to seek admission to any program are urged to contact the appropriate department chairperson as early in their academic careers as possible for programmatic and admission guidance.

Requirements for each degree program appear under the appropriate academic department in this section.

College Level Student Grievance Procedure

The programs in the College of Health Sciences provide professional level students with a written copy of student and instructor responsibilities, and procedures for enforcing them. Reasons for grievances might include

- Admission to professional course sequence.
- Admission to clinical experiences.
- Evaluation of student performance in courses, clinical settings, or other program-related activities.

Student grievance procedures and guidelines and the Petition for Hearing are available from the respective academic departments.

STEPS PRIOR TO HEARING

- To initiate a formal grievance, the student must file a completed Petition for Hearing Form with the student's department chairperson.
- Before a formal grievance can rise to the college level, it must have proceeded through the prior levels of deliberation indicated below (Each department has detailed procedures for action at each level.):
 - Conference between instructor and student.
 - Conference between chairperson and student.
 - Hearing before department-level grievance committee.

COLLEGE LEVEL GRIEVANCE PROCESS

The dean will appoint a grievance committee to hear the complaint and provide advice. The ordinary rights of parties at a hearing (student or instructor) shall apply, including the right to notice of hearing and decision reached, the right to be present at the hearing, and the right to present and inspect evidence. Specific procedures for the hearing of each case shall be determined by members of the committee. The primary role of the grievance committee is to ascertain whether the department followed its published policies and procedures. Following the hearing, the committee will present its findings and recommendations to the dean. The dean's decision will be communicated to the department chairperson, to the instructor, and to the student. The decision of the dean will be final. If the student requests, and the instructor does not object, the dean may resolve the problem without the intervention of a grievance committee.

COMPOSITION OF COLLEGE-LEVEL GRIEVANCE COMMITTEE

- The dean of the college or his or her representative from the College of Health Sciences.
- One faculty member from the department involved.
- One faculty member from the other academic departments in the college.
- One College of Health Sciences student not from the department.
- One student from the department involved.

Resolution of the committee will be based on two-thirds of the majority vote.

Health Information Administration

Department Chairperson: Barbara Price

Faculty: Adrienne Borden

The Department of Health Information Administration (HIA) offers a 68-hour post-baccalaureate certificate in Health Information Administration. Students following the program may prepare for employment in hospitals, clinics, health agencies, health information systems, medical research programs or any other health-related organization. Completers are eligible to write the national certification examination administered by the American Health Information Management Association. Upon successful completion of this examination, completers are awarded the credentials of Registered Health Information Administrator (RHIA).

The Health Information Administration program is accredited by the Commission on Accreditation for Health Informatics and Information Management (CAHIIM).

Department of Health Information Administration

Mission And Vision

The mission of the Department of Health Information Administration is to prepare confident, competent, and contributing professionals, many of whom are underrepresented in the health care professions, to function in ever-changing health information management and technology systems. Graduates will be equipped through engaging in lifelong learning and will serve as advocates for patient and consumer health privacy and confidentiality.

Our vision is to be recognized as a leader in health information and informatics education and to empower individuals to serve as leaders in the health information management profession.

Post-baccalaureate Certificate in Health Information Administration

Entering freshmen and transfer students must meet the general admission requirements of the university and must successfully complete the required university examinations and courses in English, mathematics and reading. The mathematics placement examination can be waived for students with transfer credits in College Algebra and Basic Statistics.

The department will accept from transfer students only those prerequisite courses and courses in the major with a grade of C or better.

STUDENT LEARNING OUTCOMES

Upon completion of the post-baccalaureate certificate in Health Information Administration the graduates will:

1. produce organization-wide health record documentation guidelines.
2. analyze clinical data to identify trends that demonstrate quality, safety, and effectiveness of health care.

3. create and implement organization-wide confidentiality policies and procedures.
4. examine and contribute to the development of networks, including intranet and internet applications to facilitate the electronic health record (EHR), personal health record (PHR), public health, and other administrative applications.
5. manage human resources to facilitate staff recruitment, retention, and supervision.
6. apply general principles of management in the administration of health information services.

ADMISSION TO THE POST-BACCALAUREATE CERTIFICATE IN HEALTH INFORMATION ADMINISTRATION PROGRAM

Admission to the program is based on the following requirements and acceptance by the Admissions Committee. All students must have earned a degree and complete the prescribed prerequisite as specified in the current curriculum pattern with a grade of C or higher and have a cumulative GPA of 2.5 on a 4.0 scale.

The formal application includes:

- Completed application form.
- Three recommendations on the prescribed College of Health Sciences form mailed directly to the HIA Department by the evaluators or submitted sealed and signed with the application.
- A professional statement of educational goals.
- Current report of a complete medical examination, including proof of specified immunizations.
- Completed pre-professional grade form. Applications and supporting documents should be received in the Health Information Administration Department by March 31 to be considered for fall admission to the professional program. Applicants will receive a written response by June 30. If all places are not filled, applications will continue to be received until July 15.

PROGRESSION POLICY

Progression of students is based on the successful completion of all courses with a grade of C or better. Students are required to assume responsibility for transportation and incidental expenses in connection with the academic program, including professional practice experiences and field trips. Prior to entering the senior year, students must pass a comprehensive examination for the technical level courses. Students are required to complete the professional program within five years of admission to the department.

Students who leave the department for more than one semester will be required to complete the requirements that are in effect at the time of their return to the Health Information Administration Department.

GRADUATION POLICY

All students must achieve a satisfactory grade of C or better in each health information administration course and co-requisite course. Health information administration courses can be retaken one time only. In addition, students must successfully pass all end-of-course examinations and successfully pass

the senior competency examination in order to qualify for graduation. Participation in college and university convocation and commencement ceremonies is contingent upon successful completion of the senior competency examinations.

DISMISSAL POLICY

A grade of C or higher must be maintained in all professional-level courses. A course with a grade less than C must be repeated, and a student who earns less than a C in more than two professional courses will be dismissed from the department. A student who receives a D or F in a repeated course will be dismissed from the department.

READMISSION POLICY

Students who have been dismissed from the Health Information Administration Department for academic reasons may apply for readmission after a waiting period of one year. The usual application procedure is required. Any student who drops/withdraws or leaves the health information administration program for any reason and is readmitted will have to meet the requirements of the current HIA curriculum. Any consideration for readmission of the student is dependent upon space availability.

GRIEVANCE POLICY

Students are required to become familiar with the department and college grievance policies. The policies and procedures can be found in the university catalog, the health information administration student handbook and department webpage.

General Requirements

Completion of credits obtained as part of hours of work including the bachelor's degree: 6 hours in composition, 6 hours in mathematics, 11 hours in biological sciences, 3 hours in physical science, 18 hours in humanities (6 hours of which must be in a single foreign language and 3 hours of which must be in critical thinking), 6 hours in social sciences, 9 hours in required support courses, and 65 hours in health information administration. Students must pass a comprehensive examination covering all professional course content in order to pass HIA 4700, which is required for graduation. Students who do not pass the comprehensive examination will be given one additional opportunity to pass an equivalent examination. Students who fail to pass at least one of the examinations will receive a grade of F for HIA 4700. Degree requirements may be individualized for applicants with previously earned registration or certification in an appropriate allied health profession. Specific program requirements will be determined by the department chairperson.

Prospective students should contact the Health Information Administration office:

Ms. Dr. Barbara Price

E-mail: bprice@csu.edu

Main Office: 773.995.2552

Fax: 773-995.2950

Specific Requirements

COMPOSITION (6 CREDIT HOURS)

ENG 1270,1280.

MATHEMATICS (6 CREDIT HOURS)

MATH 1200, 1600; PSYC 2080 or 4190 may be substituted for MATH 1600.

BIOLOGICAL SCIENCES (11 CREDIT HOURS)

BIOL 1080; PSLY 2040; ZOOL 2050.

PHYSICAL SCIENCE (3 CREDIT HOURS)

Physical science elective.

HUMANITIES (18 CREDIT HOURS)

CMAT 2030; ENG 2790; 3 hours fine arts; PHIL 1020 or PHIL 1030; and 6 hours in a single foreign language.

SOCIAL SCIENCES (6 CREDIT HOURS)

PSYC 1100; SOC 1250 (or equivalent diversity course).

REQUIRED SUPPORT COURSES (9 CREDIT HOURS)

HSC 1104; HSC 2150; HSC 3321.

HEALTH INFORMATION ADMINISTRATION (65 CREDIT HOURS)

HIA 1000 (or demonstrated proficiency), 3100, 3011, 3200, 3300, 3400, 3500, 3600, 3700, 3810, 3900, 3910, 4010, 4020, 4100, 4200, 4300, 4400, 4500, 4600, 4700.

Once admitted to the program the student has five years to complete his or her studies and graduate.

Curriculum Pattern for BS Degree Health Information Administration Majors

FRESHMAN YEAR

| Fall Semester | | Spring Semester | |
|---------------|---|-----------------------------------|---|
| ENG 1270 | 3 | ENG 1280 | 3 |
| PSYC 1100 | 3 | PSYC 2080 or 4190 or MATH 1600 | 3 |
| BIOL 1080 | 3 | CMAT 2030 | 3 |
| MATH 1200 | 3 | Language | 3 |

| | | | |
|----------|----|------------------|----|
| Language | 3 | Physical science | 3 |
| | 15 | | 15 |

SOPHOMORE YEAR

| <u>FALL SEMESTER</u> | | <u>SPRING SEMESTER</u> | |
|----------------------|-----------|----------------------------|-----------|
| ZOOL 2050 (optional) | 3 | CPTR 1060 | 3 |
| HSC 1104 | 3 | Social science (diversity) | 3 |
| HSC 2150 | 3 | ENG 2790 | 3 |
| Fine Arts (elective) | 3 | PSLY 2040 | 4 |
| PHIL 1020 or 1030 | 3 | HSC 3321 | 2 |
| | 16 | | 16 |

JUNIOR YEAR

| <u>Fall Semester</u> | | <u>Spring Semester</u> | |
|----------------------|-----------|------------------------|-----------------|
| HIA 3011 | 4 | HIA 3100 | 3 |
| HIA 3300 | 4 | HIA 3200 | 3 |
| HIA 3400 | 3 | HIA 3600 | 3 |
| HIA 3500 | 3 | HIA 3700 | 4 |
| HIA 3810 | 3 | HIA 3910 (optional) | 3 |
| | 17 | | 13 or 16 |

SUMMER

| | |
|----------|---|
| HIA 3910 | 3 |
|----------|---|

SENIOR YEAR

| <u>Fall Semester</u> | | <u>Spring Semester</u> | |
|----------------------|-----------|------------------------|-----------|
| HIA 3900 | 4 | HIA 4200 | 3 |
| HIA 4010 | 4 | HIA 4300 | 3 |
| HIA 4020 | 2 | HIA 4400 | 3 |
| HIA 4100 | 2 | HIA 4600 | 3 |
| HIA 4500 | 3 | HIA 4700 | 2 |
| | 15 | | 14 |

Health Information Administration (HIA) Course Offerings

1000 INTRODUCTION TO COMPUTING FOR HEALTH INFORMATION ADMINISTRATORS (3)

Prerequisite: Intended health information administration major.

Introduction to basic theory and practical applications of word processing, spreadsheet, database, and presentation software.

3100 ALTERNATIVE HEALTH CARE DELIVERY SYSTEMS (3)

Prerequisite: Consent of the department chairperson.

Current trends and developments in alternative health care delivery systems. (A writing emphasis course.)

3011 ACUTE CARE HEALTH INFORMATION SYSTEMS LECTURE AND LABORATORY /6 (4)

Prerequisite: Consent of the department chairperson.

Study of the functions of the health information department. Manual and computerized systems are featured. Laboratory practice.

3200 ICD-9-CM CODING (3)

Prerequisite: ZOOL 2050, PSLY 2040, HSC 1104. HIA 3300(prerequisite or co-requisite) or consent of the department chairperson.

Principles of ICD-9-CM coding. Laboratory practice.

3300 CLINICAL MEDICINE I (4)

Prerequisite: ZOOL 2050, PSLY 2040, HSC 1104 or consent of the department chairperson.

Introduction to the clinical aspects of selected medical conditions and diseases, including diagnostic procedures, clinical course, pharmacology, therapy, and outcomes.

3400 COMPUTERS IN HEALTH CARE (3)

Prerequisite: HIA 1000 OR equivalent or consent of the department chairperson.

Fundamentals of computers in health information management. Includes basic hardware and software, as well as an overview of programming. Introduction to health information applications along with security and privacy. Features advanced level of Excel to solve health information problems.

3500 HEALTH CARE STATISTICS LECTURE (3)

Prerequisite: Math 1200 and 1600; HIA 3011 or consent of the department chairperson.

Health care statistics, reporting requirements; definitions and formulae; data collection, analysis and presentation. Introduction to SPSS.

3600 LEGAL ASPECTS AND ETHICS IN HEALTH INFORMATION ADMINISTRATION (3)

Prerequisite: Consent of the department chairperson.

Federal and state legislation and regulations for health information systems with a focus on privacy/security and confidentiality; negligence, malpractice, and liability; access to health information and advance directives. Ethical situations in health information management. (A writing intensive course.)

3700 CLINICAL MEDICINE II (4)

Prerequisite: HIA 3300

Continuation of HIA 3300 with emphasis on case studies and pharmacy.

3810 HEALTH INFORMATION MANAGEMENT I (3)

Prerequisite: Consent of the department chairperson.

An in-depth practical analysis of issues faced by managers as they relate to the basic management functions, planning and organizing. A case method approach is utilized with problem-solving and decision-making activities. Numerous assignments, including projects, are given that require critical thinking skills. (A writing intensive course.)

3900 CODING AND REIMBURSEMENT SYSTEMS (4)

Prerequisite: HIA 3200

Introduction to HCPCS used for hospital outpatient and physician office billing. Emphasis on CPT coding.

3910 TECHNICAL PROFESSIONAL PRACTICE EXPERIENCE FIELD/ MINIMUM OF 160 CLOCK HOURS (3)

Prerequisite: All junior-level health information courses. Consent of the department chairperson.

Application, under supervision, of technical aspects of health information management in an acute care and an alternative health care setting.

4010 HEALTH INFORMATION MANAGEMENT II (4)

Prerequisite: HIA 3810 and senior standing or consent of the department chairperson.

An in-depth practical analysis of issues faced by managers as they relate to the basic management functions, directing, and controlling. A case-method approach is utilized with problem-solving and decision-making activities. Numerous assignments, including projects, are given that require critical thinking skills. (A writing intensive course.)

4020 HEALTH CARE FINANCE (2)

Prerequisite: Senior standing or consent of the department chairperson.

Provides an introduction to accounting and financial principles used in health care. Topics include budgeting, cost containment, strategic planning, and financial analysis.

4100 EDUCATION AND TRAINING (2)

Prerequisite: Senior standing or consent of the department chairperson.

Principles of education and in-service education.

4200 RESEARCH IN HEALTH CARE AND HEALTH INFORMATION MANAGEMENT (3)

Prerequisite: Senior standing or consent of the department chairperson.

Introduction to basic research and statistics; experience with SPSS. Capstone course. (A writing intensive course.)

4300 HEALTH INFORMATION STANDARDS, REGULATORY REQUIREMENTS, AND REIMBURSEMENT (3)

Prerequisite: HIA 3100, HIA 3011, HIA 3200, HIA 3900 or consent of the department chairperson.

Study of health information services compliance with regulatory and accreditation compliance. Overview of reimbursement methods.

4400 HEALTH CARE ORGANIZATION INFORMATION SYSTEMS (3)

Prerequisite: HIA 3400 or consent of the department chairperson.

Study of systems analysis and design in health care facilities with emphasis on the computerized patient record.

4500 HEALTH CARE QUALITY MANAGEMENT (3)

Prerequisite: Senior standing in HIA or consent of the department chairperson.

Theory, development, implementation and management of quality improvement, utilization review, and risk management. (A writing intensive course.)

4600 MANAGEMENT PROFESSIONAL PRACTICE EXPERIENCE FIELD/MINIMUM 160 CLOCK HOURS (3)

Prerequisite: Completion of all health information administration courses except for HIA 4700 or consent of the department chairperson.

Student is assigned to a health care organization to work under the direction of an appropriate manager to gain practical knowledge in management.

4700 REGISTERED HEALTH INFORMATION ADMINISTRATOR EXAM PREPARATION (2)

Prerequisite: Consent of the department chairperson.

Review of health information administration content areas. Strategies for preparation for the national credentialing examination. Comprehensive examination required.

3990 INDEPENDENT STUDY (1-3)

Prerequisite: Consent of the department chairperson.

Independent health information project/research supervised by faculty. Optional course.

NURSING

Department Chairperson: Rosemary Ricks - Saulsby

Graduate Program Faculty: Jochebed Ade-Oshifogun, Rosemary Ricks-Saulsby, Juanita Holliman, Monique Germain, Regina Grawboski-Sanchez

VISION

The Department of Nursing at Chicago State University seeks to educate nurses who will be able to demonstrate excellence through practice, scholarship, leadership, and service, while caring for diverse populations.

MISSION

The mission of the Department of Nursing is to provide educational experiences that empower learners, promote competence in the area of professional nursing, strengthen the capacity for employment in a variety of clinical practice settings within the healthcare community and develop a sense of civic responsibility.

The philosophy of the Master of Science in Nursing (MSN) program is the belief that clinical practice is constantly changing as are health needs and health delivery systems. Integral to the nursing profession is the need to work effectively and cooperatively with other disciplines to promote health. The focal point of the MSN curriculum is the understanding of the nursing process with a strong emphasis on the

medical knowledge of diseases complemented by behavioral science concepts. The courses developed are interdependent and have been structured to provide in-depth knowledge in the area of concentration of the student's choice. Acquisition of research skills and the application of nursing theory to practice are major emphases of the curriculum. The graduates of the MSN program will have the knowledge and skill to function in their chosen specialty areas.

STUDENT LEARNING OUTCOMES

The graduates of the Master of Science in Nursing (MSN) program will be able to

1. synthesize theories and current research findings in nursing, other health care disciplines, and health care organizations.
2. improve the delivery of nursing and health care by influencing social and health policy development.
3. implement and evaluate health promotion and disease prevention programs.
4. design and evaluate systems that support evidence-based standards of nursing practice in education and in a variety of health care settings.
5. integrate problem solving and decision making skills when designing nursing care modalities.
6. apply research and instructional skills in program evaluation and administration.
7. demonstrate professional growth and contribute to the advancement of the nursing profession.

The graduates of the MSN program will have the knowledge and skill to function in their chosen specialty areas. The goals of the MSN program at CSU are to

1. educate nurses who will contribute significantly to the health, education, business, political, and social structure of the nation and the world.
2. enhance the knowledge of the learner to develop analytical skills, broad-based viewpoints and the ability to link theory to practice.

The MSN program at CSU is designed to prepare nurses for the challenges facing the profession in the twenty-first century by focusing on community-health nursing, nursing administration, and nursing education. The MSN degree requires 45 credit hours of graduate course work and a practicum with a capstone project or thesis option. The program incorporates value-added curricula that focus on minority health and nursing informatics. The curricula are aligned with the NLN recommendation to improve the diversity of the nursing workforce and continuity of patient care and to reduce medical errors.

Admission Requirements

Prospective students seeking admission to the MSN program must meet requisite standards of academic ability and work experience. The admission committee will place emphasis on qualifications and credentials considered to be indicators for student success in graduate education: critical thinking and writing skills. Applications to the MSN program must be made through the School of Graduate and Professional Studies, including submission of original transcripts of candidate's undergraduate course work, and payment of the application fee. Application materials must be received by March 15 each year for the fall semester enrollment. Early application is encouraged. Applicants may apply to the program up to 12 months prior to the desired start date.

Students seeking admission into the MSN degree must meet the following admission requirements:

1. Applicants must have a bachelor's degree in nursing (BSN) from a program accredited by a nationally recognized accrediting agency for nursing;
2. Have attained a GPA of 3.0 or better (on a 4.0) scale
3. Conditioned admission may be granted to applicants with GPA lower than 3.0;
4. Proof of license as a registered nurse in the State of Illinois;
5. Official transcripts from all previously attended postsecondary institutions;
6. Statement of Goals – maximum of two pages describing goals and rationale for pursuing a master's degree in nursing. Include nursing experiences that have prepared the applicant to pursue a new role following completion of the program;
7. Three letters of professional recommendation from individuals familiar with the applicant's competence in the practice of nursing and potential for successful graduate education;
8. An interview with the Department of Nursing Admission Committee;
9. International students must have their academic transcripts evaluated by the University recognized agencies and must score 600 (paper-based) or 250 (computer-based) or higher on the Test of English as Foreign Language (TOEFL).

Courses taken prior to admission to the MSN program must be approved at the time of admission if they are to be counted toward the degree. A maximum of 9 credits can be accepted as transfer credits. These courses must be completed with a grade of B or better. Approval must be granted by both the department and the School of Graduate and Professional Studies. To gain approval, an original transcript must accompany the application and be submitted to the School of Graduate and Professional Studies.

Upon admission into the program, a faculty advisor will be assigned to each student based on his/her area of concentration specialty. The faculty advisor will monitor the student's performance each semester.

Progression and Probation Policy

The following academic progress and probation policy will be enforced in the MSN program:

1. Students must maintain a minimum of 3.0 cumulative grade point average to demonstrate satisfactory academic progress and good academic standing. A student is placed on probation if his or her cumulative grade point average falls below 3.0 for any term. After being placed on probation, a student must attain a minimum cumulative grade point average of 3.0 within the next two terms or be dismissed from the graduate program.
2. No more than two grades of C can be earned in any of the MSN courses. A course in which a D is obtained must be repeated to obtain a grade of C or better. When a student has a grade of D or F, he or she will be put on probation and must repeat the course and obtain a C grade or better.
3. Where a student has two or more grades of I outstanding, the student will be reviewed for probationary status.
4. Students must successfully complete a written comprehensive exam to assess knowledge of the core courses. Three opportunities are provided to pass the examination with a minimum of a B grade.

Curriculum Outline

The curriculum outline for the three nursing specialties are presented below:

| Community Health Nursing Requirements: 45 Credits | | |
|--|--|----------------|
| Core Courses: 21 credits | | |
| Course | Title | Credits |
| *NURS 5000 | Philosophical and Theoretical Foundations of Nursing Practice | 3 |
| NURS 5117 | Research Methods | 3 |
| NURS 5111 | Biostatistics and Computer Applications | 3 |
| *NURS 5145 | Ethics, Policy, Organization, and Financing of Health Care | 3 |
| NURS 5115 | Behavioral, Social and Cultural Aspects of Health Disparities | 3 |
| *NURS 5135 | Nursing Informatics | 3 |
| *NURS 5146 | Health Promotion and Disease Prevention | 3 |
| Concentration Specialty Courses: 15 credits | | |
| NURS 5113 | Epidemiology | 3 |
| *NURS 5142 | Advanced Pathophysiology | 3 |
| *NURS 5143 | Pharmacotherapeutics | 3 |
| *NURS 5144 | Advance Physical Assessment | 3 |
| NURS 5112 | Environmental Health and Safety | 3 |
| Practicum or Thesis Options: 6 credits | | |
| *NURS 5122 | Field Practicum in Community Health Nursing | 3 |
| *NURS 5123 | Field Practicum in Community Health Nursing and Capstone Project | 3 |
| *NURS 5124 | Thesis Option | 3 |
| *NURS 5125 | Thesis Research and Defense | 3 |
| Elective: 3 credits | | |
| NURS 5128 | Program Design, Planning, and Evaluation | 3 |
| NURS 5110 | Fundamentals of Public Health Practice | 3 |
| *NURS 5141 | Application of Geographical Information Systems in Health | 3 |
| NURS 5120 | Principles, Theories and Practice in Behavioral Change | 3 |
| NURS 5114 | Principles of Health Policy & Management | 3 |

| | | |
|----------------------|---|-----------|
| NURS 5131 | Health Economics and Financial Management | 3 |
| *NURS 5140 | Health Care Information Systems | 3 |
| NURS 5119 | Health Issues in Minority Populations | 3 |
| NURS 5121 | Health Services and Programming in Minority Populations | 3 |
| NURS 5118 | Health Education and Community Advocacy | 3 |
| NURS 5116 | Community Health Risk Assessment | 3 |
| Total Credits | | 45 |

Nursing Administration Course Requirements: 45 Credits

Core Courses: 21 credits

| Course | Title | Credits |
|------------|---|---------|
| *NURS 5000 | Philosophical and Theoretical Foundations of Nursing Practice | 3 |
| NURS 5117 | Research Methods | 3 |
| NURS 5111 | Biostatistics and Computer Applications | 3 |
| *NURS 5145 | Ethics, Policy, Organization, and Financing of Health Care | 3 |
| NURS 5115 | Behavioral, Social and Cultural Aspects of Health Disparities | 3 |
| *NURS 5135 | Nursing Informatics | 3 |
| *NURS 5146 | Health Promotion and Disease Prevention | 3 |

Concentration Specialty Courses: 15 credits

| | | |
|------------|--|---|
| *NURS 5127 | Executive Leadership and Administration in Health Care | 3 |
| NURS 5139 | Health Economics and Financial Management | 3 |
| NURS 5129 | Entrepreneurship in Health Care Delivery | 3 |
| NURS 5140 | Health Care Information Systems | 3 |
| NURS 5128 | Program Design, Planning, and Evaluation | 3 |

Practicum or Thesis Options: 6 credits

| | | |
|------------|--|---|
| *NURS 5122 | Field Practicum in Nursing Administration | 3 |
| *NURS 5123 | Field Practicum in Nursing Administration and Capstone Project | 3 |
| *NURS 5124 | Thesis Option | 3 |
| *NURS 5125 | Thesis Research and Defense | 3 |

Elective: 3 credits

| | | |
|------------|---|-----------|
| *NURS 5141 | Application of Geographical Information Systems in Health | 3 |
| NURS 5120 | Principles, Theories and Practice in Behavioral Change | 3 |
| NURS 5134 | Global Health | 3 |
| NURS 5133 | Public Health Aspect of Aging | 3 |
| NURS 5118 | Health Education and Community Populations | 3 |
| NURS 5119 | Health Issues in Minority Populations | 3 |
| NURS 5121 | Health Services and Programming in Minority Populations | 3 |
| NURS 5132 | HIV/AIDS in People of Color: Evidence-based Practice | 3 |
| | Total Credits | 45 |

Nursing Education Course Requirements: 45 Credits

Core Courses: 21 credits

| Course | Title | Credits |
|------------|---|---------|
| *NURS 5000 | Philosophical and Theoretical Foundations of Nursing Practice | 3 |
| NURS 5117 | Research Methods | 3 |
| NURS 5111 | Biostatistics and Computer Applications | 3 |
| *NURS 5145 | Ethics, Policy, Organization, and Financing of Health Care | 3 |
| NURS 5115 | Behavioral, Social and Cultural Aspects of Health Disparities | 3 |
| *NURS 5135 | Nursing Informatics | 3 |
| *NURS 5146 | Health Promotion and Disease Prevention | 3 |

Concentration Specialty Courses: 15 credits

| | | |
|------------|--|---|
| *NURS 5142 | Advanced Pathophysiology | 3 |
| *NURS 5143 | Pharmacotherapeutics | 3 |
| *NURS 5144 | Advanced Physical Assessment | 3 |
| ELCF 5010 | Curriculum Development and Learning Theories | 3 |
| ELCF 5930 | Higher Education Administration and Evaluation | 3 |

Practicum or Thesis Options: 6 credits

| | | |
|------------|---|---|
| *NURS 5122 | Field Practicum in Nursing Education | 3 |
| *NURS 5123 | Field Practicum in Nursing Education and Capstone Project | 3 |
| *NURS 5124 | Thesis Option | 3 |

| | | |
|----------------------------|---|-----------|
| *NURS 5125 | Thesis Research and Defense | 3 |
| Elective: 3 credits | | |
| ED 5312 | Teaching with Technology | 3 |
| *NURS 5140 | Health Care Information Systems | 3 |
| *NURS 5141 | Application of Geographical Information Systems in Health | 3 |
| NURS 5120 | Principles, Theories and Practice in Behavioral Change | 3 |
| NURS 5118 | Health Education and Community Advocacy | 3 |
| NURS 5119 | Health Issues in Minority Populations | 3 |
| NURS 5121 | Health Services and Programming in Minority Populations | 3 |
| NURS 5128 | Program Design, Planning, and Evaluation | 3 |
| | Total Credits | 45 |

THE 11 COURSES WITH * SIGN ARE NEWLY DEVELOPED GRADUATE NURSING COURSES. THE OTHER COURSES IN THE MSN CURRICULUM ARE EXISTING COURSES IN THE MPH PROGRAM IN THE COLLEGE OF HEALTH SCIENCES OR EXISTING COURSES IN THE EDUCATIONAL LEADERSHIP DOCTORAL PROGRAM IN THE COLLEGE OF EDUCATION. THE EXISTING MPH COURSES REFLECTED IN THE MSN CURRICULUM WILL BE CROSS-LISTED WITH THE MPH (PUBH) COURSES AND WILL BEAR THE SAME EQUIVALENT NURS CODES. OF THE 45 CREDITS REQUIRED FOR THE MSN DEGREE, 33 CREDITS ARE NEWLY DEVELOPED COURSES.

CRITERIA FOR SELECTING THE PRACTICUM OPTION PROJECT

The practicum will provide the students with real world experience in a community health, management, or educational setting, and students will have the opportunity to apply the skills and knowledge acquired during the practicum to formulate a capstone project. The practicum spans over two semesters, requiring a minimum of 500 hours during the NURS 5122/5123 I and II courses. Students must be in good academic standing and have completed all MSN course requirements prior to registering for NURS 5123: Field Practicum in Nursing and Capstone Project. The goal of the practicum is to enable students to acquire relevant skills in their area of specialty. At the end of the practicum experience, the students will be able to:

1. integrate public nursing theory, knowledge, and skills in a practice setting.
2. experience the real world of nursing practice – organization, structure, and function; local and organizational politics; program planning, administration, and evaluation; community needs assessment; and community relationships and participation.
3. develop skills and knowledge in an area of nursing interest not covered in-depth elsewhere in the students’ educational plan.
4. demonstrate competence in a nursing practice area.
5. demonstrate leadership, teamwork, communication skills and creativity in the development of a nursing practice.

6. Complete and submit a paper summarizing the practicum experience in an area of nursing practice.

PROJECT SUPERVISION PROCESS AND EVALUATION

The Practicum Coordinator will hold a meeting once every semester to provide students with more information on how to plan for or create a field practicum opportunity, with steps toward a successful field experience, and with journaling techniques. Planning for the field practicum will begin at least three months before its projected start date. The students will work with the faculty advisor to develop practicum objectives. The area of research or service interest will be discussed with the faculty advisor, who will approve and forward the recommendation to the Practicum Coordinator, who maintains a listing of agencies and organizations with which the university has placement agreements.

A month prior to registering for NURS 5123: Field Practicum in Nursing and Capstone Project, the students will be required to complete and obtain approval for the following forms:

1. The MSN Practicum Registration form.
2. The Practicum Learning Agreement form.

Students will not be allowed to register for NURS 5123: Field Practicum in Nursing and Capstone Project unless these forms have been submitted and approved by the faculty advisor. Both forms will be completed and returned to the Practicum Coordinator at least three months prior to beginning the field placement.

THE CRITERIA FOR SELECTING THE THESIS OPTION

For the Thesis Option, students will use quantitative or qualitative research methods to collect empirical data to answer a research question. The decision to select the thesis option (NURS 5124 Thesis Proposal and NURS 5125 Thesis Research and Defense) is entirely that of the students. The students will be required to discuss this decision with an assigned faculty advisor. The process for registering for the course is the same as with the Non-Thesis or Practicum Option. A month prior to registering for NURS 5124 Thesis Proposal, students will be required to complete the following forms:

1. The MSN Thesis Proposal Registration form.
2. The Thesis Proposal Agreement form.

Students will not be allowed to register for NURS 5124 Thesis Proposal unless these forms have been submitted and approved by the department chair and faculty advisor. Both forms will be completed and returned to the department chair at least one month prior to beginning the research proposal.

After selecting a research topic, students must obtain the approval of a faculty advisor. The topic can be identified by the students, or it can be based on an ongoing project that a faculty advisor approves. Student must show evidence of approval of the Institutional Review Board (IRB) Protection of Human Subjects in Research training at the time of registering for NURS 5125 Thesis. Students will work closely with their faculty advisor and the two thesis committee members.

COMPOSITION OF THE THESIS COMMITTEE

After approval of the research topic, students will be assigned a thesis chair by the department chairperson. The thesis chair will supervise the research project in conjunction with other faculty advisors. The topic of the research will determine the thesis chair and faculty advisors to be assigned. The research interest and expertise of the faculty will drive the decision

The department chair, in consultation with the thesis chair, will recommend two other cognate graduate faculty members within or outside the department to form the thesis committee. The appointment of the thesis chair and the composition of the thesis committee must be approved by the dean of the School of Graduate and Professional Studies. Subsequently, students will be approved to register for NURS 5124 Thesis Proposal. A copy of the NIH certificate must be submitted with the research proposal.

FINAL THESIS DEFENSE

Following the submission of the thesis, the student will be required to present the research findings at a public forum arranged by the department. The Thesis Committee will determine the grade to be assigned for both NURS 5124- Thesis Proposal and NURS 5125-Thesis Research and Defense. A grade of S (satisfactory) or NS (Not satisfactory) will be assigned. Students with a NS grade will be provided an opportunity to address the concerns of the Thesis Committee members.

Nursing (NURS) Course Offerings

5000: PHILOSOPHICAL AND THEORETICAL FOUNDATIONS OF NURSING PRACTICE (3)

Prerequisite: Admission to the Master's of Nursing Program

This course analyzes the history and philosophy of science as a basis for knowledge and academic critique of nursing theory, research, and practice through differing philosophical and ethical perspectives.

5122 FIELD PRACTICUM IN COMMUNITY HEALTH NURSING I AND II (3)

Prerequisite: Completion of all course work or consent of the program coordinator and the instructor.

The practicum provides an integral part of professional education that complements and supports the learning process in the classroom. The experience provides the student with opportunities to apply knowledge and skills learned in the classroom to a variety of fieldwork situations and to test new approaches and techniques in solving problems. The practicum is a meaningful learning experience that contributes positively to the student's professional development and nursing practice. A faculty member will coordinate the fieldwork experience that contributes positively to the student's professional development and nursing practice. A faculty member will coordinate the fieldwork experience in collaboration with the site preceptors. A minimum of 500 hours is required.

5124 THESIS PROPOSAL AND RESEARCH AND DEFENSE (3)

Prerequisite: Completion of all course work and consent of the program coordinator and the instructor.

Students will participate in an independent research project under the supervision of a research mentor. The project will focus on individual and community health interest and problems through literature search, defining of the problem, use of theoretical and conceptual framework, methodology for data collection, analysis, findings, discussion implications and conclusion.

5127 EXECUTIVE LEADERSHIP AND ADMINISTRATION IN HEALTH CARE (3)

Prerequisite: NURS 5000, 5111, 5115, 5117, 5135, 5145.

This course covers the theories and principles of leadership/management, analysis and synthesis of the relationship of leadership/management the health care delivery system, evidence-based practice, future trends, and professional education.

5135 NURSING INFORMATICS (3)

Prerequisite: NURS 5000, 5111, 5117 or consent of the program coordinator and the instructor.

This course is designed to expand theory into practice, the nature of nursing, information, and communication technology. It provides the nurse with the tools and skills to collect, process, manage, and communicate patient care data with a collaborative-care delivery framework utilizing integrated networks. The goal is to communicate critical information to achieve health promotion and health restoration and maintenance, as well as wellness of patient, family, and community.

5140 HEALTH CARE INFORMATION SYSTEMS (3)

Prerequisite: NURS 5110, 5111, and 5114.

This course provides information on the fundamentals of the health care information system and how data are transformed into information and then again transformed into knowledge through integrated computer systems. The goal of this course is to prepare students to be effective collaborators with the members of the health care team who do have the specialized healthcare skills but are lacking the technical insights.

5141 APPLICATION OF GEOGRAPHICAL INFORMATION SYSTEMS IN HEALTH (3)

Prerequisite: NURS 5000, 5111, 5112, and NURS 5117.

This course provides information on how to integrate geographic information system design principles into the many applications areas found in the health care system. The goal of this course is to help students develop the skills needed to identify problems and develop solutions using mapping software to present findings graphically.

5142 ADVANCED PATHOPHYSIOLOGY (3)

This course will examine the principles of physiologic function at all levels of organization from cell to organ systems as they affect human function. The course will use homeostasis as a model to account for regulatory and compensatory functions in health. Students will develop the necessary theoretical and empirical foundation for subsequent understanding of the diagnosis and management of human responses to disease and non disease-based etiologies.

5143 PHARMACOTHERAPEUTICS (3)

Prerequisite: NURS 5000, 5111, 5113, 5115, 5117, 5135, 5142, 5145, 5146.

This course covers both pharmacotherapeutics and pharmacokinetics of broad categories of pharmacologic agents. It covers principles of pharmacodynamics, pharmacokinetics, adverse drug reactions, and special populations' considerations, in addition to the regulations relevant to prescriptive authority for advanced practice nurses. Consideration of current health status, ethnic/racial backgrounds, socioeconomic status, cultural/spiritual implications, gender, and changes that occur across the lifespan are addressed.

5144 ADVANCED PHYSICAL ASSESSMENT (3)

Prerequisite: NURS 5000, 5142, 5143, or consent of the program coordinator and the instructor.

The purpose of this course is to establish differential diagnoses based on logical diagnostic reasoning for health maintenance, disease prevention, and early detection. Content builds on previously acquired knowledge and skills of advanced physiology and pathophysiology, advanced pharmacology, and the domains and competencies common to the advanced practice roles. Additional course fee.

5145 ETHICS, POLICY, ORGANIZATION, AND FINANCING OF HEALTH CARE (3)

Prerequisite: NURS 5000, 5111, 5117, or consent of the department.

This course will cover ethical and legal issues in research and health care, quality cost-effective care, design and implementation of care in a variety of health care systems, and the executive leadership role of a nurse in managing human fiscal and physical health care resources. The course will also present

how health policy is formulated, how to affect this process, and how it impacts clinical practice and health care delivery.

PUBLIC HEALTH

Chairperson: Thomas Britt

Graduate Faculty: William Ebomoyi, Patrick Williams, Thomas Lyons, Emmanuel Osunkoya, Ivonne Anguh, Shakirudeen Amuwo, Yashika Wadkins, and Quintin Williams.

MISSION

The mission of the Department of Health Studies at Chicago State University is to provide community/public health and pre-physical therapy education to a culturally diverse, nontraditional and traditional student body. Our academic programs promote interdisciplinary educational experiences in the classroom setting and service learning experiences in the community where students apply their critical thinking skills.

VISION

The Department of Health Studies at Chicago State University seeks national and international recognition as a leader in teaching, research and service. We motivate our students to seek an entry-level professional physical therapy degree or to contribute to public health delivery by addressing health disparities locally and beyond.

The MPH at CSU is a practice-centered curriculum designed to prepare students for the health problems of the twenty-first century by focusing on the core functions of public health: health status assessment, environmental health quality assurance, behavior change strategies, health disparities, and health policy development and research. The current focus of the MPH program is on health promotion and disease prevention. The curriculum is designed to emphasize the social and behavioral scientific strategies in understanding the causality, consequences, prevention, and control of diseases in minority populations. Students will be trained to identify community health problems through classroom course work, field internships, and research experiences and by working with communities to assess health needs/problems, plan and implement solutions, and monitor and appraise outcomes. Particular attention was paid in the curriculum design to minority health and to migrant and low-income populations, where high rates of unemployment and poverty result in poor health outcomes. Additional specialty areas such health service management, environmental toxicology, and biosecurity preparedness will be developed in the future.

The MPH curriculum at CSU requires 48 credits of course work divided into public health core, concentration courses and electives. Students will have the option of a practicum or thesis as a required capstone experience.

ADMISSIONS REQUIREMENTS

Applications to the MPH program must be made through the School of Graduate and Professional Studies, including paying the application fee and submitting original transcripts of the candidate's

undergraduate course work. Application materials must be received by March 15 each year for the fall semester enrollment. Early application is encouraged; applicants may apply to the program up to 12 months prior to the desired start date.

Students seeking admission into the MPH degree must meet the following admission requirements:

- A baccalaureate degree from an accredited university with a minimum cumulative grade point average of 3.00 on a 4.0 scale.
- A combined graduate Record Examination (GRE)* score of at least 1,000 (verbal plus quantitative scores). Beginning August 1, 2011, due to the normalization of the GRE score, a combined score of 290 will be required.

*GRE will be waived for students with 1) a doctorate degree, 2) an entry-level professional doctorate degree such as MD, DDS, DPharm, DPsych, DPT, etc., or 3) a master's degree that involved completion of a thesis /dissertation.
- A curriculum vitae/resume.
- Personal statement describing past education and experience and current professional career objectives.
- Three letters of recommendation from persons qualified to assess the candidate's academic work, clinical, public health, and professional experiences or leadership potential in public health.

Student Learning Outcomes

Following completion of the Master of Public Health (MPH) program, the graduates will be able to

- utilize acceptable evidence-based intervention strategies for preventive health practices.
- evaluate the health effects of exposure to hazardous and toxic substances.
- determine community health indicators and evaluate factors in the home and workplace that may cause disease, dysfunction, human suffering and premature death.
- assess the relative effectiveness of different public health interventions.
- design and evaluate health promotion and disease prevention programs.
- apply instructional and research skills in the prevention of disease and the promotion of health and wellness.

Courses taken prior to admission to the MPH program must be approved at the time of admission if they are to be counted towards the degree. These courses must have a grade of B or better. Approval must be granted by both the department and the School of Graduate and Professional Studies. To gain approval, an extra original transcript must accompany the application and be submitted to the School of Graduate and Professional Studies.

Upon admission into the program, a faculty advisor will be assigned to each student based on his or her specialty. The MPH faculty advisor will monitor the student's performance each semester. Attention will be given to course grades and related measures of achievements.

Applicants whose background is not in health sciences will be required to take PUBH 5126 Biological Basis of Public Health during the first semester. Prospective students seeking admission to the MPH program must meet the standards on academic ability and work experience. The Admission Committee

will place emphasis on the qualifications and credentials of the students to succeed in public health practice.

GRADUATION REQUIREMENTS

To be awarded an MPH degree, students must successfully complete all academic work by the semester in which they wish to graduate. Capstone fieldwork experience or a thesis must also be completed. Specific requirements to be fulfilled by the graduating students include the following:

- **Academic Performance:** Cumulative grade point average of 3.0 on a 4.0 scale in all required and elective courses.
- **Comprehensive Written Exam:** Successful completion of a comprehensive written exam to assess knowledge of the core courses in public health. Three opportunities are provided to pass the exam with a minimum of a B grade.
- **Practicum:** Six credits of fieldwork (practicum) to develop the skills and competencies through service experience in a health profession or health-related organization and to apply concepts and theories learned in the classroom. The practicum will be arranged in two blocks spanning over two semesters (a minimum of 360 hours) and must be successfully completed. Prior to the experience, the practicum coordinator will discuss with each student his or her career interest, needs, and geographic constraints to determine the placement site.
- **Final Submission of a Thesis:** Each student on the research option track will submit his or her thesis to the faculty advisor and a copy must be submitted to the chairperson two weeks before defense date. The student must successfully defend the thesis.
- **Presentation of Project:** Each student must successfully complete his or her capstone fieldwork experience and thesis and present it at the School of Graduate and Professional Studies Research Forum.
- **Grade Format:** Letter (A-F) grades are awarded in theory courses. Grades of Satisfactory or Unsatisfactory are awarded only for the capstone thesis and practicum experiences.

Progression and Probation Policy

The following academic progress and probation policy will be enforced in the MPH program:

- a. Students must maintain a minimum 3.0 cumulative grade point average to demonstrate satisfactory academic progress and good academic standing. A student is placed on probation if the cumulative grade point average falls below 3.0 for any term. After being placed on probation, a student must attain a minimum cumulative grade point average of 3.0 within the next two terms or be dismissed from the graduate program.
- b. No more than two grades of C can be earned in any of the MPH courses. A course in which a D was obtained must be repeated to obtain a grade of C or better.
- c. Student cannot obtain more than six credit hours of course work with a grade of D or F, whether the grade is part of the MPH program or not. Where a student has two or more grades of I outstanding, the student should be reviewed for probationary status.

Curriculum Pattern (Semester by Semester Course Offering)

The curriculum patterns for the MPH program in Health Promotion and Disease Prevention and Health Services Management are presented below:

Health Promotion and Disease Prevention Concentration

FIRST YEAR

Fall Semester

| Courses | Credit Hours |
|--|-----------------|
| PUBH 5110 Fundamentals of Public Health Practice | 3 |
| PUBH 5112 Environmental Health and Safety | 3 |
| PUBH 5113 Epidemiology | 3 |
| PUBH 5117 Research Methods | 3 |
| PUBH -5126 Biological Basis of Public Health* | 3 |
| *For non-health science professional admitted into the MPH program | |
| Total Credit Hours | 12 or 15 |

Spring Semester

| Courses | Credit Hours |
|---|--------------|
| PUBH 5115 Behavioral, Social and Cultural Aspects of Health Disparities | 3 |
| PUBH 5114 Principles of Health Policy and Management | 3 |
| PUBH 5111 Biostatistics and Computer Applications | 3 |
| PUBH 5116 Community Health Risk Assessment | 3 |
| Total Credit Hours | 12 |

Summer Semester (Optional)

| Courses | Credit Hours |
|--|--------------|
| PUBH 5122 Field Practicum in Community Health I Or PUBH 5124 Thesis Proposal | 3 |
| Total Credit Hours | 12 |

SECOND YEAR

Fall Semester

| Courses | Credit Hours |
|--|--------------|
| PUBH 5118 Health Education and Community Advocacy | 3 |
| PUBH 5119 Health Issues in Minority Populations | 3 |
| PUBH 5120 Principles, Theories & Practice in Behavioral Change | 3 |
| PUBH 5122 Field Practicum in Community Health I Or PUBH 5124 Thesis Proposal | 3 |
| Total Credit Hours | 12 |

Spring Semester

| Courses | Credit Hours |
|---|--------------|
| PUBH 5121 Health Services and Programming in Minority Population | 3 |
| PUBH 5132 HIV/AIDS in People of Color: Evidence –based Interventions PUBH-Elective | 3 |
| PUBH 5123 Field Practicum in Community Health II and Capstone Paper or PUBH 5124 Thesis Research and Defense | 3 |
| Total Credit Hours | 9 |

TOTAL CREDIT: 48/51

*Only the Health Promotion and Disease Prevention Concentration is currently offered.

Health Services Management Concentration

FIRST YEAR

Fall Semester

| Courses | Credit Hours |
|---------|--------------|
|---------|--------------|

| | |
|--|-----------------|
| PUBH 5110 Fundamentals of Public Health Practice | 3 |
| PUBH 5112 Environmental Health and Safety | 3 |
| PUBH 5113 Epidemiology | 3 |
| PUBH 5117 Research Methods | 3 |
| PUBH 5126 Biological Basis of Public Health* | 3 |
| *For non-health science professional admitted into the MPH program | |
| Total Credit Hours 12 or 15 | 12 or 15 |

Spring Semester

| Courses | Credit Hours |
|---|---------------------|
| PUBH 5111 Biostatistics and Computer Applications | 3 |
| PUBH 5114 Principles of Health Policy and Management | 3 |
| PUBH 5115 Behavioral, Social and Cultural Aspects of Health Disparities | 3 |
| PUBH 5121 Health Services and Programming in Minority Populations | 3 |
| Total Credit Hours | 12 |

Summer Semester (Optional)

| Courses | Credit Hours |
|--|---------------------|
| PUBH 5122 Field Practicum in Community Health I PUBH 5124 Thesis Proposal | Or 3 |
| Total Credit Hours | 12 |

SECOND YEAR

Fall Semester

| Courses | Credit Hours |
|---|---------------------|
| PUBH 5131 Health Economics and Financial Management | 3 |
| PUBH 5132 Health Services and Programming in Minority Populations | 3 |
| PUBH Elective | 3 |
| PUBH 5123 Field Practicum in Community Health II and Capstone Paper or PUBH 5125 Thesis Research and Defense | 3 |
| Total Credit Hours | 12 |

Spring Semester

| Courses | Credit Hours |
|----------------|---------------------|
|----------------|---------------------|

| | |
|---|-----------|
| PUBH 5122 Field Practicum in Community Health I or PUBH 5124 Thesis Proposal | 3 |
| PUBH 5127 Management of Health Care Organization | 3 |
| PUBH 5128 Health Program Design, Planning, and Evaluation | 3 |
| PUBH 5130 Ethical, Legal and Regulatory Aspects of Public Health Practice | 3 |
| Total Credit Hours | 12 |

TOTAL CREDIT: 48/51

Public Health (PUBH) Course Offerings

5110 INTRODUCTION TO PUBLIC HEALTH (3)

Prerequisite: Admission to the MPH program or consent of the program chairperson.

This course explores historical perspectives, content, and progress made in public-health practice in the United States over the past 150 years.

5111 BIOSTATISTICS AND COMPUTER APPLICATIONS (3)

Prerequisite: Admission to the MPH program or consent of the program chairperson.

This course covers parametric, nonparametric statistics, population-based arithmetic and geometric projections, and other quantitative data analysis techniques.

5112 ENVIRONMENTAL HEALTH AND SAFETY (3)

Prerequisite: Admission to the MPH program or consent of the program chairperson.

This course covers the link between environmental exposure and disease onset. Additional focus includes pollution control, occupational health and regulatory agencies' historical perspectives, and content and progress made in public health practice in the United States over the past 150 years.

5113 EPIDEMIOLOGY (3)

Prerequisite: Admission to the MPH program or consent of the program chairperson.

This graduate-level course focuses on the principles and methods of epidemiology and the quantitative techniques for experimental design and data analysis.

5114 PRINCIPLES OF HEALTH AND POLICY MANAGEMENT (3)

Prerequisite: Admission to the MPH program or consent of the program chairperson.

This course examines marketing principles, strategies for accomplishing marketing objectives, and human resource management.

5115 BEHAVIORAL, SOCIAL, AND CULTURAL ASPECTS OF HEALTH DISPARITIES (3)

Prerequisite: Admission to the MPH program or consent of the program chairperson.

This course examines the behavioral, cultural, and social contexts of health disparities and their consequences and implications for minority populations.

5116 COMMUNITY HEALTH RISK ASSESSMENT (3)

Prerequisite: Admission to the MPH program or consent of the program chairperson.

This course explores principles of community-based risk assessment, and it also examines factors that contribute to poor health outcomes.

5117 RESEARCH METHODS IN HEALTH SCIENCES (3)

Prerequisite: Admission to the MPH program or consent of the program chairperson.

This course covers the principles and strategies of scientific research in health professions, including sample selections, data analysis, and reporting.

5118 HEALTH EDUCATION AND COMMUNITY ADVOCACY (3)

Prerequisite: Admission to the MPH program or consent of the program chairperson.

This course covers the techniques of applying behavioral change theories into specific community education advocacy and policy interventions.

5119 HEALTH ISSUES IN MINORITY HEALTH (3)

Prerequisite: Admission to the MPH program or consent of the program chairperson.

This course explores issues that affect the health of minorities in the United States with emphasis on their disease burden.

5120 PRINCIPLES, THEORIES, AND PRACTICE IN BEHAVIOR CHANGE (3)

Prerequisite: Admission to the MPH program or consent of the program chairperson.

This course explores the fundamental concepts in social theories and the foundation of health education theory and behavioral change.

5121 CULTURAL, ETHICAL, AND SOCIAL DIMENSIONS IN PUBLIC HEALTH (3)

Prerequisite: Admission to the MPH program or consent of the program chairperson.

This course explores the social, behavioral, and cultural variables that affect the health of communities.

5122 FIELD PRACTICUM IN COMMUNITY HEALTH I (3)

Prerequisite: Admission to the MPH program or consent of the program chairperson.

This course focuses on community practicum, and it provides an integral component of the professional education that complements the training of a public health professional.

5123 FIELD PRACTICUM IN COMMUNITY HEALTH II AND CAPSTONE PAPER (3)

Prerequisite: Admission to the MPH program.

The experience provides the student with opportunities to apply knowledge and skills learned in the classroom to a variety of fieldwork situations and to test new approaches and techniques in solving problems.

5124 THESIS PROPOSAL (3)

Prerequisite: Admission to the MPH program.

This course focuses on the independent graduate research project.

5125 THESIS RESEARCH AND DEFENSE (3)

Prerequisite: Admission to the MPH program.

An independent original research project on a public health problem area, utilizing health sciences methods in inquiry. It focuses on individual and community health interests and problems through literature search, defining of the problem, use of theoretical and conceptual framework, methodology for data collection, analysis, findings, discussion implications, and conclusion.

5126 BIOLOGICAL BASIS OF PUBLIC HEALTH (3)

Prerequisite: Admission to the MPH program or consent of the program chairperson.

The course introduces concepts of disease and disease causation with emphasis on determinants, pathophysiology, social and behavioral factors.

5127 MANAGEMENT OF HEALTH CARE ORGANIZATIONS (3)

Prerequisite: Admission to the MPH program or consent of the program chairperson.

This course explores organizational structures and the delivery of health care services.

5128 HEALTH PROGRAM DESIGN, PLANNING, AND EVALUATION (3)

Prerequisite: Admission to the MPH program or consent of the program chairperson.

This course explores theoretical foundations of program planning and practical evaluation of programs.

5129 ENTREPRENEURSHIP IN HEALTHCARE DELIVERY (3)

Prerequisite: Admission to the MPH program or consent of the program chairperson.

This course explores opportunities and threats to entrepreneurial endeavors in health care industry.

5130 LEGAL AND REGULATORY ASPECTS OF PUBLIC HEALTH PRACTICE (3)

Prerequisite: Admission to the MPH program or consent of the program chairperson.

This course explores legal obligations of health care providers that relate to the provision of health care.

5140HEALTH CARE INFORMATION SYSTEMS (3)

Prerequisite: 5111 Biostatistics and Computer Applications; 5114 Principles of Health and Policy Management; 5135 Health Care Informatics.

This course provides information on the fundamentals of the health care information system and how data are transformed into information and then transformed into knowledge through integrated computer systems.

5131 HEALTH ECONOMICS AND FINANCIAL MANAGEMENT (3)

Prerequisite: Admission to the MPH program or consent of the program chairperson.

This course explores economic analysis and the use of managerial techniques.

5132 HIV/AIDS IN PEOPLE OF COLOR: EVIDENCE-BASED INTERVENTIONS (3)

Prerequisite: Admission to the MPH program or consent of the program chairperson.

This course examines the racial and ethnic disparities in rates of transmission, incidence, prevalence and mortality related to the HIV/AIDS epidemic at the local, national, and global levels. It also discusses biomedical and environmental determinants of HIV infection and public policy challenges and barriers to HIV prevention among communities of color.

5133 PUBLIC HEALTH ASPECTS OF AGING (3)

Prerequisite: Admission to the MPH program.

This course covers public health gerontology.

5134 GLOBAL HEALTH (3)

Prerequisite: Admission to the MPH program or consent of the program chairperson.

This course explores global health issues and the economic implications.

5135 HEALTHCARE INFORMATICS(3)

Prerequisite: Admission to the MPH program or consent of the program chairperson.

This course provides a broad coverage of technology concepts underlying computing and information management.

Occupational Therapy

Department Chairperson: Leslie K. Roundtree

Faculty: Sarah L. Austin, Leslie L. Jackson, Wanda J. Mahoney, Regina T. Smith, Elizabeth M. Wanka, Elizabeth S. Wittbrodt

The Department of Occupational Therapy offers a Master of Occupational Therapy (MOT) degree and a combined Bachelor of Science in Health Sciences and Master of Occupational Therapy (BS/MOT) degree option. This entry-level graduate degree prepares students to become competent and caring occupational therapists. Beginning January 2007, occupational therapy educational programs will only be accredited at the post-baccalaureate degree level.

Occupational therapy is the art and science of directing an individual's participation in everyday activities to restore, reinforce, and enhance performance; facilitate learning of skills and functions essential for adaptation and productivity; diminish or correct pathology; and promote and maintain health. Its fundamental concern is the capacity, throughout the life span, to perform with satisfaction to self and others those tasks and roles essential to productive living and to the mastery of self and the environment.

The Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). ACOTE c/o Accreditation Department American Occupational Therapy Association 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is 301/652-2682. The website is www.aota.org. Graduates of the program will be able to sit for the national certification examination for occupational therapists administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual becomes an Occupational Therapist Registered (OTR) and will be eligible to apply for licensure to practice in Illinois and many other states that require licensure. A felony conviction may affect a graduate's ability to sit for the NBCOT examination or attain a state license. A process for early determination of eligibility is available from NBCOT (12 South Summit Avenue Suite 100, Gaithersburg, MD 20877-4150, Telephone 301/990-7979). The website is www.nbcot.org

VISION

The vision of the Department of Occupational Therapy is to be widely recognized as a dynamic, community-oriented program that trains competent, diverse occupational therapists and enhances the health of underserved communities through research and service.

MISSION

The mission of the Department of Occupational Therapy is to provide education designed to prepare diverse, competent and effective occupational therapists skilled at meeting the demands of rapidly changing service delivery systems. The program seeks to develop therapists who possess foundational skills in the principles of the occupational therapy profession and the ability to integrate knowledge into practice while using the critical thinking and reflective abilities necessary to address the multiple roles of practitioner, consultant, educator, manager, researcher, and advocate within traditional and emerging service delivery systems.

The Department of Occupational Therapy's mission is consistent with the university's and the College of Health Sciences' mission statements and upholds the commitment to the recruitment and education of candidates from those sections of the community underrepresented in the practice of occupational therapy. The program's purpose is to develop graduates that are compassionate and dedicated to implementing contextually relevant occupation-based services that promote and enhance the health, participation, and quality of life for individuals and populations.

Student Learning Outcomes

Upon completion of the MOT program, the graduates will

1. utilize the principles supporting the theories of occupation and human development in planning, evaluation, and intervention to achieve health and wellness.
2. integrate evidence-based practice and ethical decision making into all aspects of the occupational therapy process to assist individuals and populations in achieving optimal occupational performance within diverse physical, social, and cultural environments.
3. appraise opportunities to deliver best practices that meet the needs of individuals and groups through occupationally-centered interventions within a variety of service delivery systems.
4. defend the right to engage in occupations and intervene on behalf of diverse individuals, organizations, communities, and social systems through advocacy.
5. appreciate and relate to the roles required by the profession through professional development planning and participation in and support of American Occupational Therapy Association (AOTA), Illinois Occupational Therapy Association (ILOTA) and other professional organizations.

Admission Requirements

Admission to the MOT degree program is based on the completion of a set of requirements that are reviewed and evaluated by the university and the department admission committee. The application process includes the following:

1. Students applying to the School of Graduate and Professional Studies must hold a bachelor's degree from an accredited college or university with a grade point average of 3.0 or better (on a 4.0 scale) in the final 60 semester credit hours of undergraduate and/or graduate courses.
2. A limited number of applicants with a GPA of 2.90-2.99 may be granted conditional admission. Conditional admission status is removed when the student achieves a cumulative GPA of 3.0 or better.
3. Completion of prerequisite courses (anthropology or sociology, statistics, developmental psychology, abnormal psychology, medical terminology, human anatomy, human physiology, cadaver lab and introduction to occupational therapy) with a grade of C or better before beginning professional course work. The anatomy and physiology courses must be taken within five years of admission to the program. A minimum of 2.75 in the above prerequisite courses is required for consideration of the application.
4. Submission of the Occupational Therapy Department application and a graduate advisor's evaluation of prerequisite credits. All students are strongly encouraged to review admission eligibility with an advisor before applying.

5. Proof of over 40 hours of work experience or community service that demonstrates human service skills. Experience is to be described on the prescribed form and signed by an appropriate supervising individual. This experience is not limited to the field of occupational therapy.
6. Two recommendations on the prescribed form. One of the recommendations must be from an upper-division teacher. The other recommendation may be from another upper-division teacher or an employer or community service supervisor. Relatives cannot submit recommendations.
7. A typed essay of approximately 1000 words on the applicant's reason for pursuing occupational therapy as a career and how the human service experience has enhanced and developed the applicant's interpersonal skills.
8. Interview with the members of the Occupational Therapy admission committee. Applicants who are not accepted into the program can meet with an advisor to discuss options to strengthen their reapplication.

Students are enrolled fulltime into the MOT program only once a year in the fall semester. Class size is limited, and admission into the program is highly competitive. Depending on the number of qualified applicants, a waiting list may be created. Applicants placed on the waiting list will be notified of their status and rank on this list. If slots become available, applicants on the waiting list will be offered admission in rank order. Full-time and part-time study options are available.

Applications are accepted and reviewed throughout the academic year. The deadline for submission of application materials to the MOT program is March 1st each year. Graduate applications (including official transcripts and application fee) are sent directly to the School of Graduate and Professional Studies. The Department of Occupational Therapy application and all supporting documents are to be submitted directly to the department. The application deadline will be extended to May 15th of each year only if admission slots are available.

Admission by Advanced Standing

Graduates who complete a Bachelor of Health Science/Pre-OT degree from CSU, preceding their intended enrollment in the graduate program, may apply for advanced standing in the MOT program.

Advanced standing students may be given up to 28 hours of credit for foundational occupational therapy courses. Students must meet the graduate GPA requirements of 3.0 or better for the last 60 hours of credit for admission into the graduate program in order to receive advanced standing.

Transfer Credit

No transfer credit will be given for professional course work in the MOT curriculum. No academic credit is given for work or life experiences in occupational therapy.

General Requirements

The MOT curriculum requires completion of 83 credit hours of graduate-level course work that includes Level I and Level II fieldwork. Full-time students can complete the program requirements in two and a half calendar years. Part-time study may be completed in three and a half years, but does require full-time study during the last year.

Students in the MOT curriculum are required to maintain a 3.0 (B) average each semester and receive a passing grade in all Level I and Level II fieldwork. Please refer to the progression policies for details.

The fieldwork component of the MOT curriculum is an integral part of the student’s overall educational experience. Placements are made in a variety of traditional settings and emerging areas of practice. Students have four semesters of Level I fieldwork experience. Level I fieldwork is one day a week for ten weeks of each semester. Level II fieldwork experiences are completed during the last year of the MOT program. Level II fieldwork involves two twelve-week full-time affiliations. Completion of the graduate research project is required before beginning of Level II fieldwork. All Level II fieldwork experiences must be completed within 24 months following the completion of 69 hours of professional course work.

All students must successfully complete cumulative end of year examinations in Evaluation and Intervention II (OT 4141/5141) and Evaluation and Intervention IV (OT 5263) to progress to the next level of courses. The comprehensive exit examination given in the Graduate Symposium course (OT 5395) must be successfully completed prior to graduation.

All degree requirements must be completed within 6 years from the date of initial enrollment in the MOT program.

Upon completion of all academic and fieldwork requirements, students will be eligible to sit for the national certification examination given by National Board of Certification for Occupational Therapy (NBCOT).

Specific Requirements

REQUIRED COURSES (83 CREDIT HOURS)

OT 5100, 5110, 5140, 5151, 5150, 5151, 5160, 5161, 5230, 5220, 5221, 5231, 5232, 5233, 5262, 5263, 5262, 5263, 5211, 5312, 5352, 5370, 5371, 5380, 5395.

Curriculum Pattern

FALL SEMESTER – YEAR 1

| | | |
|------|--------------------------------|-----------|
| 5100 | Foundation Principles in OT | 3 |
| 5140 | Evaluation and Intervention I* | 5 |
| 5150 | Human Occupation I | 3 |
| 5160 | Health Conditions I | 3 |
| | | 14 |

SPRING SEMESTER – YEAR 1

| | | |
|------|---------------------------------|-----------|
| 5110 | Contexts of OT Service Delivery | 3 |
| 5141 | Evaluation & Intervention II* | 5 |
| 5151 | Human Occupation II | 3 |
| 5161 | Health Conditions II | 3 |
| | | 14 |

SUMMER – YEAR 1

| | | |
|------|------------------------|---|
| 5230 | Research Methods in OT | 3 |
|------|------------------------|---|

| | | |
|------|---------------------------------|----------|
| 5220 | Client Factors I: Sensory-Motor | 3 |
| | | 6 |

FALL SEMESTER – YEAR 2

| | | |
|------|----------------------------------|-----------|
| 5231 | Research Project I | 3 |
| 5262 | Evaluation & Intervention III* | 5 |
| 5262 | Health Conditions III | 3 |
| 5211 | Program Planning for Populations | 3 |
| | | 14 |

SPRING SEMESTER – YEAR 2

| | | |
|------|-------------------------------|-----------|
| 5232 | Research Project II | 3 |
| 5263 | Evaluation & Intervention IV* | 5 |
| 5263 | Health Conditions IV | 3 |
| 5221 | Client Factors II | 3 |
| | | 14 |

SUMMER – YEAR 2

| | | |
|----------|----------------------|---|
| 5352/450 | Human Occupation III | 3 |
|----------|----------------------|---|

FALL SEMESTER – YEAR 3

| | | |
|------|--------------------------------|----------|
| 5380 | Practice Specialization in OT | 3 |
| 5352 | Field Work Seminar | 1 |
| 5370 | Level II Fieldwork: Rotation I | 5 |
| | | 9 |

SPRING SEMESTER – YEAR 3

| | | |
|------|---------------------------------|----------|
| 5371 | Level II Fieldwork: Rotation II | 5 |
| 5395 | Graduate Symposium | 4 |
| | | 9 |

* Includes Level I fieldwork

Other Pertinent Information

All students enrolled in the MOT program must assume responsibility for the following expenses:

- A current CSU medical and dental form completed with immunizations and TB test/X-ray records by June 15th each year.

- Malpractice liability insurance each year.
- Proof of health insurance.
- Required textbooks, test instruments, and supplies.
- Yearly subscription to the *American Journal of Occupational Therapy* (AJOT).
- Transportation to fieldwork experiences and fieldtrips.
- Laboratory coat and nametag.
- State occupational therapy conference fees.
- Maintaining a current CPR certification.
- Criminal background check fees.

Progression Policy

Any interruptions or repetition of course work will result in an extension of the total length of the program. To ensure timely completion of the program, the course sequence must be followed. Students who drop a professional-level course for any reason resign their status as a professional-level student. Readmission will be by consent of the program chairperson and the admissions committee.

Students may receive only two C grades according to the graduate school policy. Students may be required to repeat a course in order to meet graduation requirements. Professional courses may be repeated only one time for a grade of B or higher. A student needing to repeat a course to improve the grade must repeat the course at the next scheduled offering. A student's cumulative GPA must be 3.0 or above to proceed to Level II (two) Fieldwork.

Students with a semester GPA of less than 3.0 will be placed on probation*. Students with less than a 3.0 GPA after the third semester of three consecutive semesters will be dismissed from the MOT program.

Students must repeat any fieldwork in which they receive an unsatisfactory (failing) performance evaluation. Continued unsatisfactory performance on a repeated fieldwork will result in the student being dismissed from the MOT program.

All end-of-year examinations and the comprehensive exit examination must be successfully completed to progress to the next semester and prior to graduation. Only three opportunities will be given for any end-of-year examination, and the comprehensive exit examination is the final opportunity for successful completion.

Any course with a grade of D must be repeated. Students needing to repeat a course will be placed on probation. Repeated failure of the same course will result in dismissal from the program.

Failure of two or more professional courses in the same semester will result in dismissal from the program.

Violation of the standards of ethical practice, including plagiarism, will result in the student being placed on probation. Repeated ethical violations or ethical/legal misconduct that endangers or creates potential harm to students, client, academic and clinical faculty are grounds for dismissal from the program. Standards of ethical behavior are outlined in the AOTA Code of Ethics and the University Policy on Student Conduct.

* Probation is defined as written notification of the student's current status in the MOT program.

Grievance Policy

Students are required to become familiar with the department and college grievance policies. The policies and procedures can be found in the university catalog and the occupational therapy student handbook.

Student Assessment and Retention Program

The department has several programs to improve the retention and graduation of students. A departmental assessment plan is an integral part of the retention program. This plan includes explicit statements and measures about student learning outcomes, end-of-year examinations and curriculum effectiveness. Other retention activities include mentoring, tutoring, counseling, and advising.

- The Student Occupational Therapy Association (SOTA) offers a peer-mentorship program. Students at the professional level may be matched to community-based mentors who are occupational therapists.
- Student Success workshops are held for students in the program throughout the semester. These workshops address skills needed in a professional program and are considered a professional obligation.
- Peer tutors are available for professional-level students. The faculty has identified office hours to assist students.
- All students receive one-on-one advising from faculty throughout the year. Referrals to other resources both within and outside the university are made when indicated.

Course Offerings Occupational Therapy (OT)

5100 FOUNDATION PRINCIPLES IN OCCUPATIONAL THERAPY (3)

Prerequisite: Admission to the professional program.

Examines the philosophical base and historical development of occupational therapy and the impact on current OT practice. Establishes a foundation for how theory, frames of reference, and models guide occupational therapy practice.

5110 CONTEXTS OF OCCUPATIONAL THERAPY SERVICE DELIVERY (3)

Prerequisite: OT 5110.

Examines the contextual influences of service-delivery models and systems on the practice of occupational therapy. Explores the occupational needs of populations within the context of their physical, social, and cultural environments.(A writing emphasis course.)

5140 EVALUATION AND INTERVENTION I: OCCUPATIONAL PERFORMANCE ACROSS THE LIFE SPAN /10 (5)

Prerequisite: Admission to the professional program and co-requisite OT 5160.

Introduction to client-centered approaches to evaluation, intervention, discharge, and advocacy directed towards restoring, maintaining, and promoting occupational function in individuals and populations. Emphasizes the range of human performance across the life span and the influences of contexts in well populations. Includes five hours Level I Fieldwork per week. Additional course fee.

5141 EVALUATION AND INTERVENTION II: DEVELOPMENTAL, BEHAVIORAL, AND COGNITIVE FRAMES OF REFERENCE /10 (5)

Prerequisite: OT 5100, 5140, 5160, and co-requisite OT 5161.

Continuation of Evaluation and Intervention I. Emphasizes the use of developmental, behavioral, and cognitive frames of reference within OT process to restore, maintain, and promote occupational function in individuals and populations. Includes five hours of Level I Fieldwork per week. Additional course fee.(A writing emphasis course.)

5150 HUMAN OCCUPATION I (3)

Prerequisite: Admission to the professional program.

The exploration of occupation and how it is impacted across the life span. Emphasis on task analysis and how occupation creates meaning and influences health within various contexts. Additional course fee.

5151 HUMAN OCCUPATION II/4 (3)

Prerequisite: OT 5150.

Continuation of Human Occupation I. Group process, leadership, and planning occupation-based interventions. Additional course fee.

5160 HEALTH CONDITIONS I (3)

Prerequisite: Admission to the professional program, and co-requisite OT 5140.

Analysis of a variety of health conditions that result from lifestyle choices and chronic illness and the impact on occupational performance. Includes terminology, etiology, symptomology, prognosis and appropriate interventions. Course involves case studies and problem-based learning.

5161 HEALTH CONDITIONS II (3)

Prerequisite: OT 5140, 5160, and co-requisite OT 5141.

Continuation of Health Conditions I. Emphasis on health conditions related to genetics, development, and behavioral health of individuals served in the community and the effect on occupational performance. Course involves case studies and problem-based learning.

5211 PROGRAM PLANNING FOR POPULATIONS (3)

Prerequisite: OT 5110.

Analysis of how management principles are applied to the development and delivery of OT services. Determine programmatic needs and resources necessary for effective occupational therapy service delivery. Plan, develop, and implement occupation-centered programs for populations across the health and illness continuum.

5220 CLIENT FACTORS I: SENSORY MOTOR (3)

Prerequisite: OT 5140, 5150, and 5160.

Examination of the neurobiological concepts, motor and sensory body functions, and structures that influence performance of occupations. Comparison of normal and abnormal sensory motor factors. Additional course fee.

5221 CLIENT FACTORS II: PERCEPTION AND COGNITION (3)

Prerequisite: OT 5220.

Examination of the neurobiological concepts of cognition and perception and their influence on performance. Normal and abnormal cognitive and perceptual function will be explored. Additional course fee.

5230 RESEARCH METHODS IN OCCUPATIONAL THERAPY (3)

Prerequisite: OT 5100, 5140, and 5150.

Fundamentals of research methodology and exploration of the qualitative and quantitative methods used in occupational therapy. Emphasis on critical analysis of research necessary for evidenced-based practice.

5231 RESEARCH PROJECT I: PROJECT DEFINITION (3)

Prerequisite: OT 5230.

Defining a researchable question, constructing a rationale, conducting an independent literature review, formulating a hypothesis, and identifying method of study for a beginning level research project in collaboration with faculty. May be repeated once for a total of six hours.

5232 RESEARCH PROJECT II: RESEARCH DATA COLLECTION (3)

Prerequisite: OT 5231.

Continuation of Research Project I. Data collection, data analysis, formulating conclusions, and scholarly presentations of the research project.

5242 EVALUATION AND INTERVENTION III: BIOMECHANICAL, SENSORY PROCESSING AND REHABILITATIVE FRAMES OF REFERENCE/7 (5)

Prerequisite: OT 5110, 5141, 5151, 5220, and co-requisite 5262.

Continuation of Evaluation and Intervention II. Use of biomechanical theory, sensory processing, and rehabilitative frames of references with OT to restore, maintain, and promote occupational function in individuals and populations. Includes eight hours of Level I fieldwork per week. Additional course fee.

5243 EVALUATION AND INTERVENTION IV: NEURODEVELOPMENTAL, MOTOR CONTROL, MOTOR LEARNING AND MULTICONTEXT TREATMENT FRAMES OF REFERENCES/7 (5)

Prerequisite: OT 5221, 5242, 5262, and co-requisite 5263.

Continuation of Evaluation and Intervention III. Emphasis on neurodevelopmental, motor control, motor learning and multicontext treatment frames of references within OT to restore, maintain, and promote occupational functioning using a client-centered approach. Includes eight hours of Level I fieldwork per week. Additional course fee.

5262 HEALTH CONDITIONS III (3)

Prerequisite: OT 5141, 5161, and co-requisite OT 5262.

Continuation of Health Conditions II. Emphasis on health conditions associated with trauma, neuromuscular disorders, systemic conditions or psychiatric diagnoses and how they affect individuals as they engage in occupational performance. Course involves case studies and problem-based learning.

5263 HEALTH CONDITIONS IV (3)

Prerequisite: OT 5242, 5262, and co-requisite 5243.

Continuation of Health Conditions III. Emphasis on health conditions associated with severe trauma, multiple system disorders, and end-of-life issues and how they affect individuals as they engage in occupational performance. Course involves case studies and problem-based learning.

5352 HUMAN OCCUPATION III: TECHNOLOGY (3)

Prerequisite: OT 5151.

Methods of selecting and adapting technology to promote participation in occupation. Includes the selection of specific high and low technologies, as well as methods for adapting, customizing, and teaching necessary to incorporate technology into daily routines. Additional course fee.

5370 LEVEL II FIELDWORK — ROTATION I /FIELD (5)

Prerequisite: OT 5232, 5352, 5243, and 5263.

In-depth practical experience in the evaluation and intervention process of occupational performance with individuals and populations. Forty hours of fieldwork per week.

5371 LEVEL II FIELDWORK – ROTATION II /FIELD (5)

Prerequisite: OT 5370.

In-depth practical experience in the evaluation and intervention process of occupational performance with individuals and populations. Forty hours of fieldwork per week.

5372 FIELDWORK SEMINAR (1)

Prerequisite: OT 5232 and 5283.

Examination of the professional responsibilities required in fieldwork education, supervision, and strategies for insuring ongoing professional competence.

5380 PRACTICE SPECIALIZATION IN OCCUPATIONAL THERAPY (3)

Prerequisite: OT 5352.

Introduces specialization and emerging areas of practice in occupational therapy. Additional course fee.

5395 GRADUATE SYMPOSIUM (3)

Prerequisite: OT 5371.

A capstone course that integrates the process of evaluation and intervention of OT practice for individuals and populations. Students critique their knowledge, fieldwork experiences, and the impact on their preparation as a professional. This course includes computerized practice exams and a comprehensive exit examination.

College of Pharmacy

Dean's Message

This is an exciting time for the profession of pharmacy. Pharmacists, as some of the most highly respected members of the health care profession, have evolved from dispensers of medications to providers of health care services. With the national emergence of new roles for pharmacists to provide direct patient care within the Patient-Centered Medical Home, Accountable Care Organizations, The Affordable Care Act, Medication Therapy Management Practice, and other health care-related initiatives, there is a foremost demand for highly prepared pharmacists to fulfill those roles. The pharmacist's ability to provide care for patients is professionally rewarding and provides an opportunity to improve the health of individuals as well as the community at large. The college's curriculum is dynamic and embraces a student-centered learning philosophy. Through small-group learning communities, students are expected to be active participants in their learning. Faculty mentors work with students to help them achieve their full academic and professional goals. The early integration of experiential education allows students to apply their classroom knowledge in community, hospital,

ambulatory care, and public health practice settings. These experiences help to “connect the dots” through solidifying the relevance and importance of the pharmacist’s role in helping patients achieve positive health outcomes through safe and effective medication use. The successes and tremendous growth of the college are directly related to the hard work and dedication of the faculty, staff and students. We have built a dynamic and challenging program that endeavors to provide a high quality educational experience that will allow outstanding pharmacists to take their places in the provision of care for a global community. We invite you to consider becoming a member of our college community and contribute to this exceptional journey.

Miriam A. Mobley Smith, PharmD
Dean of College of Pharmacy
Chicago State University

ADMINISTRATIVE OFFICERS

Dean: Miriam A. Mobley Smith, PharmD

Associate Dean, Pharmacy Academic Affairs: Elmer J. Gentry, PhD

Associate Dean, Student Affairs: Carmita A. Coleman, PharmD

Chair, Pharmaceutical Sciences: Ehab Abourashed, PhD

Chair, Pharmacy Practice: Dolores Nobles-Knight, PharmD, MPH

Director, Experiential Education: Charisse Johnson, PharmD, MS

Director, Capstone: Rosalyn Vellurattil, PharmD, CDE

Vision and Mission Statement

VISION STATEMENT

The Chicago State University College of Pharmacy will be recognized for its impact on the health care needs of diverse populations through its contributions in education, training, scholarship, service and research. The college will serve an integral role within the university by providing a culturally diverse and intellectually stimulated community of scholars engaged in the collective creation and dissemination of knowledge.

MISSION STATEMENT

The mission of Chicago State University College of Pharmacy (CSU-COP) is the development of student and faculty scholars who will impact the health care needs of people in the region, state, and the nation. The College will provide a strong foundation in the knowledge, integration, and application of the biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences to transform students into practitioners who are committed to humanistic service, capable of providing patient-centered care, and innovative leaders in advancing the pharmacy profession. The College embraces the mission of the University to educate individuals from diverse backgrounds to enhance culturally competent care and reduce health care disparities.

To accomplish its mission, the College of Pharmacy is committed to the following:

- Recruiting, retaining, and graduating student pharmacists from diverse populations;
- Recruiting, hiring, and retaining qualified faculty from diverse populations who will be engaged as teachers, scholars, researchers, service providers, mentors, and leaders;
- Recruiting, hiring, and retaining staff dedicated to supporting the educational mission;
- Offering a curriculum that cultivates analytical thinking, ethical reasoning and decision making, intellectual curiosity, multidisciplinary and inter-professional collaboration, professionalism, and service;
- Enabling students and faculty to provide patient-centered care to diverse patient populations through the safe, evidence-based, and cost-beneficial use of medications;
- Fostering an environment for student engagement that encourages leadership in campus, public, and professional communities;
- Refining programmatic and curricular goals, policies, and procedures through ongoing assessment and evaluation;
- Establishing and enhancing community, educational, and professional partnerships;
- Expanding institutional resource capabilities through active pursuit of extramural funding support;
- Developing and strengthening postgraduate education and training opportunities;
- Providing programs and services that promote a supportive atmosphere for lifelong learning and continued personal and professional development for students, faculty, and staff.

Conferral of Degrees

Chicago State University has been granted authority by the Illinois Board of Higher Education to confer the Doctor of Pharmacy degree.

Accreditation Disclosure Statement

“Chicago State University’s Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education, 135 South LaSalle Street, Suite 4100, Chicago, IL 60503, 312/664-3575; FAX 312/664-4652, web site www.acpe-accredit.org.”

Instructional Program

At CSU, students pursue the Doctor of Pharmacy (PharmD) degree. The CSU-COP PharmD program prepares the student for entry into the profession of pharmacy. The entire program requires a minimum of six years of course work, the first two years at CSU or another college and the final four years at CSU-COP. During their four years at CSU-COP, students complete a total of 141 semester hours of credit; 92 credit hours in required courses, 8 credit hours in professional elective courses, and 41 credit hours in experiential education.

Admissions – Deadlines and Requirements

PHARMCAS APPLICATION

Required Deadline: February 1 www.pharmcas.org

SUPPLEMENTAL APPLICATION:

Required Deadline: March 1

www.csu.edu/collegeofpharmacy/application.htm

PHARMACY COLLEGE ADMISSION TEST (PCAT)

Required Last Test Date for Fall Admission: September of the year preceding matriculation

www.pcatweb.info

ADMISSIONS CYCLE

Rolling (December – May)

www.csu.edu/collegeofpharmacy/

The CSU-COP considers for admission those prospective students who possess the academic and professional promise necessary to become outstanding members of the pharmacy profession. To select these students, the college uses a rolling selection process within a competitive admissions framework.

Competitive Admissions

Within its competitive admissions framework, the CSU-COP uses multiple criteria to select the most qualified candidates from an applicant pool that exceeds the number of seats available.

Admission Requirements

To be considered for admission to the CSU-COP, a prospective student must do the following:

- Complete, or be in the process of completing, a minimum of 62 semester hours of non-remedial, prerequisite course work from a regionally accredited US college or university. All pre-pharmacy course work requirements must be completed in the spring semester prior to matriculation. The student must earn a grade of C or better in each prerequisite course.

NOTE: If a student has completed course work at a foreign college or university, the student must provide acceptable proof of US course/degree equivalency. The student must also complete at least 30 semester hours of his or her prerequisite course work (including at least 15 semester hours in the sciences) at an accredited institution in the United States.

Pre-Pharmacy Requirements

| Course(s) | Semester Hours |
|--|-----------------------|
| English (composition) | 6 |
| Biology (with laboratory) | 8 |
| Anatomy, human or vertebrate | 3 |
| General Chemistry (with laboratory) | 8 |
| Organic Chemistry (with laboratory) | 8 |
| Physics (mechanics, thermodynamics, force, and motion must | 3 |

be included. May be non-calculus based)

| | |
|---|-----------|
| Calculus (integration and differentiation) | 3 |
| Speech (public speaking) | 3 |
| Economics (micro, macro, or general) | 3 |
| Statistics | 3 |
| Psychology or Sociology | 3 |
| Additional Course work (divided among the humanities, fine arts, foreign language, business or computer sciences) | 11 |
| Total Credit Hours | 62 |

All required (prerequisite) courses must be completed with a letter of grade of C or better prior to entrance into the professional pharmacy program. Grades of C- or less are not acceptable.

Students must meet the following requirements:

- Achieve a minimum cumulative, science/math and pre-pharmacy, and prerequisite grade point averages of 2.50 (on a 4.00 scale);
- Submit scores from the Pharmacy College Admissions Test (PCAT);
- Reflect a people/service orientation through community service or extracurricular activities;
- Reflect proper motivation for and commitment to the pharmacy profession as demonstrated by previous work, volunteer, or other life experiences;
- Possess the oral and written communication skills necessary to interact with patients and colleagues;
- Submit a completed application containing a personal statement; and
- Complete CSU-COP's on-campus interview process (by invitation only).

Application Process

- All applicants must first file an application through PharmCAS, a web-based Pharmacy College Application Service, by February 1, at <http://www.PharmCAS.org>. PharmCAS must receive ALL official college transcripts by February 1. PharmCAS will not release applicant information to the School of Pharmacy until all transcripts, from every institution attended, are received.
- Three letters of reference should be completed on the Letters of Reference form included in the PharmCAS application and submitted to PharmCAS by February 1. Applicants must adhere to the specified requirements regarding letters of reference criteria:
 - One letter must be from a pharmacist or other licensed health care professional
 - One letter must be from a pre-health/faculty advisor*
 - The final letter should come from a science professor, supervisor**, math professor, employer**, committee letter***, or a professor in any discipline.

- Register to take the Pharmacy College Admissions Test (PCAT) at <http://www.pcatweb.info>. Select to have the scores sent directly to PharmCAS CODE 104. Applicants must take the PCAT exam no later than the October testing date for the results to be submitted in time for review.
- Complete the Supplemental Application (available through download from the CSU-COP website) and return it to the Chicago State University College of Pharmacy Student Affairs 9501 S. King Drive Douglas Hall 206, Chicago, IL., 60628 by March 1. Information and supplemental application can be downloaded at www.csu.edu/collegeofpharmacy/application.htm

Include the following items:

- Completed Pre-Pharmacy Prerequisite Checklist. Applicants must account for all prerequisite courses by listing completed, in progress, and planned course work.
- Completed Pre-Pharmacy Prerequisite Course Work Worksheet.
- If applicable, a copy of Advanced Placement (AP) Credits issued from the College Board and Educational Testing Services (ETS).
- A \$50.00 nonrefundable application fee (Certified cashier's check or money order made payable to Chicago State University).

If an applicant completed course work at a foreign institution, he or she must also submit an official, detailed course-by-course evaluation of this course work. The student must obtain this evaluation from one of the following services:

- Education Credential Evaluators (ECE): 414/964-0477;
- Josef Silny & Associates International Education Consultants: 305/666-0233;
- World Education Service (WES): 212/966-6311.

Selected applicants will be invited to participate in an interview process.

For additional questions, please call our office at 773/821-2500.

* If out of school for more than three years, this letter may be substituted by a committee, supervisor or an employer.

** The supervisor/employer must have supervised/employed the applicant for a minimum of one year.

*** Can be substituted for a pre-health advisor or science professor if the committee contains a science professor who has taught the applicant and the science professor must be identified.

After the College of Pharmacy receives and processes the completed application, the application/file is evaluated to determine whether or not the student will be offered an on-campus interview.

GPA Calculations

To calculate a prospective student's grade point average, the College of Pharmacy uses grades from all non-remedial courses completed post-high school. If a student repeats a course, the College uses all grades earned in the GPA calculation.

NOTE: Students may repeat courses at different colleges; however, the course descriptions/syllabi must be the same.

Technical Standards for Admission

The educational mission of the CSU-COP is to educate and graduate competent pharmacists who will provide patient-centered care in a variety of pharmacy practice settings. The technical standards for admission set forth by the CSU-COP outline the nonacademic abilities considered essential for students to achieve the level of competence required by the faculty and by the ACPE, the pharmacy-accrediting agency, in order to obtain the PharmD Degree.

It is expected that all students admitted to this program will

- possess the coordination and motor and visual skills required to function in a clinical and laboratory setting where they will engage in pharmaceutical preparations and use instrumentation such as microscopes and balances.
- possess sufficient visual and auditory perception and the mental capacity to assimilate technically detailed and complex information presented in lectures and in professional practice settings.
- possess sufficient communication skills to present information accurately and effectively to faculty and patients.

Candidates for admission to the CSU-COP who are invited for an on-campus interview are required to certify that they understand and meet the technical standards detailed above. Candidates must provide such certification on the day of their interview. Candidates who may not meet the technical standards are encouraged to contact the COP Office of the Dean to discuss and identify what accommodations, if any, the CSU-COP would need to make in order that the candidate might be able to meet the standards.

Interview

The COP Office of the Dean coordinates the interview process with interviews occurring throughout the selection process.

The COP Admissions Committee reviews a prospective student's completed file to determine the student's interview eligibility. If the committee considers the student eligible for an interview, an invitation for an on-campus interview will be extended to the applicant.

Reapplication Process

After receiving either a denial or end-of-cycle letter, a prospective student may reapply to the CSU-COP in the next admissions cycle. Before reapplying, however, the student should seek the advice of the CSU-COP Assistant Dean for Student Affairs.

To initiate the reapplication process, the student must submit a new application. The application is then processed in the same manner as any other application.

Transfer Admission from Another College of Pharmacy

The CSU-COP may accept transfer students from other accredited pharmacy colleges and schools as long as these students are in good academic standing and have legitimate reasons for seeking a transfer.

All requests for transfer information should be referred to the CSU-COP Office of the Dean so that the potential transfer applicant can be counseled prior to submitting an application.

To be considered for transfer, a student must meet the college's general requirements for admission. He or she must also submit the following:

- A letter to the CSU-COP Office of the Dean indicating why he or she wishes to transfer and explaining any difficulties encountered at his or her current institution;
- Official transcripts from all schools attended (undergraduate, graduate, and professional);
- A catalog and a detailed syllabus for any courses for which advanced-standing consideration is requested;
- A letter from the dean of the pharmacy college or school in which the student is enrolled. The letter must indicate the student's current academic status and/or terms of withdrawal/dismissal;
- Additional documents or letters of recommendation as determined necessary by the Dean of the CSU-COP.

If the review is positive, the Dean will instruct the Admissions Committee to interview the transfer student applicant. The Admissions Committee will provide its recommendation for admission to the Dean.

Readmission after Dismissal for Poor Academic Performance

Students dismissed for poor academic performance may reapply for admission to the CSU-COP if they fulfill the following requirements:

- Complete at least two semesters of full-time study (i.e., at least 15 credit hours per semester) of a curriculum at the pre-pharmacy level or higher;
- Earn at least C (not C-) grades in all courses taken; and
- Maintain a cumulative GPA of 2.50 or greater.

In addition, prior to enrolling in this curriculum, students must seek academic counseling from the CSU-COP Dean's Office, which can supply a list of sample courses.

Students fulfilling these requirements will be permitted to reapply to the university and college and will be treated as new applicants. The CSU-COP Admissions Committee will review the application for evidence of improved academic potential.

No guarantee of admission is implied, and questions related to advanced standing and similar issues will be addressed as they are for any new applicant. The recommendation of the Admissions Committee will be forwarded to the Office of the Dean. Readmission can be granted only once.

Advanced Standing

All requests for advanced standing by newly admitted, transfer, readmitted, or enrolled students are processed on a course-by-course basis. Advanced standing will be considered for course work taken in which a letter grade of C or better has been achieved. To request such consideration, a student should submit a letter of request to the Office of the Dean, CSU-COP in which the student lists a course(s) previously taken that might be similar in content to a professional course(s) that he or she is scheduled to take. Additionally, the student is advised to provide an official course description(s) and a syllabus (syllabi) of the course(s) previously taken. All requests must be submitted prior to the start of the course being considered. The materials will be forwarded to the appropriate course coordinators who will provide a recommendation to the CSU-COP Dean. The Dean will either grant or deny advanced standing.

Matriculation Process

The matriculation process begins after a student receives notification of his or her acceptance. The student must return his or her signed matriculation agreement. The student must also meet the following requirements:

- Submit a nonrefundable deposit totaling \$500 by the dates designated in the matriculation agreement. The entire \$500 is applied toward the student's first semester's tuition if applicant matriculates;
- Submit an official copy of all college transcript(s) verifying that the student has satisfactorily completed all prerequisite course requirements for admission;
- Complete a medical file that includes proof of immunization against diphtheria, tetanus, and pertussis. Proof of immunity must be provided for measles, mumps, rubella, varicella, and hepatitis B. Evidence of a recent (within three months) negative tuberculin test is also required;
- Submit proof of medical insurance coverage or enroll in plan offered by CSU. Non-US citizens/nonpermanent residents must provide documentation prior to enrollment verifying that sufficient funds have been deposited in a US bank to cover all expenses while attending CSU-COP;
- Successfully pass a criminal background check and drug screening;
- Be eligible for licensure as a pharmacy technician in the State of Illinois; and
- Submit additional documents as requested by the Office of the Dean.

If a student either fails to satisfy the above matriculation requirements or omits/falsifies information required on official admissions documents, the student automatically forfeits his or her seat at CSU-COP.

CSU-COP Professional Curriculum

FALL P-1

| | Course Title | Credits |
|------|---|-------------|
| 6110 | Pharmacy Physiology | 5 |
| 6111 | Pharmaceutical Dosage Forms I – Solid Dosage Forms | 3 |
| 6113 | Pharmaceutical Biochemistry I - Macromolecules and Metabolism | 3 |
| 6120 | Introduction to Pharmacy and Health Care Systems | 3 |
| 6121 | Professional Practice I – Introduction to Pharmacy Practice | 3 |
| | | (17) |

SPRING P-1

| | Course Title | Credits |
|------|---|---------|
| 6114 | Pharmaceutical Biochemistry II —Molecular Biology and | 3 |

| | | |
|------|---|-------------|
| | Pharmacogenetics | |
| 6112 | Pharmaceutical Dosage Forms II — Non-Solid Dosage Forms | 3 |
| 6115 | Microbiology and Immunology | 4 |
| 6123 | Research Methods and Pharmacoepidemiology | 3 |
| 6124 | Patient Assessment | 2 |
| 6122 | Professional Practice II — Public Health and Wellness | 2 |
| | | (17) |

FALL P-2

| | Course Title | Credits |
|------|--|-------------|
| 6213 | Pharmaceutical Dosage Forms III — Sterile Products | 2 |
| 6211 | Principles of Pharmacokinetics | 3 |
| 6222 | Literature Evaluation and Evidence Based Medicine | 2 |
| 6231 | Drug Action, Structure, and Therapeutics I — Introduction | 3 |
| 6232 | Drug Action, Structure, and Therapeutics II — Nutrition, ANS, and Cardiovascular I | 4 |
| 6225 | Applied Patient Care I | 3 |
| | | (17) |

INTERSESSION P-2

| | Course Title | Credits |
|------|---|------------|
| 6223 | Professional Practice III - Institutional Orientation | 1 |
| | | (1) |

SPRING P-2

| | Course Title | Credits |
|------|--|---------|
| 6227 | Pharmacy Law and Ethics | 3 |
| 6226 | Applied Patient Care II | 3 |
| 6233 | Drug Action, Structure, and Therapeutics III — Cardiovascular II and Renal | 4 |
| 6234 | Drug Action, Structure, and Therapeutics IV — Endocrine, | 4 |

Pulmonary, and Genitourinary

| | | |
|------|--|-------------|
| 6224 | Professional Practice IV - Institutional | 2 |
| 65XX | Professional Electives | 2 |
| | | (18) |

FALL P-3

| | Course Title | Credits |
|------|---|----------------|
| 6321 | Pharmacy Practice Management | 3 |
| 6335 | Drug Action, Structure, and Therapeutics V — Gastrointestinal, Immunological, and CNS I | 4 |
| 6336 | Drug Action, Structure, and Therapeutics VI — CNS II and Acute Care | 4 |
| 6322 | Disease and Medication Therapy Management I | 3 |
| 65XX | Professional Electives | 2-4 |
| | | (16-18) |

SPRING P-3

| | Course Title | Credits |
|------|--|----------------|
| 6324 | Health Economics and Drug Treatment Outcomes | 2 |
| 6323 | Disease and Medication Therapy Management II | 2 |
| 6327 | Complementary Medicine | 2 |
| 6337 | Drug Action, Structure, and Therapeutics VII — Infectious Disease | 4 |
| 6338 | Drug Action, Structure, and Therapeutics VIII — Virology, Oncology, and Toxicology | 4 |
| 6325 | Professional Practice V — Applied Practice Skills | 1 |
| 65XX | Professional Electives | 2-4 |
| | | (17-19) |

SUMMER P-4

| | Course Title | Credits |
|--|--------------|---------|
|--|--------------|---------|

| | | |
|------|---|------------|
| 6326 | Professional Practice VI — Applied Practice Skills | 1 |
| 6421 | Introduction to Advanced Pharmacy Practice Experience | 0 |
| 64XX | Advanced Pharmacy Practice Experience | 5 |
| | | (6) |

FALL P-4

| | Course Title | Credits |
|------|---------------------------------------|----------------|
| 64XX | Advanced Pharmacy Practice Experience | 5 |
| 64XX | Advanced Pharmacy Practice Experience | 5 |
| 64XX | Advanced Pharmacy Practice Experience | 5 |
| | | (15) |

SPRING P-4

| | Course Title | Credits |
|------|---------------------------------------|----------------|
| 64XX | Advanced Pharmacy Practice Experience | 5 |
| 64XX | Advanced Pharmacy Practice Experience | 5 |
| 64XX | Advanced Pharmacy Practice Experience | 5 |
| | | (15) |

Professional Electives

During their years of study at the CSU-COP, students complete a minimum total of 8 hours of elective credit. A minimum of 2 credit hours must be completed in the P-2 Spring, P-3 Fall, and P-3 Spring semesters.

Professional Practice Experiences

Students must successfully complete 41 credit hours of practical experience during the academic program. Students are required to complete introductory pharmacy practice experiences during the first through third professional years and advanced pharmacy practice experiences during the fourth professional year. During these experiences, students will spend time in a variety of pharmacy practice settings to develop the necessary skills for contemporary pharmacy practice.

The CSU-COP reserves the right to alter its curriculum, however and whenever it deems appropriate.

Enrollment Status

Full-time enrollment is required of all students in the college. Enrollment begins in the fall semester only. It is not possible to begin the program in the spring semester.

Graduation Requirements

To qualify for graduation, a student must fulfill the following requirements:

- Successfully complete a minimum 62 semester hours credit of prerequisite course work, as stipulated for admission to the program;
- Successfully complete the program of professional and experiential course work as approved by the CSU-COP Faculty and Dean;
- Attain a cumulative grade point average of 2.0 (C) for all professional course work at the CSU-COP;
- Complete, at a minimum, the last two didactic semesters and all advanced pharmacy practice experiences at the CSU-COP;
- Successfully complete a capstone research project in the fourth professional year;
- Settle all financial accounts with the institution; and
- Attend the commencement exercises, unless excused by the Dean of CSU-COP.

Candidates for graduation must be of good moral character consistent with the requirements of the pharmacy profession and the CSU-COP faculty. It is the position of the faculty that anyone who illegally uses, possesses, distributes, sells, or is under the unlawful influence of narcotics, dangerous drugs, or controlled substances, or who abuses alcohol or is involved in any conduct involving moral turpitude, or fails to meet the ethical and moral requirements of the profession may be dismissed from any program or denied the awarding of any degree from CSU-COP.

Dean's List

Following each semester, Dean's List recognition will be provided to all students in the college who achieved a GPA of 3.50 or better for the term.

Graduation Honors

Graduation honors are awarded to candidates for the Doctor of Pharmacy degree who have distinguished themselves by virtue of high academic achievement while enrolled in the college. Only grades of courses taken at the college will be included in determining graduation honors. Degrees with honor are awarded based on the level of academic achievement (cumulative GPA) as follows:

| | |
|-----------------|-------------|
| Summa cum laude | 3.95 – 4.00 |
| Magna cum laude | 3.80 – 3.94 |
| Cum laude | 3.50 – 3.79 |

Student Awards

A number of awards that are sponsored by the CSU-COP, professional pharmacy organizations, pharmaceutical companies, and other will be presented each year at the graduation banquet. For a complete listing of these awards, contact the Office of the Dean.

Scholarships

A number of scholarships are available for students in any professional year. For a complete listing of the available scholarships, contact the Office of the Dean.

Grades

The following includes all grades, grading options, numerical equivalents, and corresponding definitions that may be issued in courses taken at the CSU-COP:

| | | |
|-----|---|---|
| A | 4 | Excellent |
| B | 3 | Good |
| C | 2 | Fair |
| D | 1 | Poor |
| F | 0 | Failure |
| P | 0 | Pass |
| W/P | 0 | Withdraw/Passing |
| W/F | 0 | Withdraw/Failing |
| W/A | 0 | Withdraw/Student Attended One Class Session |
| W/N | 0 | Withdraw/Student Never Attended |
| I | 0 | Incomplete |
| X | 0 | No Grade Issued |
| I/F | 0 | Missed Incomplete Deadline |

The CSU-COP students will be subject to the CSU-COP policies regarding academic monitoring, standing, and probation. All students will be given a copy of these guidelines and regulations upon entry into the program.

Credits, Quality Points, and GPA

Courses will be recorded in terms of semester hour(s) of credit. One semester hour of credit is equivalent to one hour a week of lecture throughout the semester. In laboratory courses, however, a ratio of three to five hours of laboratory work a week per credit prevails in different departments. In case discussion, workshop, or recitation, a ratio of two to three hours of meeting time a week per credit holds.

Multiplication of the credits for a course with the numerical value for the grade awarded gives the number of quality points earned for a course. Dividing the total number of quality points earned in courses by the total number of credits in those courses gives the grade point average.

Grades reported as W and P are recorded on a student's permanent record, but are not used in the calculation of a student's grade point average. Similarly, a grade of I may be assigned and is used only when special/extenuating circumstances exist (i.e., prolonged illness, family crisis, etc.) that prevent a student from completing the necessary course requirements on time in order to receive a grade. Under such circumstances, the student is responsible for providing the department with a written request

notifying the department of the circumstances, documenting the problem(s), and asking for authorization to extend the period allotted to complete the unfinished course work.

Any request for an extension to complete a required course or rotation requirements must be approved by the course coordinator, department chair and the Assistant Dean. Unless otherwise specified, a grade of I must be resolved within 10 days from the end of the semester or rotation or the incomplete grade is automatically converted into a grade of F, which signifies failure of the course. It is the responsibility of the student when receiving an incomplete grade to complete all of the course requirements within this period, unless otherwise specified.

Please refer to the College of Pharmacy Student Handbook for policies of the College related to D and F grades received.

A student's academic standing will be determined on the basis of his or her GPA. Inclusion on the Dean's List, honors at graduation, placement on probation, and dismissal depend directly on the GPA.

College's Policy on Student Employment

Upon acceptance to the professional program of CSU-COP, students are expected to devote their entire efforts to the academic curriculum. The college actively discourages employment that will conflict with the student's ability to perform while courses and professional practice experiences are in session, and the college will not take outside employment or activities into consideration when scheduling classes, examinations, reviews, field trips, or professional practice experiences.

Grievance Policy

SECTION 1: INTRODUCTION

This procedure is designed to provide fair means for dealing with a student's complaints regarding a specific action or decision made by the College of Pharmacy faculty (including administrative faculty). Any students who believe they have been treated unfairly, discriminated against, or have had their rights abridged may initiate a grievance with the following exceptions:

- Allegations of discriminatory treatment arising from the student complainant's age, race, gender, sexual preference, handicap, national origin, or religion. Allegations of discrimination or sexual harassment are handled by the CSU Office of Equal Opportunity.
- Allegations of noncompliance with university policies and procedures for the protection of student records established under the Family Educational Rights and Privacy Act (FERPA). These concerns must be forwarded to the Office of the Registrar.

There shall be a College of Pharmacy Grievance Committee, hereinafter referred to as "the Committee," which shall have the power to hear all grievances involving academic matters other than (a) grade component appeals and (b) matters falling within the jurisdiction of the Academic Standing Committee. Academic matters are defined as those concerning instructional activities, research activities, activities closely related to either of these functions, or decisions involving instructions or affecting academic freedom. The Committee may review allegations that a grade has resulted from an unfair procedure, but it shall not render a judgment contrary to that of the faculty member on the components of the grade.

Where the Dean agrees with the Committee's determination that procedural irregularities have occurred, the Dean shall consult with the faculty member involved and the Academic Standing Committee concerning the grade to be recorded in the student's official transcript.

The Assistant Dean in the Office of Student Affairs shall be responsible for informing students of their rights and obligations under the grievance procedure and especially the deadlines that have been established. The Assistant Dean shall seek to resolve informally as many grievances as possible per Steps 1 and 2 of the Student Grievance Policy outlined in the Student Handbook. Students are encouraged to seek the assistance of the Assistant Dean at any stage of the grievance process.

SECTION 2: COLLEGE OF PHARMACY GRIEVANCE COMMITTEE

The Committee shall be composed of five voting members: two students and three faculty members. A representative of the Office of the Dean shall serve in an ex-officio capacity. The Dean shall select the chair of the Committee. In a situation where a student member is involved in the grievance or removed because of challenge, the Office of the Dean shall appoint an alternate student member for that grievance. When a faculty member of the Committee is involved in the grievance or removed because of challenge, the Office of the Dean shall appoint an alternate faculty member to serve on the Committee for that grievance.

SECTION 3: TIME LIMITS

All time limits will be calculated during calendar days of the fall and spring semesters, excluding exam weeks and university holidays. Grievances originally filed after the end of the spring semester will be heard at the beginning of the subsequent fall semester. Any stated time limit may be extended with the prior written consent of the grievant and appointing administrator.

SECTION 4: PRELIMINARY STEPS (PER STUDENT GRIEVANCE POLICY CONTAINED IN THE COLLEGE OF PHARMACY STUDENT HANDBOOK)

In pursuing a grievance concerning academic matters within the College of Pharmacy, a student shall follow this procedure:

- The student shall first discuss the grievance with the person or persons grieved against (hereinafter referred to as the respondent) and shall attempt to resolve it through informal discussion. This discussion should take place not later than 10 days after the date on which the student first learned, or may reasonably have been expected to have learned, of the cause of the grievance. If there is no resolution, the student shall arrange a meeting with the appropriate Department Chair within 10 calendar days after meeting with the faculty member. The Chair of Pharmaceutical Sciences and/or the Chair of Pharmacy Practice may elect to include the course instructor(s) or coordinator in the discussion (Steps 1 and 2 of the Student Grievance Policy).
- If there is no resolution, and if the grievance is not against the College of Pharmacy administration, the student shall discuss the grievance with the Assistant Dean for Student Affairs, who shall attempt to mediate a resolution.
- If the grievance has not been satisfactorily resolved through the informal process, the student may submit a written statement of the grievance to the Committee through the Office of the Assistant Dean for Student Affairs. This statement shall not be submitted later than 60 days after the date on which the student first learned, or may reasonably have been expected to have learned, of the cause of the grievance. The statement shall contain: (a) a brief narrative of

the condition giving rise to the grievance, (b) a designation of the respondent, and (c) a statement of the remedy requested.

SECTION 5. WITHDRAWAL OF GRIEVANCE

A grievant may withdraw his or her grievance from further consideration at any time by submitting a written request to the administrator with whom the grievance was originally filed. No reason needs to be given for such a request. Upon receipt of a request to withdraw the grievance, the administrator will notify all involved parties and administrators in writing that the grievance has been withdrawn and that the grievance process is terminated. Once withdrawn, the grievance may not be resubmitted or reinstated on the same substantive issue(s).

SECTION 6. COMMITTEE ACTION

Upon receipt of a written statement of a grievance, the chair of the Committee shall take the following steps:

- Consult with the student, the respondent, and the Assistant Dean for Student Affairs to obtain assurance that all steps of the informal process were completed and that the issues in the statement were discussed at all levels.
- Send a copy of the statement to the respondent and to all of the Committee members.
- Call a meeting of the Committee to be held within 15 days after receipt of the written statement to review and consider it and to decide whether the grievance states grounds sufficient to warrant a hearing.
- Notify the grievant and the respondent of the Committee's decision and its reasons therefore in writing.
- If a hearing is to be held, notify in writing all parties, and any witnesses, of the date, time, and place of the hearing. The notice shall be sent at least 10 days prior to the hearing date with confirmed receipt.
- In its notice of hearing, request in writing from the grievant and the respondent any pertinent material that the Committee shall require for its review prior to the hearing.
- The respondent may submit to the Committee a written statement outlining issues from the respondent's perspective. The statement and materials either party chooses to submit shall be submitted to the Committee not later than five days prior to the hearing. Committee members shall make every effort to maintain confidentiality throughout the entire grievance process.

SECTION 7: HEARING AND REPORTING PROCESS

All Committee hearings and reports thereon shall be conducted confidentially in the following manner:

- The grievant and the respondent must be present during the information-gathering portion of the hearing. Witnesses must be approved by the chair of the Committee and will be available and called when needed. The Committee may allow the presence of a secretary or technical assistant. Outside legal representation is prohibited.

- All statements made during the information-exchange phase of the hearing shall be tape-recorded (or videotaped). This record shall be preserved in the College of Pharmacy Archives for a minimum of five years and shall be confidential.
- Any Committee member may question any of the participants at the hearing.
- The grievant shall be afforded the opportunity to present statements and to have witnesses testify before the Committee.
- The respondent shall have the opportunity to question the grievant and the grievant's witnesses about their statements.
- The respondent shall be afforded the opportunity to present statements and to have witnesses testify before the Committee.
- The grievant shall have the opportunity to question the respondent and the respondent's witnesses about their statements.
- After all information is exchanged, all persons, other than Committee members and the recording secretary, shall leave the committee room. The grievant, respondent, and witnesses shall continue to be available to the Committee should further information be needed.
- The Committee shall meet in closed session to decide upon its recommendations to the Dean. If the grievance directly involves the Dean, the report and recommendations of the Committee shall be referred for decision to the Provost.
- The Committee shall submit its report with recommendations and reasons therefore to the grievant, the respondent, and the Dean (or Provost).
- Notice of the student's grievance shall be included in the student's record.
- Until the grievance is resolved, the student may continue the student's natural academic progression through the academic unit, subject to the requirements of student progression, as outlined in the College of Pharmacy Student Handbook.

The burden of proof shall be on the grievant. The grievant shall establish his or her right to relief by clear and convincing evidence.

SECTION 8. FINAL DECISION

The dean (or Provost) shall approve or reject the Committee's recommendations within fifteen (15) days after they are received. If the decision of the Dean (or Provost) is in accord with the Committee's recommendations, the recommendations shall be implemented. If the decision is not in accord with the Committee's recommendations, the Dean (or Provost) shall state the reasons for that decision, in writing, to all persons directly involved in the grievance and to the Committee. That decision shall be implemented after the time for appeal has elapsed.

SECTION 9. APPEAL TO THE UNIVERSITY OMBUDSMAN

Any party to the grievance may appeal to the Ombudsman within 21 days from the date of the final decision of the Dean (or Provost) if the decision does not accord with the recommendations of the Committee. The appeal shall be in accordance with the Chicago State University Student Grievance Committee policies and procedures as outlined in the CSU Student Guide.

Departments

Department of Pharmaceutical Sciences

Associate Professors: Nadeem Fazal, MD, PhD; Elmer J. Gentry, PhD; Mohammad Newaz, MD, PhD
Assistant Professors: Ehab Abourashed, PhD; Duc Do, PhD; Abir El-Alfy, PhD;
Melany Puglisi-Weening, PhD
Instructors: Katrina Sutton, Pharm D

The Department of Pharmaceutical Sciences is composed of faculty from a number of specialty areas, including Basic Biomedical Sciences, Pharmaceutics, Pharmacokinetics, Pharmacology, Toxicology, Medicinal Chemistry, and Pharmacognosy.

Biomedical Sciences including physiology, biochemistry, microbiology and immunology provide the foundational knowledge for pharmacy education.

Pharmaceutics is the discipline dealing with the design of various dosage forms for delivery of drugs, determination of drug stability, and the art of contemporary compounding.

Pharmacokinetics is the discipline involved with the evaluation of the effects of route of administration and formulation on the absorption, distribution, metabolism, and excretion (ADME) of drugs.

Pharmacology is the discipline that studies the interaction of organisms and substances that alter normal biochemical and physiological function. More specifically, it is the study of drugs and the mechanism of how they interact with biological systems to affect function.

Toxicology is the study of the adverse effect of substances, such as drugs or environmental pollutants, on living organisms. As related to pharmacy, it is the study of how elevated doses of drugs produce toxic effects.

Medicinal Chemistry is the discipline at the interface of chemistry and pharmacology involved with synthesis and design of new drug compounds. It also involves the study of structure-activity relationships (SAR) and ADME characteristics of drugs in order to optimize their properties through chemical manipulation.

Pharmacognosy is the study of the physical, chemical, biochemical and biological properties of drugs or potential drugs of natural origin. It also studies the discovery of potential drugs from animal, plant, and microbial sources.

Departmental Mission

The mission of the Department of Pharmaceutical Sciences is to educate students with the foundation of scientific knowledge essential to the professional pharmacy curriculum. While providing quality instruction in the biomedical and pharmaceutical sciences, the faculty will introduce and develop skills of critical thinking, problem solving and lifelong learning in student pharmacists. In addition, the

department will provide opportunities for further development of faculty and student pharmacists by encouraging them to strive for excellence in scientific inquiry. The department also endeavors to contribute significantly to the service mission of Chicago State University College of Pharmacy.

Department of Pharmacy Practice

Professors: Miriam Mobley Smith, PharmD

Associate Professors: Yolanda Hardy, PharmD; Deborah Harper-Brown, PharmD; Dolores Nobles-Knight, PharmD, MPH

Chairperson: Rosalyn Vellurattil, PharmD, CDE

Assistant Professors: John Esterly, PharmD; Heather Fields, Pharm D, MPH; Sabah Hussein, PharmD; Diana Issacs, PharmD,BCPS; Antoine Jenkins, PharmD, BCPS; Charisse Johnson, PharmD, MS;Janene Marshall, PharmD; Kumar Mukherjee, PhD;TatjanaPetrova, PhD; Angela Riley, PharmD; Joseph Slonek III, PhD;SnehaSrivastava, PharmD

Instructors: Jay Bogdan, PharmD, JD; Don Brower, BS Pharm

The Department of Pharmacy Practice is comprised of faculty who provide education in the administrative and clinical sciences, as well as direct practice experience. Required courses in the administrative science area include an introduction to career development and current pharmacy topics, a survey of the health care system, professional practice management, and pharmacy law and ethics. Required courses in the clinical science area include topics in the area of nonprescription medications, drug literature evaluation, pharmacotherapeutics, and a professional practice laboratory that emphasizes communication skills, prescription processing, and pharmaceutical care. Supervised practice experiences required during the program provide opportunities for students to apply knowledge acquired in didactic courses to practical application. These experiences promote the development of technical, cognitive, and decision-making skills that are necessary for the contemporary practice of pharmacy in a variety of practice environments. Various states apply these experiences to their state board of pharmacy internship requirements.

Departmental Mission

The mission of the Department of Pharmacy Practice is to prepare and empower pharmacy students and pharmacists to become competent providers of pharmacist care in all practice settings. This mission is achieved through a combination of innovative didactic course work, experiential training, mentoring, scholarship, and community service in partnership with students, pharmacy practitioners, other health care providers, and our communities. The department serves the professional community through the development and evaluation of innovative pharmacy practice models that promote the role of the pharmacist as an integral member of the healthcare team.

Pharmacy (PHAR) Course Offerings

To enroll in any course in the College of Pharmacy, a student must be accepted into the college.

6110 PHARMACY PHYSIOLOGY (5)

Fundamental principles of normal physiological function of the human body for the pharmacy student. Topics include all major organ systems and will include the relationship between anatomy and physiology, as well as allow for interpretation of pathophysiological states.

6111 PHARMACEUTICAL DOSAGE FORMS I—SOLID DOSAGE FORMS, LECTURE AND LABORATORY/5 (3)

Physiochemical properties for the formulation, preparation, stability, and performance of solid pharmaceutical dosage forms. The mathematical calculations for the dosage forms will also be incorporated into the lecture and laboratory sessions. A weekly laboratory session allows for application of pharmaceutical properties and calculations to pharmaceutical compounding.

6112 PHARMACEUTICAL DOSAGE FORMS II—NON-SOLID DOSAGE FORMS, LECTURE AND LABORATORY/5 (3)

Prerequisite: Completion of PHAR 6111 or consent of instructor.

Physiochemical properties for the formulation, preparation, stability, and performance of nonsolid pharmaceutical dosage forms. The mathematical calculations for the dosage forms will also be incorporated into the lecture and laboratory sessions. A weekly laboratory session allows for application of pharmaceutical properties and calculations to pharmaceutical compounding.

6113 PHARMACEUTICAL BIOCHEMISTRY I—MACROMOLECULES AND METABOLISM (3)

Structure/function relationship for biologically important molecules. Topics include anabolic and catabolic pathways of human metabolism for proteins, carbohydrates, and lipids, as well as the function of those macromolecules in normal and abnormal physiological function.

6114 PHARMACEUTICAL BIOCHEMISTRY II—MOLECULAR BIOLOGY AND PHARMACOGENETICS (3)

Prerequisite – Completion of PHAR 6113 or consent of instructor.

A continuation of PHAR 6113 with focus on basic genetics, regulation of metabolic function, and principles of gene expression. The application of genetic principles to pathophysiological states and medication use will also be discussed.

6115 MICROBIOLOGY AND IMMUNOLOGY, LECTURE AND LABORATORY (4)

Fundamental principles of clinical microbiology with emphasis on prevention, control, and rational management of pathogenic organisms. Additionally covers basic principles of immunology, including cells and organs of the immune system, activation of the immune system, and the role of the immune system in response to infectious disease. Other topics include organ transplant, autoimmunity, immune suppression, and hypersensitivity.

6120 INTRODUCTION TO PHARMACY AND HEALTH CARE SYSTEMS (3)

Structure and composition of the United States health care delivery system. Political and economic issues are introduced, as well as their implications for the practice of pharmacy. The history of pharmacy, its role in the health care system, and interactions with other health care professionals are discussed.

6121 PROFESSIONAL PRACTICE I—INTRODUCTION TO PHARMACY PRACTICE, LECTURE AND COMMUNITY PHARMACY PRACTICUM (3)

Factors that influence contemporary pharmacy practice, roles, responsibilities, and expectations are explored. Includes medical terminology and commonly prescribed drugs dispensed in a community

pharmacy practice setting. A four-hour weekly introductory pharmacy practice experience in a community pharmacy allows for application of principles.

6122 PROFESSIONAL PRACTICE II—PUBLIC HEALTH: POLICY, PREVENTION, AND WELLNESS; LECTURE AND PRACTICUM (2)

Prerequisite – Completion of PHAR 6121 or consent of instructor.

Principles of the United States public health system for the pharmacist. Focus on public health policy, health promotion and disease prevention initiatives. Population-specific applications, quality improvement strategies and research processes utilized to identify and solve public health problems are discussed. A four-hour weekly service-learning practicum in a community-based public health services center allows for application of principles.

6123 RESEARCH METHODS AND PHARMACOEPIDEMIOLOGY (3)

Introduction to the statistical concepts and methods utilized when applying statistics to health and pharmacy-related decision making and patient care. Application of principles of epidemiology to the study of drug use and outcomes in large populations are included. Common methods of conducting epidemiologic research in pharmacy practice will be covered.

6124 PATIENT ASSESSMENT, LECTURE AND LABORATORY (2)

Introduction to concepts and skills used by pharmacists to provide patient-centered care. Patient interviewing, medication history taking, triage, critical thinking and physical assessment technique development are included. The application of these skills in pharmacy practice settings is emphasized and reinforced in laboratory sessions.

6211 PRINCIPLES OF PHARMACOKINETICS, LECTURE AND WORKSHOP (3)

Principles of biopharmaceutics and pharmacokinetics including calculation and interpretation of kinetic data. Additional topics include factors that determine drug disposition, design, and adjustment of dosing regimens, and prediction of drug interactions.

6213 PHARMACEUTICAL DOSAGE FORMS III-STERILE PRODUCTS, LECTURE AND LABORATORY (2)

Prerequisite – Completion of PHAR 6112 or consent of instructor.

Physiochemical properties for the formulation, preparation, stability, and performance of sterile dosage forms. The mathematical calculations for the dosage forms will also be incorporated into the lecture and laboratory sessions. A weekly laboratory session allows for application of pharmaceutical properties and calculations to sterile product preparation.

6222 LITERATURE EVALUATION AND EVIDENCE-BASED MEDICINE (2)

Prerequisite – Completion of PHAR 6123 or consent of instructor.

Overview of drug information resources and systematic approaches for critical evaluation of the medical literature. Problem-based learning strategies will be utilized to assist in combining clinical expertise, patient characteristics and medical evidence for clinical decision making and effective communication of information.

6223 PROFESSIONAL PRACTICE III—INSTITUTIONAL ORIENTATION, LECTURE AND PRACTICUM (1)

Prerequisite – Completion of PHAR 6122 or consent of instructor.

Orientation to introductory pharmacy practice experience in an institutional pharmacy setting allows for application of principles.

6224 PROFESSIONAL PRACTICE IV—INSTITUTIONAL, LECTURE AND PRACTICUM (2)

Prerequisite – Completion of PHAR 6223 or consent of instructor.

Exploration of medication use processes in institutional pharmacy practice settings. Technology, patient safety principles, pharmaceutical compounding (sterile and non-sterile), operational issues, and formulary management are emphasized. An eight-hour weekly introductory pharmacy-practice experience in an institutional pharmacy setting allows for application of principles.

6225 APPLIED PATIENT CARE I, LECTURE AND LABORATORY (3)

Prerequisite – Completion of PHAR 6121, PHAR 6122 and second-year standing in the Doctor of Pharmacy program or consent of instructor.

Application of patient and health professional behavioral science principles, social issues, patient-centered pharmacy care principles, pharmaceutical knowledge, and effective professional communication. Laboratory sessions will focus on immunization certification and delivery, basic life support certification, medical chart review, patient interviewing, medication-therapy problem solving, devices and OTC product selection. Issues related to cultural competency are included.

6226 APPLIED PATIENT CARE II, LECTURE AND LABORATORY (3)

Prerequisite – Completion of PHAR 6121, PHAR 6122, PHAR 6225 and second-year standing in the Doctor of Pharmacy program or consent of instructor.

Application of patient-centered pharmacy care principles, pharmaceutical knowledge, and effective professional communication techniques to solve prescription problems and provide drug therapy management in ambulatory pharmacy environments. Laboratory sessions will focus on medication dispensing (prescription and OTC), patient counseling, medical chart review, medication-related problem solving, medication dosage forms, health professional communications, medication error prevention and administration.

6227 PHARMACY LAW AND ETHICS (3)

Prerequisite – Second-year standing in the Doctor of Pharmacy program or consent of instructor.

Federal and state statutes and regulations pertaining to the practice of pharmacy, licensing of pharmacists and supportive personnel, and drug distribution. Case law, standards of care, and the ethical dilemmas encountered during the provision of care in a variety of patient populations are included. Issues relative to business activities and professional ethics are also covered.

6231 DRUG ACTION, STRUCTURE, AND THERAPEUTICS I—INTRODUCTION, LECTURE AND WORKSHOP (3)

Integrated pharmacy curriculum for disciplines of pathophysiology, medicinal chemistry, pharmacology, and therapeutics. Introduction to pathology and disease states, ADME principles and drug design, receptor theory and signaling mechanisms, and logical patient evaluation.

6232 DRUG ACTION, STRUCTURE, AND THERAPEUTICS II—NUTRITION, ANS, AND CARDIOVASCULAR AND RENAL I, LECTURE AND WORKSHOP (4)

Prerequisite – Completion of PHAR 6231 or consent of DAST coordinator.

Continuation of integrated pharmacy curriculum for disciplines of pathophysiology, medicinal chemistry, pharmacology, and therapeutics. Focus on patient nutrition, fluid, and electrolyte requirements, autonomic nervous system, and therapy for cardiovascular and renal disorders.

6233 DRUG ACTION, STRUCTURE, AND THERAPEUTICS III—CARDIOVASCULAR AND RENAL II, LECTURE AND WORKSHOP (4)

Prerequisite – Completion of PHAR 6232 or consent of DAST coordinator.

Continuation of integrated pharmacy curriculum for disciplines of pathophysiology, medicinal chemistry, pharmacology, and therapeutics. Completion of therapy for cardiovascular and renal disorders.

6234 DRUG ACTION, STRUCTURE, AND THERAPEUTICS IV—ENDOCRINE, PULMONARY, AND GENITOURINARY, LECTURE AND WORKSHOP (4)

Prerequisite – Completion of PHAR 6233 or consent of DAST coordinator.

Continuation of integrated pharmacy curriculum for disciplines of pathophysiology, medicinal chemistry, pharmacology, and therapeutics. Focus on therapy of endocrine, pulmonary, and genitourinary disorders.

6321 PHARMACY PRACTICE MANAGEMENT (3)

Prerequisite – Third-year standing in the Doctor of Pharmacy program or consent of instructor.

Introduction of pharmacy operations management, pharmacy financial resources oversight, personnel management and human resources, medication-use process management, compensation mechanisms for pharmacy services, medication safety initiatives, error prevention strategies, developing and marketing of services, innovative services provision and related issues in professional pharmacy practice.

6322 DISEASE AND MEDICATION THERAPY MANAGEMENT I, LECTURE AND WORKSHOP (3)

Prerequisite – Completion of PHAR 6231, PHAR 6232, PHAR 6233, PHAR 6234 and third-year standing in the Doctor of Pharmacy program or consent of instructor.

Management of major disease states and medication therapy. Application of knowledge and skills in the following areas will be emphasized: patient interviewing, information gathering, drug therapy planning and problem solving, therapeutic monitoring, therapeutic interventions, and documentation. Workshop sessions will focus on knowledge reinforcement in addition to physical assessment, patient counseling, clinical services reimbursement, and health care provider communication (written and oral) activities.

6323 DISEASE AND MEDICATION THERAPY MANAGEMENT II, LECTURE AND WORKSHOP (2)

Prerequisite – Completion of PHAR 6322 and third-year standing in the Doctor of Pharmacy program or consent of instructor.

Management of major disease states and medication therapy with an emphasis on special populations. Application of knowledge and skills in the following areas will be emphasized: patient interviewing, information gathering, drug therapy planning and problem solving, therapeutic monitoring, therapeutic interventions, and documentation. Workshop sessions will focus on knowledge reinforcement in addition to physical assessment, patient counseling, clinical services reimbursement, and health care provider communications (written and oral) activities. Issues related to cultural competency are included.

6324 HEALTH ECONOMICS AND DRUG TREATMENT OUTCOMES (2)

Prerequisite – Completion of PHAR 6123 and third-year standing in the Doctor of Pharmacy program or consent of instructor.

Basic and applied economic theory and principles, pharmacoeconomic analysis of the cost of drug therapy to health care systems and society, and application of pharmacoeconomic research principles in the determination of alternatives producing the best health outcomes for invested resources. Issues related to formulary management, drug usage evaluation, adverse drug events, reimbursement models, and health care reform will also be included.

6325 PROFESSIONAL PRACTICE V-APPLIED PRACTICE SKILLS /40 (1)

Prerequisite – Completion of PHAR 6224 or consent of instructor.

Application of patient-centered pharmacy care principles, pharmaceutical knowledge and effective professional communication. An independently arranged forty-hour intermediate experience in a community pharmacy practice setting allows for application of principles with professional communication emphasized. Participation in first and second professional-year teaching will be assigned.

6326 PROFESSIONAL PRACTICE VI-APPLIED PRACTICE SKILLS/82 (1)

Prerequisite: Completion of PHAR 6225 or consent of instructor.

Application of patient-centered pharmacy care principles, pharmaceutical knowledge and effective professional communication. An eighty-two hour intermediate experience in an acute or ambulatory care pharmacy practice setting allows for application of principles with clinical reasoning emphasized. The development of a comprehensive pharmaceutical care plan with an accompanying patient case presentation will be required at the conclusion of the practicum.

6327 COMPLEMENTARY MEDICINE (2)

Overview of complementary and alternative medicine. Emphasis on herbals and other dietary supplements and their use in management of disease.

6335 DRUG ACTION, STRUCTURE, AND THERAPEUTICS V—GASTROINTESTINAL, IMMUNOLOGICAL, AND CENTRAL NERVOUS SYSTEM I, LECTURE AND WORKSHOP (4)

Prerequisite – Completion of PHAR 6234 or consent of DAST coordinator.

Continuation of integrated pharmacy curriculum for disciplines of pathophysiology, medicinal chemistry, pharmacology, and therapeutics. Focus on therapy of gastrointestinal, immunological, and central nervous system disorders.

6336 DRUG ACTION, STRUCTURE, AND THERAPEUTICS VI—CENTRAL NERVOUS SYSTEM II AND ACUTE CARE, LECTURE AND WORKSHOP (4)

Prerequisite – Completion of PHAR 6335 or consent of DAST coordinator.

Continuation of integrated pharmacy curriculum for disciplines of pathophysiology, medicinal chemistry, pharmacology, and therapeutics. Completion of therapy for central nervous system disorders and focus on substance abuse and management of critically ill patients.

6337 DRUG ACTION, STRUCTURE, AND THERAPEUTICS VII—INFECTIOUS DISEASE, LECTURE AND WORKSHOP (4)

Prerequisite – Completion of PHAR 6336 or consent of DAST coordinator.

Continuation of integrated pharmacy curriculum for disciplines of pathophysiology, medicinal chemistry, pharmacology, and therapeutics. Focus on therapy of infectious diseases caused by bacteria, fungi, protozoans, and helminths.

6338 DRUG ACTION, STRUCTURE, AND THERAPEUTICS VIII—VIROLOGY, ONCOLOGY, AND TOXICOLOGY, LECTURE AND WORKSHOP (4)

Prerequisite – Completion of PHAR 6337 or consent of DAST coordinator.

Continuation of integrated pharmacy curriculum for disciplines of pathophysiology, medicinal chemistry, pharmacology, and therapeutics. Focus on infectious diseases caused by viruses, therapy of neoplastic diseases, and basic/clinical toxicology.

6421 INTRODUCTION TO ADVANCED PHARMACY PRACTICE EXPERIENCE (APPE)/24 (0)

Prerequisite – Completion of PHAR 6326 or consent of instructor and fourth professional year standing.

Orientation and overview of expectations while completing the advanced pharmacy practice experiences. Required assignments, performance criteria/grading, preceptor/site evaluations, and other general guidelines will be emphasized during this three-day orientation. Assessment of the course will be pass/fail.

6422 ADVANCED PHARMACY PRACTICE EXPERIENCE (REQUIRED): AMBULATORY CARE (5)

Prerequisite – Completion of PHAR 6421 or consent of instructor and fourth professional year standing.

Clinical pharmacy practice experience in an ambulatory care setting with application of patient interviewing, assessment, treatment plan development, and monitoring skills. The integration of problem-solving, critical thinking and communication is emphasized.

6423 ADVANCED PHARMACY PRACTICE EXPERIENCE (REQUIRED): COMMUNITY (5)

Prerequisite – Completion of PHAR 6421 or consent of instructor and fourth professional year standing.

Clinical pharmacy practice experience in a community setting with application of patient interviewing, assessment, treatment plan development, and monitoring skills. The integration of problem-solving, critical thinking and communication is emphasized.

6424 ADVANCED PHARMACY PRACTICE EXPERIENCE (REQUIRED): INSTITUTIONAL (5)

Prerequisite – Completion of PHAR 6421 or consent of instructor and fourth professional year standing.

Clinical pharmacy practice experience in an institutional setting with application of patient interviewing, assessment, treatment plan development, and monitoring skills. The integration of problem-solving, critical thinking, and communication is emphasized.

6425 ADVANCED PHARMACY PRACTICE EXPERIENCE (REQUIRED): GENERAL MEDICINE (5)

Prerequisite – Completion of PHAR 6421 or consent of instructor and fourth professional year standing.

Clinical pharmacy practice experience in a general medicine setting with application of patient interviewing, assessment, treatment plan development, and monitoring skills. The integration of problem-solving, critical thinking, and communication is emphasized.

6426 ADVANCED PHARMACY PRACTICE EXPERIENCE (ELECTIVE): ADVANCED AMBULATORY CARE (5)

Prerequisite – Completion of PHAR 6421 or consent of instructor and fourth professional year standing.

Clinical pharmacy practice experience with additional exploration focusing on an ambulatory care setting with application of patient interviewing, assessment, treatment plan development, and monitoring skills. The integration of problem-solving, critical thinking, and communication is emphasized.

6427 ADVANCED PHARMACY PRACTICE EXPERIENCE (ELECTIVE): ADVANCED COMMUNITY (5)

Prerequisite – Completion of PHAR 6421 or consent of instructor and fourth professional year standing.

Clinical pharmacy practice experience with additional exploration focusing on a community setting with application of patient interviewing, assessment, treatment plan development, and monitoring skills. The integration of problem-solving, critical thinking, and communication is emphasized.

6428 ADVANCED PHARMACY PRACTICE EXPERIENCE (ELECTIVE): ADVANCED MEDICINE (5)

Prerequisite – Completion of PHAR 6421 or consent of instructor and fourth professional year standing.

Clinical pharmacy practice experience with additional exploration focusing on a general (or specialty) medicine setting with application of patient interviewing, assessment, treatment plan development, and monitoring skills. The integration of problem-solving, critical thinking, and communication is emphasized.

6429 ADVANCED PHARMACY PRACTICE EXPERIENCE (ELECTIVE): CRITICAL CARE (5)

Prerequisite – Completion of PHAR 6421 or consent of instructor and fourth professional year standing.

Clinical pharmacy practice experience with additional exploration focusing on a critical care setting with application of patient interviewing, assessment, treatment plan development, and monitoring skills. The integration of problem-solving, critical thinking, and communication is emphasized.

6430 ADVANCED PHARMACY PRACTICE EXPERIENCE (ELECTIVE): DRUG INFORMATION (5)

Prerequisite – Completion of PHAR 6421 or consent of instructor and fourth professional year standing.

Pharmacy practice experience in a drug information center. Providing written and verbal communication of drug information to healthcare professionals, patients, and the general public.

6431 ADVANCED PHARMACY PRACTICE EXPERIENCE (ELECTIVE): GERIATRICS (5)

Prerequisite – Completion of PHAR 6421 or consent of instructor and fourth professional year standing.

Clinical pharmacy practice experience focusing on the geriatric patient population with application of patient interviewing, assessment, treatment plan development, and monitoring skills. The integration of problem-solving, critical thinking, and communication is emphasized.

6432 ADVANCED PHARMACY PRACTICE EXPERIENCE (ELECTIVE): PHARMACOKINETICS (5)

Prerequisite – Completion of PHAR 6421 or consent of instructor and fourth professional year standing.

Clinical pharmacy practice experience focusing on the pharmacokinetic monitoring of patients with application of patient interviewing, assessment, treatment plan development, and monitoring skills. The integration of problem-solving, critical thinking, and communication is emphasized.

6433 ADVANCED PHARMACY PRACTICE EXPERIENCE (ELECTIVE): NUTRITION (5)

Prerequisite – Completion of PHAR 6421 or consent of instructor and fourth professional year standing.

Clinical pharmacy practice experience focusing on nutrition with application of patient interviewing, assessment, treatment plan development, and monitoring skills. The integration of problem-solving, critical thinking, and communication is emphasized.

6434 ADVANCED PHARMACY PRACTICE EXPERIENCE (ELECTIVE): PEDIATRICS (5)

Prerequisite – Completion of PHAR 6421 or consent of instructor and fourth professional year standing.

Clinical pharmacy practice experience focusing on the pediatric patient population with application of patient interviewing, assessment, treatment plan development, and monitoring skills. The integration of problem-solving, critical thinking, and communication is emphasized.

6435 ADVANCED PHARMACY PRACTICE EXPERIENCE (ELECTIVE): PSYCHIATRY (5)

Prerequisite – Completion of PHAR 6421 or consent of instructor and fourth professional year standing.
Clinical pharmacy practice experience focusing on the psychiatric patient population with application of patient interviewing, assessment, treatment plan development, and monitoring skills. The integration of problem-solving, critical thinking, and communication is emphasized.

6436 ADVANCED PHARMACY PRACTICE EXPERIENCE (ELECTIVE): SURGERY (5)

Prerequisite – Completion of PHAR 6421 or consent of instructor and fourth professional year standing.
Clinical pharmacy practice experience focusing on the surgical patient population with application of patient interviewing, assessment, treatment plan development, and monitoring skills. The integration of problem-solving, critical thinking, and communication is emphasized.

6437 ADVANCED PHARMACY PRACTICE EXPERIENCE (ELECTIVE): HOME HEALTH (5)

Prerequisite – Completion of PHAR 6421 or consent of instructor and fourth professional year standing.
Clinical pharmacy practice experience focusing on the home health patient population with application of patient interviewing, assessment, treatment plan development, and monitoring skills. The integration of problem solving, critical thinking, and communication is emphasized.

6438 ADVANCED PHARMACY PRACTICE EXPERIENCE (ELECTIVE): ADVANCED SPECIALTY (5)

Prerequisite – Completion of PHAR 6421 or consent of instructor and fourth professional year standing.
Pharmacy practice experience in a variety of settings such as an association, public health oriented site, or other health-care related entity. The integration of problem-solving, critical thinking, and communication is emphasized.

6439 ADVANCED PHARMACY PRACTICE EXPERIENCE (ELECTIVE): ADMINISTRATIVE (5)

Prerequisite: Completion of PHAR 6421 or consent of instructor and fourth professional year standing.
Pharmacy practice experience with a focus on the management of a pharmacy within an institution or other practice setting, including supply procurement, human resource management, and interdepartmental committees. The application of problem solving, critical thinking, and communication is emphasized.

6440 ADVANCED PHARMACY PRACTICE EXPERIENCES (ELECTIVE): INDUSTRY/FIELD (5)

Prerequisite: Completion of PHAR 6421 or consent of instructor and fourth professional year standing. Other prerequisites may apply to specific field sites. A pharmacy practice experience in a pharmaceutical industry setting. Settings can include pharmaceutical manufacturers, pharmacy benefit managers (PBM), pharmacy consultants, and related pharmacy settings.

6441 ADVANCED PHARMACY PRACTICE EXPERIENCE (ELECTIVE) MAIL ORDER PHARMACY/FIELD (5)

Prerequisite: Completion of PHAR 6421 or consent of instructor and fourth professional year standing.
Clinical pharmacy practice experience with additional exploration focusing on mail order pharmacy. Focus on application of patient profile review, medication utilization, formulary review, assessment, and monitoring skills. The integration of problem solving, critical thinking and communication is emphasized.

6442 ADVANCED PHARMACY PRACTICE EXPERIENCE (ELECTIVE): RESEARCH/FIELD (5)

A pharmacy practice experience with emphasis on research. Focus on development of skills to conduct bench, clinical, or community-based research.

6443 ADVANCED PHARMACY PRACTICE EXPERIENCE (ELECTIVE): REGULATORY/FIELD (5)

Prerequisite: Completion of PHAR 6421 or consent of instructor and fourth professional year standing. Other prerequisites may apply based on site specific requirements.

A pharmacy practice experience in a pharmacy regulatory setting. Settings to include Food and Drug Administration (FDA), National Institutes of Health (NIH), Centers for Disease Control (CDC), State Boards of Pharmacy, Drug Enforcement Administration (DEA) and other related settings.

6444 ADVANCED PHARMACY PRACTICE EXPERIENCE (ELECTIVE): ACADEMIA/FIELD (5)

Prerequisite: Completion of PHAR 6421 or consent of instructor and fourth professional year standing.

A pharmacy practice experience in an academic setting. An emphasis will be placed on curriculum, curricular design, teaching, assessment, and accreditation.

6445 ADVANCED PHARMACY PRACTICE EXPERIENCE (ELECTIVE): VETERINARY/FIELD (5)

Prerequisite: Completion of PHAR 6421 or consent of instructor and fourth professional year standing.

Clinical pharmacy practice experience focusing on veterinary pharmacy. Focus on application of patient profile review, assessment, treatment plan development, and monitoring skills. The integration of problem solving, critical thinking, and communication is emphasized.

6446 ADVANCED PHARMACY PRACTICE EXPERIENCES (ELECTIVE): NUCLEAR PHARMACY/FIELD (5)

Prerequisite: Prerequisite: Completion of PHAR 6421 or consent of instructor and fourth professional year standing.

Clinical pharmacy practice experience focusing on nuclear pharmacy. Focus on application of patient profile review, medication utilization, assessment, treatment plan development, and monitoring skills. The integration of problem solving, critical thinking, and communication is emphasized.

6447 ADVANCED PHARMACY PRACTICE EXPERIENCE (ELECTIVE): INFECTIOUS DISEASE/FIELD 5

Prerequisite: Prerequisite: Completion of PHAR 6421 or consent of instructor and fourth professional year standing.

Clinical pharmacy practice experience with additional exploration focusing on infectious disease. Focus on application of patient interviewing, assessment, treatment plan development, and monitoring skills. The integration of problem solving, critical thinking, and communication is emphasized.

6448 ADVANCED PHARMACY PRACTICE EXPERIENCE (ELECTIVE): ONCOLOGY/FIELD 5

Prerequisite: Completion of PHAR 6421 or consent of instructor and fourth professional year standing.

Clinical pharmacy practice experience focusing on oncology. Focus on application of patient profile review, patient interviewing, assessment, treatment plan development, and monitoring skills. The integration of problem solving, critical thinking, and communication is emphasized.

6501/6502 SPECIAL PROJECT/RESEARCH (VARIABLE)

Courses provide an opportunity for students to work with individual faculty mentors on projects of variable scope. Included activities could be library and/or laboratory and/or survey-type research. All special projects or research need to be approved by the appropriate department chair.

6503 COMMUNITY SERVICE (2)

Hands-on involvement in a community service project and discussion with community leaders to better prepare to provide pharmaceutical care to a wider segment of the population. Includes development and implementation of a service project or participation in a project currently sponsored by the university. Permission of the Dean's Office is required.

6504 CURRENT TOPICS IN HEALTH CARE (2)

Explores current topics in health care and examines their relationship and potential impact on pharmacy practice and education. The course will require students to review current news periodicals and Internet-based news sources. Cases will be assigned that require critical analysis and writing of executive summaries.

6505 DANGEROUS PLANTS AND ANIMALS (2)

Focuses on the recognition and identification of dangerous plants and animals found primarily, but not exclusively, in Illinois. The student will learn to assess poisoning situations and recommend management scenarios. Lectures and workshops involving case studies and field trips will be utilized.

6506 NEW DRUG PRODUCT DEVELOPMENT (2)

Discussion of current issues involved with drug discovery, development, and regulation. Topics to be discussed include the inclusion of women and children in clinical trials, regulation of dietary supplements and generic drugs, FDA approval of new drugs, RX to OTC switch, product labeling, and direct to consumer marketing.

6507 NOVEL DRUG DELIVERY (2)

Provides an understanding of novel ways of drug delivery for improved therapeutic effects. Contemporary delivery systems as well as those under advanced development will be discussed. Students will examine the rationale, design, and application of these novel delivery systems.

6508 MANAGEMENT OF CRITICALLY ILL PATIENTS (2)

Designed to provide the student with skills for the management of critically ill patients. Expands on topics taught in the required courses. This course is directed toward the student seeking to pursue a general pharmacy practice and/or specialized residency program after graduation.

6509 ISSUES IN INFECTIOUS DISEASES (2)

Topics in infectious diseases that frequently are addressed in the lay press. Topics to be discussed may include bacterial resistance and the "super bugs," hepatitis, tropical diseases and travel medicine, drug resistant TB, animal/insect borne diseases, and emerging viral and fungal pathogens.

6510 SPORTS MEDICINE FOR THE PHARMACIST (2)

Introduces pharmacy students to the specialized applications of drugs used in competitive sports. The historical developments leading to present-day use of performance enhancing drugs will be introduced. The basic pharmacology and toxicology of all the categories of drugs (e.g., anabolic steroids, stimulants, etc.) banned by the major amateur athletic organizations will be discussed. Both nonprescription and prescription medicines will be discussed including the growing area of nutritional supplements.

6511 COMMUNITY PHARMACY MANAGEMENT (2)

Presented by members of upper management of community pharmacies. Addresses major aspects of the management of modern community pharmacies.

6512 MEDICAL SPANISH (2)

Provides the student with the communication skills necessary to provide care to the Spanish-speaking patient. At the end of this course, students will have an expanded Spanish vocabulary (selected nouns,

verbs, adjectives, phrases, etc.) plus items specifically related to the practice of pharmacy (i.e., parts of the body, drug formulations, selected disease conditions, etc.). Directed at students not fluent in Spanish.

6513 CONTEMPORARY COMPOUNDING, LECTURE AND LABORATORY (2)

Designed to expand the students' expertise in the field of extemporaneous compounding. Students will learn practical aspects of compatibility and stability of compounded prescriptions and parenteral products.

6514 ISSUES IN AMBULATORY CARE (2)

Focus on the role of the pharmacist in the ambulatory-care setting. Topics will include potential practice opportunities available and the documentation, reimbursement, justification, and marketing of the pharmacist's services. In addition, the student will develop care plans, design outcomes research projects, and examine the importance of the multidisciplinary approach to patient care.

6515 SUBSTANCES OF ABUSE AND ADDICTION (2)

Provides an in-depth study of the neuropharmacology of substances of abuse including stimulants, depressants, hallucinogens, and inhalants. Designed to expand on information in required courses. Emphasis on basic pharmacokinetic and pharmacodynamic mechanisms related to the effects of the individual substances of abuse. Current theories of addiction and tolerance will be presented. In addition, various treatments for dependence and detection methods as well as social, legal, and ethical aspects of substances of abuse will be considered.

6516 MANAGEMENT INFORMATION SYSTEMS FOR HEALTH CARE PROFESSIONALS (2)

Introduces the student to database applications and records management. It will include concepts and techniques for the systematic creation, storage, reproduction, distribution, and retention of records with emphasis on hands-on application of relational database management software, especially Microsoft Access for both desktop and CE versions for the handheld PC.

6517 CLINICAL TOXICOLOGY (2)

Designed to expand on required courses in clinical toxicology, including the diagnosis and treatment of common poisonings. Emphasis will be given to the basic concepts of patient-oriented toxicology.

6518 GERIATRIC PHARMACOTHERAPY (2)

Reviews and expands on the physical changes that happen as aging occurs that may lead to different therapy choices in the elderly population as compared to younger adults. Emphasis on disease states and clinical situations more commonly seen in the elderly population such as osteoporosis, Parkinson's disease, Alzheimer's disease, etc.

6519 ADVANCED TOPICS IN WOMEN'S HEALTH (2)

Designed to build upon the student's basic knowledge of reproductive physiology. Explores the uniqueness of the female gender on the physiology of normal function, pathophysiology and treatment of dysfunction. Integrates various areas of basic science (physiology, pharmacology, pathology, etc.) with clinical sciences.

6520 PHARMACY-BASED HEALTH SCREENINGS, LECTURE AND LABORATORY (2)

Prepares participants to develop health-screening programs in a variety of pharmacy practice settings. The focus is risk factor assessment and hands-on experience with technological devices related to

cancer, cardiovascular disease (blood pressure and cholesterol), diabetes, and osteoporosis. Also addresses OSHA training, CLIA regulations, policies and procedures, and implementation of screening programs.

6521 ELEMENTS OF SUPERVISION (2)

Offers skills development in the supervision of employees (technicians, clerks, and other subordinates) through readings, written assignments, and classroom seminar activities. Material will also be reviewed that provides tools for “managing the boss.”

6522 NATURAL PRODUCTS AND DRUG DISCOVERY (2)

Designed to expand on knowledge of natural products and their impact in discovery of lead compounds in drug discovery and development. Focus on isolation, purification, preclinical testing, and early clinical testing of past and current clinical candidates.

6523 ADVANCED TOPICS IN MEDICINAL CHEMISTRY (2)

Expands on medicinal chemistry topics presented in the required curriculum. Emphasis on recent advances and applications.

6524 ADVANCED TOPICS IN PHARMACOLOGY (2)

Expands on pharmacology topics presented in the required curriculum. Emphasis on recent advances and applications.

6525 ADVANCED TOPICS IN SOCIAL AND ADMINISTRATIVE SCIENCES (2)

Expands on pharmacy administration topics presented in the required curriculum. Emphasis on recent advances and applications.

6526 HISTORY OF PHARMACY (2)

Provides opportunity to explore the historical development of the pharmacy profession. Emphasis on significant changes to profession in the United States.

6527 POLICY AND ADVOCACY (1)

Prerequisite: PHAR 6122.

This course is designed to familiarize the student with the process of crafting and evaluating health care policy, building upon concepts learned in Professional Practice II. The students will hear policy perspectives from legislators, lobbyists and representatives of professional organizations and will learn to identify issues of concern to the profession, build position papers and legislative agendas, lobby for legislation supporting the profession, and evaluate potential outcomes of health care policies.

6528 COMMUNITY EDUCATION PROGRAM (2)

During this course, students will develop, implement, and assess a culturally-appropriate community education program for South Suburban Chicago. They will conduct focus group interviews to determine the health and medication-related topics of interest of community members; develop active learning sessions that will foster audience participation and understanding of concepts; formulate a marketing strategy to encourage attendance; provide the sessions at various locations including health centers, village halls, park district facilities, senior centers, churches, and schools; and measure the impact of the program.

6529 TOPICS IN HOSPITAL PHARMACY PRACTICE (2)

Intended to give students a broader overview of topics that are more specific to hospital pharmacy practice. The course involves some introductory lecture, then discussion, a group student investigative project, and student presentations on their findings.

6530 HOME INFUSION THERAPY (1)

This course is designed for the student to obtain in-depth knowledge about home health services and the pharmacist's role in home infusion therapy. Students will learn through lectures and discussions about services that are available through home health agencies, the health care professionals involved in home health, and how home infusion therapy is provided, monitored, and regulated.

6530 ADVANCED LITERATURE EVALUATION (1)

Prerequisite: PHAR 6531.

Designed to familiarize students with study designs and statistical concepts commonly used to develop, select, deliver, and evaluate patient-centered pharmacy services in medical literature. This course will allow students to improve their ability to interpret, assess, and communicate important elements and findings of studies/trials in the discussion format.

6523 CHEMISTRY AND BIOCHEMISTRY OF NATURAL PRODUCTS (2)

Discussion of natural products and herbal supplements, commonly used as drugs or currently in development. Topics include the biosynthesis and biological activities of compounds isolated from plant, animal, and microbial sources.

6533 SELF-CARE COUNSELING & THERAPEUTICS (2)

Prerequisite: PHAR 6225.

Designed to teach pharmacy students self-care, defined as "the action individuals take for themselves and their families to stay healthy and manage minor and chronic conditions based on their knowledge and the information available." The purpose is to augment knowledge of over-the-counter medications and self-care.

6534 CARE OF THE GERIATRIC PATIENT (2)

Introduces and reinforces general principles pertaining to the care of the geriatric patient. The goal is to enhance the student pharmacist's competence in caring for older adults. Topics will focus on the physiological, psychological, physical, ethical, social, economic, and therapeutic issues of aging. Each lecture incorporates topics and activities pertinent to providing patient-centered care in the older adult populations. Instruction is provided through lecture, small group discussion, role-play, hands-on skill building activities, and actual patient care assignments.

6535 HEALTH PROMOTION INITIATIVES: DESIGN AND ASSESSMENT (2)

Prerequisite: PHAR 6122.

Focuses on the design, implementation, and evaluation of a health promotion initiative. Students will be trained to evaluate the need, progress, outcome, and efficiency of a health promotion intervention. In this course, students will assess the needs of an intervention program, implement the intervention, and evaluate the effect of the intervention.

6536 CONVERSATIONAL SPANISH FOR PHARMACISTS (2)

Prerequisite: Consent of the instructor.

Intended for the student with a strong background in Spanish seeking to improve their conversational speaking and cultural competency skills related to interviewing and counseling Spanish-speaking patients. The course incorporates a self-study component to review grammar and medical words and phrases in Spanish. In-class activities include role playing, mock interviews, and case study discussions.

6537 CURRENT TOPICS IN INFECTIOUS DISEASES (2)

Prerequisite: PHAR 6110 and 6115.

A discussion-based elective course. Current topics in infectious diseases will be discussed as deemed useful for the pharmacy student. Topics include currently relevant bacterial, viral, fungal, and parasitic diseases.

6541 HOPITAL MEDICINE (2)

Prerequisite: Third professional year standing or consent of the instructor.

This course encompasses the transition and evokes the vision that all hospital pharmacy practitioners evolve into specialists through continuous exposure and experience with specific patient populations. This course will familiarize the student with complications of both common and uncommon disease states. The primary objective is to focus on the treatment rationale and pharmacotherapy of disease states commonly seen at an urban academic medical center.

6542 ADVANCED DRUG DELIVERY SYSTEMS (2)

Prerequisite: Second professional year standing or consent of the instructor.

This course is designed to provide an in-depth coverage of the various novel/advanced dosage forms and drug delivery systems. Methods used to formulate, manufacture, and test various dosage forms and delivery systems will be addressed. Supplementary laboratory sessions will be devoted to formulation and evaluation of advanced drug delivery systems.

6611 SPECIAL TOPICS FOR PHARMACY PROFESSIONAL YEAR ONE (VARIABLE)

Prerequisite: Permission of the Dean of the College of Pharmacy.

A required course for students placed on academic probation by the College of Pharmacy Academic Standing Committee (COP-ASC) during the first professional year. The independent course of study and the credit hours of enrollment are determined by the COP-ASC based on the subject being remediated.

6612 SPECIAL TOPICS FOR PHARMACY PROFESSIONAL YEAR ONE (VARIABLE)

Prerequisite: Permission of the Dean of the College of Pharmacy.

A required course for students placed on academic probation by the College of Pharmacy Academic Standing Committee (COP-ASC) during the first professional year. The independent course of study and the credit hours of enrollment are determined by the COP-ASC based on the subject being remediated.

6621 SPECIAL TOPICS FOR PHARMACY PROFESSIONAL YEAR 2 (VARIABLE)

Prerequisite: Permission of the Dean of the College of Pharmacy.

A required course for students placed on academic probation by the College of Pharmacy Academic Standing Committee (COP-ASC) during the second professional year. The independent course of study and the credit hours of enrollment are determined by the COP-ASC based on the subject being remediated.

6622 SPECIAL TOPICS FOR PHARMACY PROFESSIONAL YEAR 2 (VARIABLE)

Prerequisite: Permission of the Dean of the College of Pharmacy.

A required course for students placed on academic probation by the College of Pharmacy Academic Standing Committee (COP-ASC) during the second professional year. The independent course of study and the credit hours of enrollment are determined by the COP-ASC based on the subject being remediated.

6631 SPECIAL TOPICS FOR PHARMACY PROFESSIONAL YEAR 3 (VARIABLE)

Prerequisite: Permission of the Dean of the College of Pharmacy.

A required course for students placed on academic probation by the College of Pharmacy Academic Standing Committee (COP-ASC) during the third professional year. The independent course of study and the credit hours of enrollment are determined by the COP-ASC based on the subject being remediated.

6632 SPECIAL TOPICS FOR PHARMACY PROFESSIONAL YEAR 3 (VARIABLE)

Prerequisite: Permission of the Dean of the College of Pharmacy.

A required course for students placed on academic probation by the College of Pharmacy Academic Standing Committee (COP-ASC) during the third professional year. The independent course of study and the credit hours of enrollment are determined by the COP-ASC based on the subject being remediated.

University Administrators and Faculty

PRESIDENT AND PROVOST

Wayne Watson, President (2009): Ph.D., Northwestern University.

Sandra Westbrooks, Provost/Senior Vice President for Academic Affairs (1993): Ph.D., Indiana State University.

DEANS

Joseph A. Balogun, Dean, College of Health Sciences and Distinguished University Professor (1999): Ph.D., University of Pittsburgh.

Derrick Collins, Dean, College of Business (2010): MBA, University of Chicago School of Business.

Philip Cronce, Interim Dean, Honors College ().

Richard Darga, Dean, Library and Instructional Services (2004): Ph.D., University of Michigan.

Sylvia Gist, Dean, College of Education Professor of Technology and Education (1996): Ph.D., University of Chicago.

David Kanis, Interim Dean, College of Arts and Sciences (2011): Ph.D., University of Wisconsin.

Miriam Mobley Smith, Dean, College of Pharmacy (2010): Pharm. D. University of Illinois, at Chicago.

Chairpersons

John Agada, Department of Library, Information and Media Studies (2009): Ph.D., University of Pittsburg.

Rohan Attele, Department of Mathematics, Computer Science, and Economics(2007): Ph.D., Michigan State University.

Cathryn Busch, Chairperson Graduate Programs in Education (1994): Ph.D., University of Illinois.

Robert Chierico, Department of English, Foreign Languages and Literatures (2000): Ph.D., Northwestern University.

Lillian K. Dawson, Department of Art and Design and Communications, Media, Arts and Theatre (2012): M.F.A., Cranbrook Academy of Art.

Ivy Dunn, Department of Psychology (2003): Ph.D., University of Texas at Dallas.

Charlesetta Ellis, Department of Doctoral Studies (1992); PhD, Loyola University.

Dolores Nobles-Knight, (2007): Pharm. D., University of Southern California; MPH, Harvard.

Mark Kutame, Department of Secondary Education, Professional Studies, and Recreational (2000); Ph.D., Ohio State University.

Timothy Harrington, Department of Elementary and Middle Level Education (2000); Ph.D., Cleveland State University.

Marian Perkins, Department of Criminal Justice, Philosophy, and Political Science (2012); J.D., Howard University.

Venkateswara Potluri, Department of Biological Sciences (2012 Acting Chair); Ph.D., Banaras Hindu University.

Mikal Rasheed, Department of Social Work (2006): Ph.D. Loyola University, Chicago.

Arthur Redman, Geography, Sociology, History, African American Studies, and Anthropology (2005): Ph.D., University of Massachusetts.

Leslie Roundtree, Occupational Therapy (1993): D Hsc., University of Indianapolis.

Mel Sabella, Department of Chemistry and Physics (2011); Ph.D., University of Maryland.

Carol A. Schultz, Department of Doctoral Studies (2011):Ed.D., Loyola University Chicago.

Mark Smith, Department of Music (1997): M.M., American Conservatory of Music.

Patricia Steinhaus, Department of Early Childhood-Primary and Bilingual Education (1999): Ph.D., University of Illinois Urbana Champaign.

Rachelle Stewart, Health Information Administration (2007): DPH, University of Illinois at Chicago.

Rosemary Ricks-Saulsby, Department of Nursing (2012): Ph.D., Walden University.

Administrators

Ivonne Anguh, Coordinator, Community Health Program (2009).

Patrick Cage, General Counsel.

Carmita A. Coleman, Associate Dean, College of Pharmacy.

Margaretann G. Connell, Director of COFPS Community and College of Education Outreach & Field Placement.

Curticine Doyle, Director of Telecommunications.

Kimberly Edwards, Assistant Dean, College of Education

Elmer Gentry, Associate Dean, College of Pharmacy

Nancy Grim, Assistant Dean, College of Education.

David Hampton, Director of Examinations.

Janet Halpin, Interim Associate Dean, College of Arts and Sciences.

Bonita Herring, Coordinator of Contract, Sales, and Development Training.

Carnice Hill, Coordinator of Course Scheduling.

Tiffany Hope, Acting Director of the Office of International Programs.

Brenda J. Hooker, Director of Financial Aid.

Chengren (Sharon) Hu, Director of Technical Services.

Debrah Jefferson, Assistant Vice President for Academic Personnel and Contract Administration.

Beverly M. John, Interim Assistant Provost.

Charisse Johnson, Director of Experiential Education, College of Pharmacy.

M. Dawn Liddicoatt, Teacher Certification Officer (1986).

Thomas Lyons, Director, HIV/AIDS Research and Policy Institute (2010): Ph.D., University of Chicago.

Glenn Meeks, Vice President of Administration and Finance.

Lou Moore, Director of Center for Integrating Technology into Education.

Emmanuel Osunkoya, MPH Advisor Coordinator, Pre-Physical Therapy Program (2008):

Arrileen Patawaran, Associate Director of Budget and Resource Planning.

Sandra Sanders, ADA Coordinator of the Abilities Office of Disabled Student Services.

Michael Sukowski, Director, Center for Teaching and Research Excellence (2011).

Rosalyn P. Vellurattil, Capstone Director, College of Pharmacy.

Concetta Williams, Director, Freshman Composition Program.

Louis Wright, Executive Director of Development, College of Pharmacy.

Lisa Young, Director, Wellness/Health Center.

FACULTY

Ehab Abourashed, Assistant Professor of Pharmaceutical Sciences (2009): Ph.D., University of Mississippi.

Aida Abraha, Associate Professor of Chemistry (2003): Ph.D., Loyola University - Chicago.

SaleemAbuleil, Associate Professor of Management Information Systems (2000), Ph.D., Illinois Institute of Technology.

Jochebed Ade-Oshifogun, Assistant Professor of Nursing(2010): Ph.D., University of Illinois at Chicago.

Brenda Eatman Aghahowa, Associate Professor of English: Ph.D., University of Illinois- D. Ministry University of Chicago Divinity School.

Philip Aka. Professor of Political Science (2000): Ph.D., Howard University.

Victor Akatsa, Associate Professor of Mathematics and Computer Science (1991): Ph.D., University of Kentucky.

Justin Kanayo Akujieze, Professor of Physics (1991): Ph.D., Illinois Institute of Technology.

Walid M. Al-Ghoul Professor of Biological Sciences (2002): Ph.D., Rutgers University-New Brunswick.

Khalid Alsamara, Associate Professor of Management Information Systems (2001): Ph.D., Illinois Institute of Technology.

Mary Anderson, Assistant Professor of Nursing (1994): M.S. in Nursing, St. Xavier University.

Joyce Owens Anderson, Curator of University Galleries Program and Assistant Professor of Art and Design (2006): M.F.A., Yale University.

Luis Vidal-Ascon, Professor of Mathematics and Computer Science (1995): Ph.D., Illinois Institute of Technology.

Kapila Rohan Attele, Professor of Mathematics and Computer Science (1995): Ph.D., Michigan State University.

Sarah Austin, Assistant Professor of Occupational Therapy (2001): Ph.D., University of Illinois at Chicago

MoussaAyyash, Assistant Professorof Industrial Technology Education (2007): Ph.D., Illinois Institute of Technology.

ShakirudeenAmuwo, Research Scientist, HIV/AIDS Research and Policy Institute (2010): Ph.D., University of Illinois at Chicago.

Leslie Baker-Kimmons, Associate Professor of Sociology (2001): Ph.D., Howard University.

Timothy Bell, Professor of Botany (1987): Ph.D., Rutgers University.

Phillip Beverly, Associate Professor of Political Science (1994): Ph.D., University of Illinois at Chicago.

Lindsay Bicknell-Hentges, Professor of Psychology (1991): Ph.D., Texas Woman’s University.

Robert Bionaz, Associate Professor of History (2002), Ph.D., University of Iowa.

Judith Birgen, Associate Professor of Sociology and Social Work (1998), Ph.D., University of Chicago.

Daniel Block, Associate Professor of Geography (1999): Ph.D., University of California at Los Angeles.

Christopher Botanga, Assistant Professor of Biological Sciences (2008); Ph.D. University of Virginia-Charlottesville.

Patrice Boyles, Assistant Professor of Technology and Education (2002): M.S.E.D, Chicago State University.

Emmett L. Bradbury, Associate Professor of Philosophy (1996): Ph.D., Northwestern University.

Debbie Bryant, Lecturer in Nursing (2006), MSN, Governors State University.

Linnae Bryant, Assistant Professor of Accounting (1994): J.D., DePaul University.

Sarah Buck, Associate Professor of Secondary Education, Professional Studies and Recreation (2007): Ph.D., University of Illinois Urbana-Champaign.

LiyanaCabraal, Associate Professor of Doctoral Studies (2001): Ph.D., University of Illinois at Urbana.

Tollie Carter, Associate Professor of Accounting (1986): M.B.A., University of Illinois at Chicago.

Notre Chatman, Assistant Professor of Library and Information Services (1995): M.A., Governors State University.

Jan-Jo Chen, Professor of Mathematics and Computer Science (1997): Ph.D., University of Illinois at Chicago.

Johng-ChernChern, Professor of Mathematics and Computer Science (1995): Ph.D., Illinois Institute of Technology.

Robert Chierico, Professor of Foreign Languages (1984): Ph.D., Northwestern University.

Chang Choi, Professor of Finance (1980): D.B.A., California State University – Los Angeles.

Chongim Choi, Associate Professor of Art and Design (2000): Ph.D., Florida State University.

Kimberly Coble, Associate Professor of Physics (2004): Ph.D., University of Chicago.

Robyn J. Conner-Gilbert, Assistant Professor, Reading (2005), Ed. D., Loyola University

Marc S. Cooper, Professor of Criminal Justice (1986): J.D., Harvard University.

Ernst Coupet, Associate Professor of Finance (2001): Ph.D., University of Illinois at Chicago.

ShailaChristofferson, Assistant Professor of Art and Design (2007): M.F.A., University of Nebraska – Lincoln.

Philip Cronce, Associate Professor of Philosophy, (1997): Ph.D., DePaul University.

Jane Crossley, Assistant Professor of Graduate Programs in Education (2009), Ph.D.

Lorraine A. Daniel, Assistant Professor of Counseling Center (2000): Ph.D., Wright State University.

Tiffany Davis, Assistant Professor of Sociology (2010): Ph.D., University of Minnesota.

Lillian K. Dawson, Associate Professor of Art and Design (1995): M.F.A., Cranbrook Academy of Art.

Kathleen A. Degnan, Instructor, Library and Information Services (2002): MA., Dominican/ Rosary College.

Evelyne Delgado-Norris, Associate Professor of Modern Languages (1998): Ph.D. Northwestern University.

AgberDimah, Professor of Political Science (1993): Ph.D., Washington State University.

Duc Do, Assistant Professor of Pharmaceutical Sciences (2010): Ph.D., Mercer University.

Ivy Dunn, Professor of Psychology (1997): Ph.D., University of Texas-Dallas.

Margaret Dust, Associate Professor of Psychology (1993): Ph.D., Andrews University.

William Ebomoyi, Professor Epidemiology (2006): Ph.D., University of Illinois, Urbana-Champagne.

Michael Edwards, Assistant Professor of Counseling Center (2001):Ed.D., Harvard University.

Abir T. El-Alfy, Assistant Professor of Pharmaceutical Sciences (2010): Ph.D., University of Mississippi..

Kelly Norman Ellis, Associate Professor of English (1998): Ph.D., University of Kentucky.

Dennice Ward-Epstein, Assistant Professor of Early Childhood Education (2011):Ed.D., National Louis University.

Mark Erhart, Professor of Biological Sciences (1990): Ph.D., University of Illinois at Chicago.

JohnEsterly, Assistant Professor of Pharmacy Practice (2010):Pharm.D., University of Illinois at Chicago.

Victor Etta, Associate Professor of Psychology (1991): Ph.D., University of Pittsburg.

MaryFaulhaber, Professor of Library and Information Services (1974): M.S.L.S., Atlanta University.

Nadeem Fazal, Associate Professor of Pharmaceutical Sciences (2008): M.D., University of the Punjab, Ph.D. University of Birmingham.

Heather Fields, Assistant Professor of Pharmacy Practice (2011):Pharm.D., MPH, University of Illinois at Chicago.

Miguel Fernandez, Assistant Professor of Bilingual Education (2010): Ph.D., University of Granada Spain.

Patricia Fleming, Lecturer in Nursing (2007): MSN, University of Illinois at Chicago.

Maria Moreno-Florido, Assistant Professor of Spanish (2007)Ph.D., Washington University in St Louis.

Jane Florine, Professor of Music (1997): Ph.D., Florida State University.

Karen Freeman, Assistant Professor, Elementary and Middle Level Education (2008): Ph.D., University of Illinois at Chicago.

Athanase Gahungu, Associate Professor of Educational Leadership, Curriculum and Foundation (2001): Ed.D., Northern Arizona University.

Joyce Ache Gana, Associate Professor of Biological Science, (2001): Ph.D., South Dakota State University.

Edmundo Garcia-Solis, Associate Professor of Physics (2008); Ph.D. University of Maryland.

Maria T. Garreton, Professor of Bilingual Education (1981): Ph.D., Miami University (Ohio).

Andrea Gay Van Duzor, Assistant Professor of Chemistry (2007):Ed.D., Columbia University.

Eddy Gayton, Associate Professor of Foreign Languages and Literatures (2004): Ph.D., University of Chicago.

Elmer J. Gentry, Associate Professor of Pharmaceutical Sciences (2007): Ph.D., University of Kansas.

Monique Germain, Assistant Professor of Nursing (1996): M.S. in Nursing, St. Xavier University.

DawitGetachew, Professor of Mathematics and Computer Science (1986): Ph.D., Illinois Institute of Technology; Ph.D., University of Illinois at Chicago.

Kelvin Gilchrist, Assistant Professor of Industrial Technology, (2007):Ed.D., Virginia Polytechnic Institute.

Tadesse Giorgis, Professor of Psychology (1992): Ph.D., University of Iowa.

Sylvia Gist, Professor of Technology Education (1996): Ph.D., University of Chicago.

Paul Gomberg, Professor of Philosophy (1988): Ph.D., Harvard University.

Gabriel Gomez, Associate Professor of Library Science/Communications Media (1998): Ph.D., Northwestern University.

Regina Grabowski, Assistant Professor of Nursing (1986):D.N.Sc., Rush University.

Janet Grange, Associate Professor of Accounting (1989): J.D., University of Illinois at Chicago.

Nancy Grim, Associate Professor of Elementary Education (2000): Ph.D., University of Illinois at Chicago

Tanisha Guy, Assistant Professor of Psychology (2005): Ph.D., St Mary's University.

Kathleen Haefliger, Assistant Professor of Library and Information Services (2001): M.A., University of Minnesota-Duluth.

Qing Haley, Assistant Professor of Library and Information Services (2005): M.L.S. Dominican University

Janet Halpin, Associate Professor of Geography (1996): Ph.D., University of Ottawa.

Troy Harden, Assistant Professor of Social Work (2007): Ed.D., Depaul University.

Yolanda Hardy, Associate Professor of Pharmacy Practice (2008):Pharm.D., Ohio State University.

Karen Hardney, Assistant Professor of Health Studies (1986):M.S.Ed., Chicago State University

Deborah Harper-Brown, Associate Professor of Pharmacy Practice (2009):Pharm.D., University of Illinois at Chicago.

Timothy Harrington, Associate Professor of Elementary and Middle Level Education,(2000): Ph.D., Cleveland State University.

Kelly Harris, Assistant Professor of African-American Studies (2010): Ph.D., Clark Atlanta University.

Sherelene Harris, Associate Professor of Reading (2003):Ed.D., Nova Southeastern University.

Austin Harton, Assistant Professor of Physics (2009): Ph.D., Massachusetts Institute of Technology.

Forrest Hazard, Professor of English (1968): Ph.D., University of Wisconsin- Madison.

Rong Lucy He, Assistant Professor of Biological Sciences (2009): Ph.D., University of Nevada Reno.

James Hendricks, Associate Professor of Music (1999): M.F.A., Northern Illinois University.

ArefHervani, Associate Professor of Economics (2005): Ph.D., West Virginia University.

Elizabeth Arnott-Hill, Assistant Professor of Psychology (2006): Ph.D., DePaul University.

Lun-Pin Ho, Professor of Mathematics and Computer Science (1986): Ph.D., Texas Tech University.

Juanita Holliman, Visiting Assistant Professor (2010): Ph.D., Colorado State University.

William Howard, Professor of English (1997): Ph.D., University of Illinois at Urbana.

DanielHrozencik, Professor of Mathematics and Computer Science (2002): Ph.D., University of Notre Dame.

Atha Hunt, Associate Professor of Accounting (1975): J.D., Roosevelt University.

Sabah Hussein, Assistant Professor of Pharmacy Practice (2008):Pharm.D., University of Illinois at Chicago

Diana Isaacs, Assistant Professor of Pharmacy Practice (2010):Pharm.D., Southern Illinois University – Edwardsville.

Gail Ito, Assistant Professor of Health, Physical Education, and Recreation (1999):Ed.D., Northern Illinois University.

Leslie Jackson, Lecturer, Occupational Therapy (2012):MEd., Erikson Institute Loyola University.

Karel Jacobs, Associate Professor of Biological Sciences (2005): Ph.D., University of California-Davis.

Antoine T. Jenkins, Assistant Professor of Pharmacy Practice (2009): Pharm.D., University of Tennessee.

LixingJia, Assistant Professor of Mathematics and Computer Science (1994): Ph.D., University of Illinois at Chicago.

Beverly M. John, Professor of Sociology (1998): Ph.D., University of California Berkeley.

Charisse L. Johnson, Assistant Professor of Pharmacy Practice (2007): Pharm.D., M.S., University of Illinois at Chicago.

Ephraim Janssen, Assistant Professor of Philosophy (2009): Ph.D., Fordham University.

Jesse Johnson, Assistant Professor of Library and Instruction Services (1997): M.S., Chicago State University.

Ross Johnson, Assistant Professor of Biological Sciences (2007): Ph.D., University of Pennsylvania.

Hannah Jones, Associate Professor of History (1992): Ph.D., Northwestern University.

LeRoy Jones II, Associate Professor of Chemistry (2000): Ph.D., University of South Carolina.

Jamilah Jor'dan, Assistant Professor of Early Childhood Education (2010): Ph.D., Loyola University, Chicago.

Soo Y. Kang, Professor of Art and Design (1995): Ph.D., University of California, Santa Barbara.

David Kanis, Professor of Chemistry (1994): Ph.D., University of Wisconsin, Madison.

Margaret A. Kelly, Associate Professor, Elementary and Middle Level Education (2000): Ed.D., Loyola University.

Thomas Kenemore, Associate Professor of Social Work (2003): Ph.D., University of Chicago.

Kamisha Khan, Associate Professor of Communications, Media Arts and Theatre (2008): M.F.A., University of Minnesota.

Lionel Kimble, Jr., Associate Professor of History (2005): Ph.D., University of Iowa.

WolanyoKpo, Professor of Management (1985): Ph.D., Illinois Institute of Technology.

Mark A. Kutame, Associate Professor of Health, Physical Education and Recreation (2000): Ph.D., Ohio State University.

AnnKuzdale, Associate Professor of History (1996): Ph.D., University of Toronto.

Azungwe I. Kwembe, Assistant Professor of Library and Information Services (2003): M.L.I.S., Dominican/Rosary College.

Olanipekun Laosebikan, Assistant Professor of Education (2012); Ph.D. University of Illinois-Urbana Champaign

Quarysh Lansana, Associate Professor of English (2001): M.F.A., New York University.

John J. Larsen, Professor of Special Education (1976): Ed.D., Loyola University of Chicago.

Crystal Laura, Assistant Professor, Doctoral Studies (2011): University of Illinois at Chicago.

Lorraine M. Lazouskas, Assistant Professor, Library and Information Services (1996): M.L.S., Rosary College.

Carol Leach, Associate Professor of Political Science (1993): Ph.D., Southern Illinois University.

Elroy Leach, Professor of Economics (1985): Ph.D., University of Illinois at Chicago.

Beverly Letcher, Lecturer in Nursing (2006): MSN., St. Xavier University.

Robert LeSuer, Associate Professor of Chemistry (2005): Ph.D., University of Vermont.

Christine List, Professor of Communications, Media Arts and Theatre (1990): Ph.D., Northwestern University.

Ben-Chieh Liu, Professor of Management Information Systems (1982): Ph.D., Washington University.

Florah Luseno, Associate Professor of Special Education (1997): Ph.D., Virginia Polytechnic Institute State University (Virginia Tech.).

John Lynch, Associate Professor of Psychology (2000): Psy.D., Chicago School of Professional Psychology.

Wanda Mahoney, Assistant Professor of Occupational Therapy (2008): Ph.D., Nova Southern University.

Kimberly Mann, Associate Professor of Social Work (1999): Ph.D., Loyola University, Chicago.

Kristy Mardis, Associate Professor of Chemistry (2004): Ph.D., University of Wisconsin Madison.

Janene L. Marshall, Assistant Professor of Pharmacy Practice (2009): Pharm.D., Mercer University.

Andrew Masselli, Associate Professor of Biological Sciences (2003): Ph.D., University of Georgia.

Gerrard McClendon, Assistant Professor of Education (2010); Ph.D., Loyola University-Chicago.

Louis Pancho McFarland, Associate Professor of Sociology (2005): Ph.D., University of Texas.

Mariana G. Meeker, Assistant Professor of Library and Information Services (1977): M.A., University of Denver.

Treadwell Merrill, Assistant Professor of Library and Information Services (1986): M.A.L.S., Rosary College.

Beverly R. Meyer, Professor of Library and Information Services (1982): M.A., Northern Illinois University.

Florence Miller, Lecturer in Nursing (2010): MSN., Wayne State University.

Miriam A. Mobley Smith, Professor of Pharmacy Practice (2007): Pharm.D., University of Illinois at Chicago.

Annie Moore, Professor of Library and Information Services (1974): M.A.L.S., University of Wisconsin.

Suzuko Morikawa, Associate Professor of History (2002): Ph.D., Temple University.

Fatimah Muhammad, Assistant Professor of Communications, Media Arts and Theatre (2010): Ph.D., Northwestern University.

Gebeyehu Mulugeta, Professor of Geography (1994): Ph.D., Michigan State University.

Paul Musial, Associate Professor of Mathematics and Computer Science (2002): Ph.D., University of Illinois at Chicago.

Saidou N'Daou, Professor of History (1997): Ph.D., University of Minnesota.

Debra J. Nelson, Assistant Professor of Health, Secondary Education, Professional Studies and Recreation (1999): Ed.D., Northern Illinois University.

Mohammed Newaz, Associate Professor of Pharmaceutical Sciences (2010): M.D., University of Chittagong; Ph.D. National University of Malaysia.

Dolores Nobles-Knight, Associate Professor of Pharmacy Practice (2007): Pharm.D., University of Southern California; MPH, Harvard University.

Asare Nkansah, Associate Professor of Chemistry (2004): Ph.D., University of Cincinnati.

Sharon O'Donnell, Professor of Mathematics and Computer Science (1985): D.A., University of Illinois at Chicago.

Christine N. Ohale, Professor of English (2001): Ph.D., University of Nigeria.

Nnedi Okorafor, Assistant Professor of English (2010): Ph.D., University of Illinois-Chicago.

Elizabeth Osika, Assistant Professor of Technology and Education (2005): Ph.D., Purdue University.

Sureshrani Paintal, Professor of Early Childhood Education (1993): Ph.D., Pennsylvania State University.

Yvonne M. Patterson, Assistant Professor, Counseling Center (2005): Psy.D., Argosy University Illinois School of Professional Psychology.

Marian Perkins, Associate Professor Criminal Justice (1998): J.D., Howard University.

Eric Peters, Professor of Biological Sciences (1996): Ph.D., Colorado State University.

Tatjana Petrova, Assistant Professor of Pharmacy Practice (2011): Ph.D., Auburn University.

Nampeang Pingkarawat, Professor of Economics (1982): Ph.D., University of Illinois at Chicago.

Venkateswara Potluri, Professor of Biological Sciences (2002): Ph.D., Banaras Hindu University.

Barbara J. Price, Assistant Professor, Health Information Administration (2001): Ed.D., Northern Illinois University.

Melany Puglisi-Weening, Assistant Professor of Pharmaceutical Sciences (2008): Ph.D., University of Mississippi.

Mikal Rasheed, Professor of Social Work (2006): Ph.D., Loyola University-Chicago.

William Jason Raynovich, Assistant Professor of Music (2007): D.M.A., University of Illinois at Urbana.

Arthur Redman, Associate Professor of Sociology (1991): Ph.D., University of Massachusetts.

Edward J. Reed (Justy), Associate Professor, Secondary Education, Professional Studies and Recreation (2002): Ph.D., University of Minnesota Twin Cities.

Alesia Richardson, Associate Professor of Psychology (1998): M.A., Western Michigan University.

Robert Richter, Associate Professor of Chemistry (2003): Ph.D., University of Missouri- Columbia.

Rosemary Ricks-Saulsby, Assistant Professor of Nursing (1986): Ph.D., Walden University.

Angela C. Riley, Assistant Professor of Pharmacy Practice (2008): Pharm.D., Midwestern University Chicago.

Felix Rivas, Assistant Professor of Chemistry (2006): Ph.D., State University of New York at Buffalo.

Barbara Roper, Assistant Professor of Accounting (1998): M.S., DePaul University.

Steven Rowe, Associate Professor of History (2007): Ph.D., Duke University.

Mel Sabella, Professor of Physics (2001): Ph.D., University of Maryland.

Behrooz Saghafi, Professor of Management Information Systems (1987): Ph.D., SUNY at Buffalo.

Mohammad Salahuddin, Assistant Professor of Criminal Justice (2008): Ph.D., Indiana University.

Yan Searcy, Associate Professor of Social Work and Sociology (1995): Ph.D., University of Chicago.

Byung-In Seo, Assistant Professor, Doctoral Studies (2008):Ph.D.; University of Illinois at Chicago.

Sherri Seyfried, Professor of Social Work (2002) Ph.D., University of Illinois at Chicago.

Virginia Shen, Professor of Foreign Languages and Literature (1991): Ph.D., Arizona State University.

Joseph E. Slonek III, Assistant Professor of Pharmacy Practice (2008): Ph.D., University of Illinois at Chicago.

Lute Smith, Associate Professor of Accounting (1988): J.D., John Marshall Law School.

Mark Smith, Professor of Music (1990): M.M., American Conservatory of Music.

Regina Smith, Assistant Professor of Occupational Therapy (2005): M.S., University of Illinois at Chicago.

Charlene C. Snelling, Assistant Professor of Library and Information Services (1990): M.S., Atlanta University.

Richard Solakiewicz, Professor of Mathematics and Computer Science (1988): Ph.D., University of Chicago.

Sneha Srivastava, Assistant Professor of Pharmacy Practice (2008):Pharm.D., Rutgers University.

John L. Stedl, Professor of Management Information Systems (1984): Ph.D., University of Delaware.

Patricia Steinhaus, Professor of Early Childhood Education (1999): Ph.D., University of Illinois at Urbana.

Roxanne Stevenson, Professor of Music (1992): M.S., University of Illinois at Urbana.

Mark Sudeith, Professor of Music (1984): D.Mus., Indiana University-Bloomington.

Kevin Swier, Professor of Biological Science (1997): Ph.D., University of Chicago.

Robert J. Szyman, Associate Professor, Secondary Education, Professional Studies and Recreation (2007): Ph.D., University of Illinois Urbana-Champaign.

Colleen Toledano, Assistant Professor of Art and Design (2009): M.F.A., Ohio University.

Douglas Thomson, Professor of Criminal Justice and Sociology (2002): Ph.D., University of Illinois at Chicago.

Gabriele M. Toth, Professor of Library Information Services (2005): M.S., University of Illinois/Urbana.

Cynthia K. Valenciano, Professor of Bilingual Education (1995): Ph.D., University of Illinois at Chicago.

Thomas Vaughn, Associate Professor of Accounting (1982): J.D., University of Kansas.

Roselyn P. Vellurattil, Associate Professor of Pharmacy Practice (2012):Pharm.D.,University of Illinois Chicago.

John Walsh, Assistant Professor of Criminal Justice (2005): MA, Southern Illinois University at Carbondale

Laurie Walter, Associate Professor Zoology (1984): Ph.D., Yale University.

Guang-Nay Wang, Professor of Mathematics and Computer Science (1980):Ed.D., Oklahoma Sate University; Ph.D., Illinois Institute of Technology.

Elizabeth M. Wanka, Assistant Professor of Occupational Therapy: Dr OT., Governor's State University.

Karen McCurtis-Whitherspoon, Professor of Psychology (1998): Ph.D., Loyola University.

Pharaz Whitted, Assistant Professor of Music (1998): M.M., Indiana University- Bloomington.

Deborah Williams, Associate Professor of Music (2002): M.M., University of Oklahoma Norman.

Patrick Bassey Williams, Associate Professor (2009): Ph.D., University of Tennessee, Knoxville.

Fabienne Williams, Lecturer in Nursing (2009): MSN., University of Illinois, Chicago.

Elizabeth S. Wittbrodt, Associate Professor of Occupational Therapy (1989): M.S., Governors State University.

Chyrese Wolf, Assistant Professor, Elementary and Middle Level Education (2007):Ed.D., Loyola University.

Asmamaw Yimer, Assistant Professor of Mathematics and Computer Science (2007): Ph.D., Illinois State University, Normal, IL.

Nuru Yakubu Ubangiji, Associate Professor of English (1995): Ph.D., Indiana University of Pennsylvania.

Shuming Zheng, Associate Professor of Physics (2000): Ph.D., Illinois Institute of Technology.